The College of New Jersey
Board of Trustees
February 19, 2019
201/106 Trenton Hall
3:00 pm

Minutes of the Public Meeting Agenda

I. Announcement of Compliance

II. Motion to go into Closed Session
   A. It is moved by Ms. Williams, seconded by Mr. Gibbs, that the Board go into closed session to discuss personnel actions including Faculty New Appointments - Temporary, Reappointments – Temporary, Retirements – Emeritus; Staff New Appointments, Change of Status, Resignations, One Year Reappointments; Retirements - Emeritus; pending litigation including: Calogero Paxia v. TCNJ et al.; Ratarsha Willis v. TCNJ; Joseph Gage v. TCNJ; Alexa Madoff v. TCNJ et al.; William Carter vs. TCNJ; Michael Benson v. TCNJ; Landon Jasmin v. TCNJ; Derrick Dixon v. TCNJ; TCNJ v. PSE&G; anticipated litigation and real property, items exempt under the Open Public Meetings Act. Closed Session

III. Resumption of Public Session/Pledge of Allegiance

IV. Approval of the Minutes of the October 16, 2018 Public Meeting

It was moved by Ms. Ostrov, seconded by Ms. Horne, that the resolution be approved. The motion passed unanimously.

V. Approval of the Minutes of the December 4, 2018 Public Meeting

It was moved by Ms. Hymerling, seconded by Mr. Caballero, that the resolution be approved. The motion passed unanimously.

VI. Report of the President

President Foster gave her report and addressed

VII. Report of Board Officers

   A. Appointment of the Board Officers Nominating Committee

      Chair Svizeny appointed Carl Gibbs as chair of the Board Officers Nominating Committee, and Treby Williams and Brian Markison as members.

VIII. Report of the Trustee Member of the TSC Corporation

Ms. Svizeny reported for Mr. Markison.

IX. Report of the Trustee Liaison to the New Jersey Association of State Colleges and Universities

Dr. Altman gave his report.

X. Report of the Trustee Member of the TCNJ Foundation

Ms. Horne gave her report. Ms. Svizeny announced that Mr. Gibbs will now serve as the Board's liaison to the Foundation and thanked Ms. Horne for her service.

XI. Report of the Trustee Member of the TCNJ Alumni Association

Ms. Hymerling gave her report.

XII. New Business

A. Report of the Executive Committee

Ms. Svizeny reported for the Committee and presented the following action items:

1. Faculty Actions – New Appointments – Tenure Track, New Appointments – Temporary, Promotions, Retirements – Emeritus, Sabbaticals – Attachment A

   It was moved by Mr. Caballero, seconded by Mr. Gibbs, that the resolution be approved. The motion passed unanimously.

2. Staff Actions – New Appointments, One Year Reappointments, Five Year Reappointments, Retirements – Emeritus – Attachment B

   It was moved by Ms. Hymerling, seconded by Ms. Ostrov, that the resolution be approved. The motion passed unanimously.

3. The College of New Jersey Board of Trustees Resolution Honoring Dr. Fred Keating – Attachment C

   It was moved by Dr. Altman, seconded by Ms. Ostrov, that the resolution be approved. The motion passed unanimously.

4. The College of New Jersey Board of Trustees Resolution Honoring Mr. Miles Powell – Attachment D

   It was moved by Mr. Gibbs, seconded by Ms. Williams, that the resolution be approved. The motion passed unanimously.

B. Report of the Mission Fulfillment Committee

Ms. Ostrov reported for the committee.

1. Resolution Approving a 5-year Program in Secondary Education and Special Education – Attachment E

   It was moved by Mr. Caballero, seconded by Ms. Hymerling, that the resolution be approved. The motion passed unanimously.

2. Resolution Approving a BA in World Languages and Linguistics – Attachment F

   It was moved by Ms. Hymerling, seconded by Mr. Caballero, that the resolution be approved. The motion passed unanimously.

C. Report of the Governance Committee

   Ms. Horne reported for the committee.

D. Report of the Business and Infrastructure Committee

   Dr. Altman reported for the committee.

1. Resolution Approving Waivers of Advertising (College Business Purposes) – Attachment G

   It was moved by Ms. Ostrov, seconded by Ms. Hymerling, that the resolution be approved. The motion passed unanimously.

2. Resolution Approving Waivers of Advertising (Facilities and Construction) – Attachment H

   It was moved by Mr. Gibbs, seconded by Ms. Ostrov, that the resolution be approved. The motion passed unanimously.

3. Resolution Approving Capital Project Budgets – Attachment I

   It was moved by Mr. Caballero, seconded by Ms. Williams, that the resolution be approved. The motion passed unanimously.

4. The College of New Jersey Resolution Approving Rates for Master of Business Administration Courses Academic Year 2019 – 2020 – Attachment J

   It was moved by Mr. Gibbs, seconded by Ms. Williams, that the resolution be approved. The motion passed unanimously.

E. Report of the Audit, Risk Management and Compliance Committee

   Ms. Williams reported for the committee.

1. Resolution Approving Waivers of Advertising for College Business Purposes – Attachment K

   It was moved by Ms. Hymerling, seconded by Mr. Caballero, that the resolution be approved. The motion passed unanimously.

XIII. Presentation by Student Government President Brooke Chlebowski

Ms. Chlebowski provided an update on the activities on the Student Government. Her remarks are attached.

XIV. Adjournment

It was moved by Mr. Caballero, seconded by Mr. Gibbs, that the following resolution be approved.

Be It Resolved: That the next public meeting of The College of New Jersey Board of Trustees, the annual tuition hearing, will be held on Tuesday, April 23, 2019 at a time and location to be announced.

Be It Further Resolved: That this meeting be adjourned.

The College of New Jersey
Board of Trustees
February 19, 2019
201/106 Trenton Hall
3:00 pm

Public Meeting Agenda

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X. Report of the Trustee Member of the TCNJ Foundation

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Be It Further Resolved: That this meeting be adjourned.

FACULTY

New Appointments – Faculty - Tenure Track

Levi Ekanger	Chemistry Assistant Professor Effective: August 3, 2019 – June 30, 2022
Shannon Graham	Physics Assistant Professor Effective: August 3, 2019 – June 30, 2022
Rebecca Hunter	Chemistry Assistant Professor Effective: August 3, 2019 – June 30, 2022
Lauranne Lanz	Physics Assistant Professor Effective: August 3, 2019 – June 30, 2022
Michael Smith	Special Ed., Language & Literacy Associate Professor Effective: August 3, 2019 – June 30, 2022
Shengbin Wang	Management Associate Professor Effective: August 3, 2019 – June 30, 2022
Wudyalew T. Wondmagegn	Electrical & Computer Engineering Associate Professor Effective: August 3, 2019 – June 30, 2022

New Appointments – Faculty - Temporary

Erin Cangelosi	Nursing Instructor Effective: January 28, 2019 - June 30, 2019
Corinne Zupko	Counselor Education Assistant Professor Effective: January 28, 2019 - June 30, 2019

Promotions – Faculty – Effective September 1, 2019

Associate Professor

1. Holly Didi-Ogren
2. Connie Kartoz
3. Seung-yun Kim
4. Carolina Marques Borges
5. Tracy Perron

Professor

1. Matthew Bender
2. Ashley Borders
3. Seung Hee Choi
4. Paul D'Angelo
5. Jana Gevertz Fiorelli
6. Lisa Grimm
7. Margaret Leigey
8. Margaret Martinetti
9. Suriza Van Der Sandt
10. Yiqiang Wu
11. Matthew Wund

Retirements – Faculty - Emeritus

John Allison	Chemistry Effective: January 1, 2019
Marion Cavallaro	Counselor Education Effective: February 1, 2019

Sabbaticals – Faculty

Thomas Brennan	Civil Engineering Effective: Spring 2020
Karen Chang Yan	Mechanical Engineering Effective: FY 2020
Wendy Clement	Biology Effective: FY 2020
Robert Cunningham	Mathematics & Statistics Effective: FY 2020

Sabbaticals – Faculty - continued

Gary Dickinson	Biology Effective: Spring 2020
Lisa Grega	Mechanical Engineering Effective: FY 2020
Matthew Hall	Special Ed., Language & Literacy Effective: FY 2020
Nancy Hingston	Mathematics & Statistics Effective: FY 2020
John Kuiphoff	Interactive Multimedia Effective: Fall 2019
Mindi McMann	English Effective: FY 2020
Lauren Madden	Elem. & Early Childhood Ed. Effective: FY 2020
Margaret Martinetti	Psychology Effective: FY 2020
Consuelo Preti	Philosophy, Religion, & Class. Studies Effective: Fall 2019
Stuart Roe	Counselor Education Effective: FY 2020
Atsuko Seto	Counselor Education Effective: Spring 2020
Glenn Steinberg	English Effective: Fall 2019
Liselot van der Heijden	Art and Art History Effective: FY 2020

STAFF

New Appointments

Babayemi Aiyegbo	Professional Services Specialist 2 Counseling & Psychological Services Effective Date: January 7, 2019
Chelsea Jade Gonzalez	Professional Services Specialist 4 Residential Education & Housing Effective Date: January 7, 2019
William Peitz	Professional Services Specialist 4 Records & Registration Effective Date: January 14, 2019
Jessica Snell	Professional Services Specialist 4 Fraternity & Sorority Life Effective Date: December 3, 2018

One Year Reappointments (Effective July 1, 2019 – June 30, 2020) – AFT Staff – Revised

Mary Lehr-Furtado	Professional Services Specialist 1 School of Business

Five Year Reappointments (Effective July 1, 2019 – June 30, 2023) – AFT Staff

Dale Simon	Professional Services Specialist 3 TCNJ Center for the Arts
Mark D. Kalinowski	Professional Services Specialist 3 TCNJ Center for the Arts

Retirements – Emeritus

Kathryn E. Leverton	Facilities & Admin Services Effective Date: February 1, 2019
Lori A. Thompson	Grants & Sponsored Research Effective Date: February 1, 2019

Resolution Honoring
Dr. Fred Keating
For Service to
The College of New Jersey
Board of Trustees

Whereas: Dr. Fred Keating has provided extraordinary service as a gubernatorially appointed member of The College of New Jersey Board of Trustees since July 2012; and

Whereas: Throughout his tenure, Dr. Keating shared his extensive experience in higher education administration and provided guidance to the Trustees and the College's administration. As an alum of The College of New Jersey classes of 1970 and 1973, Dr. Keating brought unique perspective to the work of the board, ensuring deliberations were mission focused; and

Whereas: During his time on the Board, Dr. Keating participated as a member of the Student Affairs, College Advancement, and Building and Infrastructure Committees. In addition, Dr. Keating provided leadership as the Chair of the Mission Fulfillment Committee and served as a member of the Board's Executive Committee; and

Whereas: Dr. Keating has generously given his time to attend, participate, and support, a wide variety of institutional activities throughout his time on the Board.

Therefore,
Be It Resolved: That The College of New Jersey Board of Trustees extends its appreciation to Dr. Keating for his years of service to The College of New Jersey; and to the citizens of New Jersey, and thanks him for his continued support of the college.

February 19, 2019

Resolution Honoring
Mr. Miles Powell
For Service to
The College of New Jersey
Board of Trustees

Whereas: Mr. Miles Powell has provided important service as a gubernatorially appointed member of The College of New Jersey Board of Trustees April 2007; and

Whereas: Throughout his tenure, Mr. Powell was an ardent supporter of The College of New Jersey, providing guidance to the Board on matters of business and governance, and

Whereas: During his time on the Board, Mr. Powell participated as a member of a wide variety of committees, including the Student Affairs, Academic Affairs, Governance, and Building and Infrastructure Committees. Mr. Powell graciously extended his service on behalf of the Board as the Board's liaison to the Trenton State College Corporation. In this capacity he shared his expertise and provided support for this important college auxiliary; and

Whereas: Mr. Powell has generously given his time to attend, participate, and support, a wide variety of institutional activities, including student, faculty and staff lectures, celebrations and athletic events throughout his time on the Board.

Therefore,
Be It Resolved: That The College of New Jersey Board of Trustees extends its appreciation to Mr. Miles Powell for his years of service to The College of New Jersey; and to the citizens of New Jersey, and thanks him for his continued support of the college.

February 19, 2019

The College of New Jersey Board of Trustees Resolution Approving a Five-Year Program in Secondary Education and Special Education

Whereas: The School of Education has proposed the creation of a five-year baccalaureate/Master of Arts in Teaching program; and,

Whereas: The proposed program is intended to prepare teachers who specialize in meeting the needs of adolescents with disabilities in secondary subject-area classrooms such as English and math; and,

Whereas: This program will serve secondary education students who seek dual certification by leading to a Bachelor of Arts or Bachelor of Science degree in a content major and a Master of Arts in Teaching in special education; and,

Whereas: This program is consistent with the mission of The School of Education and the mission of The College of New Jersey; and,

Whereas: This program has been reviewed and recommended by the Curriculum Committee of the School of Education, the Graduate Studies Council, and the Committee on Academic Programs; and,

Whereas: This program has been reviewed and recommended by the Mission Fulfillment Committee of the Board of Trustees.

Therefore, Be It Resolved: That the proposed five-year program in Secondary Education and Special Education be approved.

February 19, 2019

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

Degree Program Title and Designation: **Five-year Program in Secondary Education and Special Education**

Home School: School of Education

Home Department: Secondary Education and Special Education, Language & Literacy

Contact Person for Information about this Proposal: Anne Peel (peela@tcnj.edu) and Colette Gosselin (gosselin@tcnj.edu)

Proposed Semester/Year for Program to Begin: Fall, 2019

Briefly describe the proposed program. If applicable, list other departments and schools with courses included in the program.

The School of Education at The College of New Jersey (TCNJ) proposes the creation of a five-year masters' program (MAT) in Special Education (SPED) and Secondary Education in a Subject Area (SED). The program is intended to prepare teachers who specialize in meeting the needs of adolescents with disabilities in secondary subject-area classrooms such as English and math. This program will serve secondary education students who seek dual certification in a content major (BA in English or history, BS in mathematics or biology) and an MAT in special education.

Attach the most current version of the complete proposal. The signatures below indicate approval of the attached proposal.

Barbara Strassman — Department Chair — 11/28/2018 — Date

School Curriculum Committee — 11/28/18 — Date

Dean — 11/28/18 — Date

Consultation with Affected Units

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

Barbara Strassman	11/28/2018
Department Chair	Date
Colette Gaiter	11/28/2018
	Date
	Date
Suzanne McGee	11/28/18
Dean	Date
	Date
	Date

Final Steps in the Approval Process

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

The College of New Jersey
Creation of a Five-Year Major Program in Secondary and Special Education

2. Narrative Proposal

a. Program Objectives

The School of Education at The College of New Jersey (TCNJ) proposes the creation of a five-year masters' program (MAT) in Special Education (SPED) and Secondary Education in a Subject Area (SED). The program is intended to prepare teachers who specialize in meeting the needs of adolescents with disabilities in secondary subject-area classrooms such as English and math. There is a growing need for teachers with this expertise and very few cohesive programs in New Jersey that offer teacher-preparation in this area.

The New Jersey Department of Education requires candidates who want to be special education teachers in New Jersey to earn dual certification in general education (Early Childhood, Elementary, or Subject Area) and special education (Teacher of Students with Disabilities). TCNJ currently offers two options in dual certification for students who want to become special education teachers: Early Childhood/SPED and Elementary/SPED, but does not offer an option for students who want to focus on teaching students with disabilities in secondary subject-area classrooms. The proposed five-year SPED/SED masters' program will address the needs of two groups of teacher candidates: (1) teacher-candidates in special education who want to work in secondary schools and (2) teacher-candidates in secondary education who want to teach students with learning disabilities.

By creating a dual certification program focusing on secondary education for students with disabilities, the proposed program will address a gap in the current preparation of special education teachers. The special education certification our graduates receive qualifies them for special education positions in any K-12 classroom in NJ. In addition, all special education teachers in NJ must also have a second teaching certification, so our students also prepare for elementary general education certification. This means that all of the students' methods courses, field experiences, and student teaching occur predominantly in elementary contexts. However, some of the special education students in the current program plan to teach in middle or high school. Several TCNJ graduates accept positions in secondary schools, which technically they are qualified to do, even though they have never worked with adolescent students or studied secondary teaching methods.

Students who are studying to receive secondary certification in a content-area have a similar problem: they have extensive preparation for teaching adolescents, but have had limited preparation (1 course) studying special education issues or working with students with learning disabilities. New Jersey has embraced the model of inclusive education stipulated in the IDEA, which requires that all K-12 students be taught in the least restrictive environment (LRE). Therefore, most of the graduates of the SED program will be teaching in inclusion contexts during their career. This means that they are teaching subject matter to students with learning

disabilities, Autism Spectrum Disorder, or other high-incidence disabilities. They may be co-teaching with a special education teacher who has no subject-matter expertise in the discipline of the course. Sometimes, the special education (SE) teacher is only available on alternating days. In the least affluent districts experiencing staffing difficulties, the reality is that content-area teachers might be teaching in inclusive classrooms with no support from a special education teacher. As subject area teachers who will be responsible for the needs of a broad array of students with differing learning abilities, TCNJ graduates should have the opportunity to receive the same specialized preparation that special education teachers receive. Increasingly, we are moving towards a model of education that does not marginalize or separate certain students based on ability, and all teachers will need to be prepared to meet the needs of all students.

Any pre-service teacher planning to work in a middle or high school needs both special education training and secondary content-specific training. The proposed degree option will fill that gap.

The proposed program will draw on the expertise of the Department of Special Education, Language, & Literacy (SELL), The Department of Educational Administration and Secondary Education (EASE) and subject-matter experts from the English, Mathematics, Biology, and History Departments.

b. Evaluation and Learning Outcomes Assessment Plan

Teacher preparation programs in the School of Education participate in a cycle of planning and assessment through the Council for the Accreditation of Educator Preparation (CAEP) and through their individual Specialized Professional Association (SPA). The SPA for this program would be Council for Exceptional Children (CEC) for SPED and NCTM, NCTE, NCSS or NSTA report for Secondary Education depending on the subject matter area.

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

Assessment of Student Learning Outcomes at Course/Program Level

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

Through on-going partnerships with our colleagues in K-12 education and state government, faculty of The School of Education remain dedicated to the core mission of producing high

-quality professionals who possess solid content knowledge, demonstrated clinical competence, and a clearly articulated belief that all individuals deserve the highest quality practices in their schools and clinics.

Students graduating from the proposed dual major program will be dual certified to teach special education and a content area with a focus on secondary students. The program is designed to prepare the teacher candidates to effectively meet the needs of all secondary students, whether in a self-contained, inclusive, or general education context. Teachers who have successfully completed the program will have the content knowledge, pedagogical mastery, practical experience, and flexibility to adapt to a wide variety of classroom contexts; they will understand the specialized challenges of learning discipline-specific content at the secondary level, and demonstrate best practices in differentiating teaching for diverse learners.

1. Alignment with CAEP

Teacher preparation programs in the School of Education participate in a cycle of planning and assessment through the Council for the Accreditation of Educator Preparation (CAEP), which accredits the program, and through their individual Specialized Professional Association (SPA). The SPA for this program would be Council for Exceptional Children (CEC) for SPED and NCTM, NCTE, NCSS or NSTA report for Secondary Education depending on the subject matter area.

- NCTE - National Council of Teachers of English
- NSTA -National Science Teachers Association
- NCSS- National Council for Social Studies
- NCTM - National Council of Teachers of Mathematics

TCNJ completed its final NCATE review before its transition to CAEP in 2015 where the School of Education retained its accreditation. The next CAEP review will occur in Fall 2022. We will be unable to complete the "SPA Program Review" option since the first cohort will not yet have graduated and therefore, data will not be available. Instead, the program will complete the "CAEP Program Review with Feedback" option.

As students progress through the program, the program coordinator will track student outcomes using LiveText, disaggregating data from other undergraduates in the School of Education Secondary Education and Special Education programs. The program coordinator will be responsible for collecting assessment data, drafting reports to the accrediting agency, and general oversight of the program. The program will rely on a variety of data sources to ensure alignment with the most recent CAEP standards for accreditation:

> **Standard 1** – Content and Pedagogical Knowledge. *The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.*
>
> - The program plans to utilize data generated and input into LiveText to disaggregate student-level data to gauge student performance, evaluate the effectiveness of specific

courses, and the overall quality of the program.

Standard 2 – Clinical Partnerships and Practice. *The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.*

- The program will build upon the effective field experiences and clinical practices that exist within the Special Education and Secondary Education programs.

Standard 3 – Candidate Quality, Selectivity, and Recruitment. *The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.*

- See the section titled *Program Entrance, Retention, and Exit Standards* for description of measures used for recruitment and support of candidates.

Standard 4 – Program Impact. *The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.*

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

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

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

2. Student Learning Goals:

The following five principles form the framework for the learning goals of the proposed

program. Students graduating from the program will be able to:

1. Demonstrate Subject Matter Expertise

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

2. Demonstrate Excellence in Planning and Practice

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

3. Demonstrate a Commitment to All Learners.

   Implement the principles of culturally responsive teaching and differentiated instruction, and understand the importance of partnerships with families, community members, and other professionals to address students' diverse needs. Experience diverse teaching/clinical settings in their programs at TCNJ and be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

4. Demonstrate a Strong, Positive Effect on Student Growth.

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

5. Demonstrate Professionalism, Advocacy, and Leadership.

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

In addition, the proposed program will satisfy the following **Middle States** student learning outcomes:

- *Critical Reasoning and Research Skills*
- *Written and Oral Communication*
- *Information Literacy Skills*
- *Technology Fluency*

3. Student Learning Outcomes:

These student learning outcomes, consistent with the New Jersey Professional Standards for Teachers, will be met through coursework and experiential learning. Formative and summative

assessment will be conducted throughout the course of studies to ensure students meet standards and competencies specified for the courses and program. These assessments include:

- Course embedded assessments including objective and subjective exams, written assignments and projects evaluated by a rubric
- Research papers and presentations, including literature reviews, and action research projects
- Case studies including clinical literacy reports, written IEP goals and objectives
- Classroom observations and written reports, including analytical reflections on best practices
- Field-based, supervised clinical teaching experiences

The following curriculum map outlines the correlation between courses in the SPED/SED program and standards set by the Council for Exceptional Children (CEC) for initial certification as well as the New Jersey Professional Standards for Teachers. The program curriculum and course content will be updated and revised on a periodic basis to reflect current research (such as the findings of the NJ Task Force on Improving Special Education for Public School Students) into best practices in special education and the needs of diverse secondary students.

Learning outcomes are further aligned with the ***New Jersey Topics for Special Education****:*

i. Philosophical, historical, and legal foundations of special education
ii. Characteristics of students with disabilities
iii. Standardized and functional assessment
iv. Strategies for the development of literacy
v. Curriculum planning, learning environments, modifications, and materials for students with disabilities
vi. Inclusive education practices, positive behavioral supports, communication, and collaborative partnerships
vii. Assistive technology
viii. Transition planning, program development, and agencies available for students with disabilities

NB: Curricular content knowledge standards (central concepts, structures, and tools of inquiry in the discipline being taught) stipulated by both NJ Professional Standards for Teachers and CEC will be primarily addressed through the second major.

Performance Assessment for Teacher Certification

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

Secondary education takes several steps to support teacher candidates (TCs) as they develop their edTPA portfolios. During both the Clinical I and Clinical II experiences, students are enrolled in discipline specific courses (the methods and capstone courses respectively), which

will focus on the content and skills needed to address the edTPA requirements. At the start of Clinical II, TCs take part in a two-day boot camp. During this boot camp, they reflect on their educational philosophy and the research/theory that supports their philosophy. This provides a strong foundation on which TCs can build their edTPA work. During the boot camp, TCs review the edTPA portfolio tasks that they have been exposed to in their Clinical I experience. They work with professors to analyze sample edTPA portfolios as compared with the demands stated in the handbook and the rubrics, and they take a deep dive into academic language. Finally, TCs attend a presentation by the certification officer on attaining parental consent for student in their class to be video taped, registering for TCNJ video equipment, and best practices for videotaping.

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

Curriculum Map

(Aligned with CEC Initial Level Special Educator Preparation Standards and New Jersey Professional Standards for Teachers)

Undergraduate Courses

Introductory Courses: Knowledge Level (years 1 and 2)	1. Learner Development & Individual Learning Differences (CEC 1; NJPST 1 & 2)	2. Learning Environments (CEC 2; NJPST 3)	3. Curricular Content Knowledge (CEC 3; NJPST 4 & 5)	4. Assessment (CEC 4; NJPST 6)	5. Instructional Planning and Strategies (CEC 5; NJPST 7 & 8)	6. Professional Learning and Practice (CEC 6; NJPST 9 & 11)	7. Collaboration (CEC 7; NJPST 10)
SPE 103: Social and Legal Foundations of Special Education Introduces students to interdisciplinary analyses of special education in American schools. Students review critical issues facing schools by applying analytic principles drawn from history, philosophy, and legal/social theory in order to form an initial, professional position. They will develop a framework for understanding how they, as individuals, can contribute to enhancing educational environments for students with disabilities.	✓	✓				✓	
SED 224: Adolescent Learning and Development This course is designed for prospective secondary education teachers (serving grades 6-12/serving schools that are departmentalized). It focuses on adolescent learning and development using diverse frameworks: theoretical, empirical and practice/policy. It requires prospective teachers to: (a) know and understand the students they propose to teach in addition to understanding their own development and the contexts of that development; (b) develop high levels of competencies related to the application and use of the tools and products of the science of development, specifically, reflection, research and inquiry; and (c) cultivate in self and exercise leadership and advocacy for youth through participation in a thirty (30) hour structured field experience.	✓						
EFN 299: Schools and Communities This course examines the nature and the complex interrelationship between schools and communities in the rapidly changing diverse culture of the United States. Students learn how family and school values, belief systems, and attitudes intersect and subsequently result in inequitable schooling opportunities and student academic achievement. Students develop an informed discourse that enables them to analyze classroom dynamics through the use of social theory as they examine case studies, ethnographies and complete a field based observation study. Through these experiences students are expected to reflect on their own socialization and begin to shape an understanding of how social structures have impacted their own educational experiences as well as those of others. Students must register for a fifteen (15) hour field practicum that is taken concurrently with this course.		✓				✓	
Intermediate Level Courses: Supported Application Level (years 2 and 3)	1. Learner Development &	2. Learning Environments	3. Curricular Content Knowledg	4. Assessment	5. Instructional Planning and	6. Professional Learning	7. Collab-oration

	Individual Learning Differences		e		Strategies	and Practice	
SPE 214: Exploring Classroom Communities Introduction to the "best practices" that are currently used in the areas of classroom management and behavior support. It provides students with the skills and knowledge that will enable them to pro-actively and constructively address the varied kinds of behavioral challenges that teachers confront in current classrooms and establish environments that are positive and encourage high levels of academic engagement. Field experience included. Reserved for special education majors only.	✓	✓				✓	
RAL 220: Literacy Strategies, Assessment, and Instruction Through readings, class activities and field experience, this course will develop students' understanding of comprehensive/balanced literacy instruction. Students will become familiar with the different instructional modes of literacy, the concept of reading levels, the stages of reading and writing development, and, the components of the literature focus lesson and the literacy mini-lesson. Through direct experience with materials and methods, students will be prepared to plan appropriate instruction in areas of emergent literacy, word identification, fluency, comprehension, the writing process, and literature response. Field assignments in elementary schools will allow students to apply course content. Reserved for special education majors only.	✓	✓		✓	✓		
SPE 322: Inclusive Practices A mid-level course which assumes that the student has basic knowledge of pupils with disabilities, basic instructional design skills and basic curriculum content knowledge. The overall goal of this course is to prepare students to assume the role of in-class support teacher of pupils with disabilities. Assignments will enable students to apply their skills in planning and instruction to an inclusive environment. Reserved for special education majors only	✓	✓			✓		✓
SPE 324: Teaching Students with Severe Disabilities Through the use of critical analysis, case studies, discussion and problem solving exercises, this course will examine current best practices that address the needs of individuals with severe disabilities. Practices in areas such as assessment, curriculum design, instructional strategies, positive behavioral supports and home-school collaboration will be examined. The perspectives of students as well as their families will be a central focus of discussion. The inclusion of individuals with severe disabilities in general education settings and in the community is addressed throughout the course. Reserved for special education majors only.	✓	✓		✓	✓		
Intermediate II: Independent Application and Knowledge Synthesis Level (Year 4)	1. Learner Development & Individual Learning Differences	2. Learning Environments	3. Curricular Content Knowledge	4. Assessment	5. Instructional Planning and Strategies	6. Professional Learning and Practice	7. Collab-oration

SED 399: Pedagogy in Schools & ___390: Content Specific Methods In this course, students develop the pedagogical knowledge, skills, and dispositions necessary to become an effective and reflective culturally responsive practitioner. Students learn instructional design, pedagogical strategies, and various approaches to classroom management. Using `Understanding by Design‚¿ students practice the principles of writing lesson and unit plans by creating a two-week unit assigned by a cooperating teacher in a middle or high school setting. This unit is taught and evaluated by the cooperating teacher and college professors. This course shares a 100 hour field experience with content methods courses that are taken concurrently. Students must have earned a C+ in both SED 224 and EFN 299 and have a minimum GPA of 2.5 to enroll in this course. Students must earn a minimum grade of B in this course to move forward to student teaching.			✓	✓	✓	✓	
Second Methods Course ● MTT 380: Methods of Teaching Mathematics (math majors) ● EED 400: Teaching Writing (English majors) ● Content Elective (biology and social studies majors)			✓	✓	✓		
SPE 490: Practicum This field experience course with a complementary seminar provides students with an opportunity to observe children with disabilities in an elementary education setting and to participate in standard classroom routines and teaching activities. Based on their observations and field experiences, students will complete a series of written assignments that relate to lesson design, differentiation of instruction, analysis of student learning and reflection. Students will discuss these issues and participate in collaborative problem-solving in the seminar part of the course. Reserved for special education majors only.	✓	✓		✓	✓	✓	✓
Graduate Courses							
Advanced Level: Instructional Design and Implementation; Analysis and Research (Year 5)	1. Learner Development & Individual Learning Differences	2. Learning Environments	3. Curricular Content Knowledge	4. Assessment	5. Instructional Planning and Strategies	6. Professional Learning and Practice	7. Collab-oration
SPED 522: Remedial Instruction This course provides students with the skills necessary to conduct functional and standardized classroom assessments of students with reading and writing disabilities; to develop instructional plans based upon the results of their assessments; and to choose and implement appropriate specialized approaches as well as strategies to address the learning difficulties identified.	✓	✓		✓	✓		
SPED 664: Research Trends in Special Education In-depth study of methods of comparative analysis and research models in current studies relevant to the theoretical and practical issues in the education of children with learning and behavior disabilities. Emphasis on interdisciplinary contexts; action research by practitioners; collaborative models; and the cultural, developmental, and social bases for learning and behavior.						✓	
EDUC 513: Collaboration This course focuses on methods and approaches to facilitating partnerships for planning and decision making within educational					✓	✓	✓

and habilitative systems. Collaborative teaming skills and productive planning processes on behalf of children with disabilities will be developed. Students will be guided through a series of lectures, readings, and -activities that are designed to facilitate the basic understandings of the following: (1) parameters of collaborative teams and transdisciplinary approaches; (2) characteristics of effective teams, including membership, roles, responsibilities, and processes; (3) effective communication and conflict resolution among team members; (4) creative problem-solving and decision-making processes; (5) evaluating outcomes and change; and (6) the unique attributes of school-agency-family collaboration. This course is designed to provide experiences in skill development in a wide variety of approaches to team participation and facilitation.							
SPED 521: Assistive Technology This course explores technology applications that benefit children and youth with disabilities. It focuses on teaching students the skills they will need to use assistive technology appropriately and effectively to enhance the educational programs of children and youth with disabilities. Emphasis is placed on developing the skills necessary to make computers accessible, using assistive technology to provide access to the curriculum and New Jersey core curriculum content standards, enhancing the ability to communicate, and utilizing Internet resources to keep current with best practices and advances in assistive technology.		✓			✓		
SPED 631: Transition & Community-Based Instruction This course will introduce students to the historical, philosophical, and legal foundations of transition and vocational education in public schools. Based upon a review of the current literature in this area, this course identifies research-validated practices and issues in the transition of youth with disabilities from high school to adult living. Contemporary issues including the legal responsibilities of schools and educators; person centered planning; functional vocational assessment; and collaboration with families and community agencies will be addressed. It is expected that by the end of this course, students will have an understanding of the development of transition services; and methods of assessment and instruction for learners with diverse abilities in a variety of community settings.		✓				✓	✓
SPED 648: Advanced Positive Behavioral Supports for Students with Extreme Behaviors This course specifically focuses on addressing the needs of students who demonstrate extremely challenging behaviors and are at a high risk of being excluded from inclusive school and community settings. What are the varied challenges faced by these students and their families? How should the positive behavior supports inquiry process be guided for such students? What can we learn from the perspectives of consumers who are navigating these challenges? What strategies should we use to mobilize school and community support for such students? What are the pros and cons of medication? What kinds of quality-of-life issues need to be addressed in order to bring about a long-term impact on behavior? These are some of the questions that will be addressed throughout this course. The intent of this course is to provide students with the necessary skills that will enable them to support such students and advocate for them within the system. The emphasis of the course is on collaboration, inclusion, and non-aversive techniques.	✓	✓					

1 Advanced Course on Diverse Learners (3 credits) ➢ SPED 655 Social & Cultural Constructions of Behavior Employing critical disability studies perspectives and principles of social justice, the course encourages students to resist deficit-based narratives of such children and families and focus on the possibilities that exist within supportive contexts. This course approaches emotional and behavioral disorders as social, cultural, and historical constructs and in doing so examines the ways in which educational policy, social systems and schooling practices set the stage for the construction of this disability label. Students will use first-person narratives to investigate the intersections of poverty, language, ability, race, gender, sexual orientation, nationality and ethnicity as they relate to behavior. Typical disciplinary practices and their historical roots will be examined as well assessment practices that culminate in the construction of EBD. ➢ ESLM 579: Language & Literacy for ESL This course provides an introduction to language and literacy. It considers foundational knowledge of language that ESL teachers need to be effective classroom teachers. Theories, concepts, and issues in first and second language reading are examined. We explore potential difficulties that learners may face in learning how to read and write in English as a second language. Among the topics that we address are: phonology, morphology, linguistic processing of text, cross- linguistic transfer, cross-cultural mis/communication, schema theory, and vocabulary acquisition. We examine how language, culture, writing systems, and other factors impinge upon second language literacy.	✓	✓				✓	
1 Advanced Literacy Course (3 credits) ➢ RDLG 571: Language and the Teaching of Reading The place of language in culture; linguistics and psycholinguistics as academic disciplines; examination of concepts significant for the reading program; analysis of American English; implications of cultural, linguistic, and psycholinguistic data for instructional practice and for selection of instructional materials. ➢ RDLG 673: The Writing Process in Literacy Development The purpose of this course is to provide students with an in-depth examination of current research and methods used in reading, writing and language arts instruction. It explores theories of how to teach the writing process and examines the connection between reading and writing performance in literacy development. This course also explores and examines skills that support writing processes and identifies effective strategies for cross-curricular integration of creative and informational writing.	✓			✓	✓		
SPED 695: Internship - Special Education (6 credits)	✓	✓	✓	✓	✓	✓	✓
SCED 667: Current Issues in Secondary Education (Capstone, 3 credits)	✓	✓	✓	✓	✓	✓	✓

4. Assessment of Learning Outcomes at the Course Level

Program learning outcomes are based on New Jersey Professional Standards for Teachers Alignment with inTASC		
Program Learning Outcomes	**How Program Learning Outcomes are Assessed**	
	Course	**Method**
1. Learner Development: understand how learners grow and develop; recognizing patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences	SED 224: Adolescent Learning and Development	Tutoring Analysis and Reflection *(Topics ii, v)*
	SPED 522: Remedial Instruction	Case Study *(Topics ii)*
	SPED 648: Advanced Positive Behavioral Supports	Behavioral Case Study *(Topics ii)*
	SPE 214: Exploring Classroom Communities	Functional Behavior Assessment *(Topics iii)* Behavioral Intervention Plan *(Topics vi)*
2. Learning Differences: use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standard	SPE 103: Soc. Legal Found of Special Education	Disabled Experiences: Oral History Project *(Topics i)*
	SED 224: Adolescent Learning and Development	Tutoring Analysis and Reflection *(Topics ii, v)*
	SPE 324: Teach Students with Severe Disabilities	Adapted/modified Lesson *(Topics v)* Case Study *(Topics ii)*
	SPED 522: Remedial Instruction	Tutoring Field Work (*Topics v)* Student Functional Assessment *(Topics iii)*
	SPED 521: Assistive Technology	Integrating Assistive Technology in the Curriculum Project *(Topics vii)*
	EFN 299: Schools, Communities and Culture	Classroom Culture Portfolio *(Topics v)*
3. Learning Environments: work with others to create environments that support	SPE 214: Exploring Classroom Communities	Functional Behavior Assessment *(Topics iii)* Behavioral Intervention Plan

individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation		*(Topics iii)*
	SPE 322: Inclusive Practices	Differentiated Instructional Unit *(Topics v)*
	SPE 490: Practicum in Special Education	Lesson Plan *(Topics iv, v, vi)*
	EDUC 513: Collaboration	Collaboration Project *(Topics vi)* Reflective Practice Self-Assessment Paper
	SPED 521: Assistive Technology	Integrating Assistive Technology in the Curriculum Project *(Topics vii)*
	SPED 648: Advanced Positive Behavioral Supports	Behavioral Case Study *(Topics vi)*
	EFN 299: Schools, Communities and Culture	Classroom Culture Portfolio *(Topics v)*
	SED 399: Pedagogy in Secondary Schools and Content Methods Courses	Unit Plan *(Topics v, vi)*
4. Content Knowledge: understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches, particularly as they relate to all relevant NJ content standards and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the subject matter content and pedagogical content knowledge.	SPE 103: Soc. Legal Found of Special Education	Disabled Experiences: Oral History Project *(Topics i, ii)*
	SED 399: Pedagogy in Secondary Schools and Content Methods Courses	Unit Plan *(Topics v, vi)*
5. Application of Content: understand how to connect	RAL 220: Literacy Strategies, Assessment, and Instruction	Strategy-based Lesson Plan Implementation *(Topics iv, v, vi)*

concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	SPE 490: Practicum in Special Education	Teaching Performance Assessment Rubric Teaching Dispositions Assessment/Professional Dispositions Assessment Lesson Observation Rubric *(Topics v, vi)*
	SPED 695: Internship - Special Education SCED 667: Current Issues in Secondary Education (Capstone)	edTPA Performance Assessment *(Topics iii, iv, v, vi)*
	SED 399: Pedagogy in Secondary Schools and Content Methods	Unit Plan Content-specific Unit and Lesson Plan Assessment Lesson Observation Rubric Dispositions Assessment *(Topics iii, iv, v, vi)*
6. Assessment: understand and use multiple methods of assessment to engage learners in examining their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making	RAL 220: Literacy Strategies, Assessment, and Instruction	Clinical Reading Report (Topics iv)
	SPE 322: Inclusive Practices	Differentiated Instructional Unit *(Topics v)*
	SPE 324: Teach Students with Severe Disabilities	Adapted/modified Lesson *(Topics v)* Case study *(Topics ii)*
	SED 399: Pedagogy in Secondary Schools and Content Methods Courses	Unit Plan *(Topics v, vi)*
	SPED 695: Internship - Special Education SCED 667: Current Issues in Secondary Education (Capstone)	edTPA *(Topics iii, iv, v, vi)*
7. Planning for Instruction: plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,	RAL 220: Literacy Strategies, Assessment, and Instruction	Strategy-based Lesson Plan *(Topic iv, v, vi)*
	SPE 322: Inclusive Practices	Differentiated Instructional Unit *(Topics v)*

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context	SPE 324: Teach Students with Severe Disabilities	Adapted/modified Lesson *(Topic iv)*
	SPE 490: Practicum in Special Education	Lesson Plan *(Topic v, vi)*
	SPED 695: Internship - Special Education SCED 667: Collaborative Capstone for Professional Inquiry	edTPA Performance Assessment (Topics iii, iv, v, vi)
	SED 399: Pedagogy in Secondary Classrooms and Content Methods Courses	Unit Plan *(Topic v, vi)*
8. Instructional Strategies: understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build to skills to apply knowledge in meaningful ways	RAL 220: Literacy Strategies, Assessment, and Instruction	Strategy-based Lesson Plan *(Topic iv, v, vi)*
	SPE 322: Inclusive Practices	Differentiated Instructional Unit *(Topics v)*
	SPE 324: Teaching Students with Severe Disabilities	Adapted/Modified Lesson *(Topic v, vi)*
	SPE 490: Practicum in Special Education	Teaching Performance Assessment Rubric Teaching Dispositions Assessment/Professional Dispositions Assessment *(Topics iii, iv, v, vi)*
	SPED 522: Remedial Instruction	Tutoring Field Work *(Topics ii, v)*
	SPED 521: Assistive Technology	Integrating Assistive Technology in the Curriculum Project *(Topics vii)*
	SED 399 Pedagogy in Secondary Schools and Content Methods Courses	Unit Plan *(Topic v, vi)*
9. Professional Learning: engage in ongoing individual and collaborative professional learning designed to impact	SPE 490: Practicum in Special Education	Teaching Dispositions Assessment/Professional Dispositions Assessment *(Topics v, vi)*

practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning	SPED 664: Research Trends in Special Education	Semi-structured Interview Protocol *(Topics i, ii)* Research Brief *(Topics i)*
	SPED 695: Internship - Special Education SED 498: Collaborative Capstone for Professional Inquiry	edTPA Performance Assessment Teaching Dispositions Assessment/Professional Dispositions Assessment *(Topics iii, iv, v, vi)*
10. Leadership and Collaboration: seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professional, and community members to ensure learner growth and to advance the profession	SPED 664: Research Trends in Special Education	Semi-structured Interview Protocol *(Topics i, ii)*
	EDUC 513: Collaboration	Collaboration Project *(Topics vi)*
	SPED 695: Internship - Special Education	Classroom Community Profile *(Topic v)*
11. Ethical Practice: act in accordance with legal and ethical responsibilities and uses integrity to promote the success of all students	SPE 103: Soc. Legal Found of Special Education	Disabled Experiences: Oral History Project (Topics i, ii)
	SPE 214: Exploring Classroom Communities	Functional Behavior Assessment *(Topics iii)* Behavioral Intervention Plan *(Topics vi)*
	SPED 631: Transition & Community-Based Instruction	Field-based Practicum *(Topic viii)*
	SPED 648: Advanced Positive Behavioral Supports	Behavioral Case Study *(Topics ii, vi)*
	SPED 695: Internship - Special Education SCED 667: Current Issues in Secondary Education (Capstone)	Professional Dispositions Assessment *(Topics v, vi)*

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

The program will be housed across two of the four departments in the School of Education: Special Education Language & Literacy (SELL) and Educational Administration and Secondary Education (EASE). The guiding framework for all of the academic programs at the School of Education (SOE) is a commitment to educating teachers, counselors, and school administrators who are agents of change for children and communities and who demonstrate all of the following competencies:

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

The school offers 4-year undergraduate programs, 5-year integrated BS and MAT programs, and master degree programs. The proposed major in SPED/SED would help to support the mission and the strategic goals of the SOE by offering a coherent five –year program that provides students who want to become subject matter teachers an opportunity to extend their study and become experts in curriculum practice and planning for students with disabilities. It also allows students who want to teach special education in secondary schools to improve their subject mastery of secondary education

Relationship to Institutional Strategic Plan and Priorities

College-wide Strategic Plan		**How the program meets priority:**
TCNJ Strategic Priorities	**TCNJ Strategic Goals**	
Priority 1: *Attract and retain talented students, faculty, and staff into a diverse, inclusive, and healthy campus.*	*1. Make inclusiveness and diversity a part of planning and daily operations*	➢ The five-year SPED/SED program will support this goal by attracting more students who are interested in majoring in special education, thereby supporting a college community that is more knowledgeable about issues of inclusivity and empathetic towards those with differing abilities. ➢ Diversity & inclusiveness efforts as part of coursework & curriculum of all programs

	3. Improve retention of faculty, staff, and students.	➢ Currently the only option for TCNJ students who want to major in secondary education and also receive special education certification, is to apply for a separate master's degree program in special education after they graduate with a BA in secondary education. ➢ The creation of a cohesive five-year SPED/SED program will support the retention of SED students for a fifth year at TCNJ who might otherwise seek a masters' degree in special education from another institution. In addition, we will attract students to TCNJ who are seeking a program that allows them to become dual certified in SPED and SED. At the moment, students who inquire about such a program at events such as Lions Day, are told that we have no option for them.
Priority 5: *Achieve a sustainable financial model that allows the college to realize its vision while maintaining quality and affordability for the students it serves.*	*2. Guided by a comprehensive enrollment plan that addresses undergraduate, graduate and continuing education, grow net tuition revenue by growing targeted enrollments*	➢ A survey conducted among current students in the SED BA program indicted that 62 % would have been somewhat or highly interested in applying for a five-year program in SPED/SED. The creation of a five-year program would encourage more students who spend four years at TCNJ to opt for a five-year program instead, generating revenue for the college.

d. Need

1. A Qualtrics survey was sent to current secondary education majors and special education majors. The survey asked them if they would have applied for a 5-year program in SPED/SED if it had been an option when they applied to TCNJ.

- To date: 110 respondents
- Definitely yes: 39
- Probably yes: 30
- 62% of student respondents expressed strong interest in the program.
    - 60 % of math/SED major respondents (29 students out of 48)
    - 68% of English/SED major respondents (18 students out of 26)
    - 58% of history/SED major respondents (13 students out of 22)
    - 74% of science/SED respondents (6 students out of 8)
    - 3/3 SPED majors said definitely yes
    - 2/2 Spanish/SED majors said definitely yes
- Almost every comment was strongly positive. Sample responses include:
    - *I'm actually annoyed I won't be able to have this as an option for myself, so in saying that I would have loved to be a part of such a program.*
    - *I would 100% want to do something like this to have all of these qualifications. The college should definitely create a program like this.*

- *In addition to being a bona fide magnet for job placement, special education gives educators the ability to work in an environment filled with students that are, ideally, left feeling included when they've been treated otherwise so frequently elsewhere in their young lives. That seems to put the special in special education from my perspective.*

2. In 2015, the New Jersey Task Force on Improving Special Education for Public School Students issued a report with multiple recommendations for strengthening special education in the state. Among them, several recommendations align with the goals of this program, and call for better preparing all educators to meet the needs of students with disabilities in inclusive settings. The specific goals are synonymous with the program learning outcomes stipulated earlier in this proposal:

- Recommendation #23: The Department should provide guidance on the creation of Professional Learning Communities (PLCs) that are committed to ensuring that all students are successful through inclusive educational practices by engaging in collaborative professional development opportunities in the following areas: • Strengthening skills for general educators in supporting diverse learners to mitigate, where appropriate, resort to classification; • Strengthening the I&RS team at the district and school level to maintain diverse learners within general education settings; • Accessing the New Jersey Core Curriculum Content Standards for students with disabilities; • Paraprofessional training; • High quality reading programs and instruction; • Inclusive practices for students with low incidence disabilities; • Evidenced based practices and resources for both the general education and special education teachers, specifically in the area of reading; • Cultural competence and developing empathetic, collaborative relationships with families; and • Collaboration among general education teachers, special education teachers and district and school level leadership in facilitating inclusive practices, access to the general education curriculum and collaboration with families.
- Recommendation #24: Teacher preparation courses at the collegiate level and teacher certification requirements should include training in the following areas: • Differentiated instruction; • Evidenced based practices; • Collaboration and inclusion of students with disabilities in the general education curriculum and general education classroom; • Parent communication; and • Cultural sensitivity.

2. According to Teach.com, data provided by the US Department of Education's Teacher Shortage Areas Nationwide Listings for 2016-2017 indicates that NJ has a teacher shortage in the area of Special Education. The US DOE data also point to a persistent shortage in the area of special education across the country, and specifically in neighboring states like PA and NY. A current search on NJ Hire for special education positions, shows that a third of the teachers sought are for secondary classrooms

3. Anecdotally, there has also been a demonstrated interest from prospective students and local school leaders. Faculty members from both SELL and EASE who have attended Lion's Day events all report that they receive numerous inquiries from students about whether TCNJ offers a

program for SPED and SED certification. Program coordinators have received inquiries from local school administrators in our PDSN asking if we have any students who are certified in both SPED and SED Content. The following was sent to a secondary program coordinator from the science supervisor in New Brunswick Public Schools: *Any chance you'd have someone who is getting the SE cert too? That is a huge need statewide if you could figure out some way to incorporate that option into your program.*

3. Initial research into the program has shown that only one (Montclair) of the prominent schools of education in NJ currently has a program that offers both special education certification and SED content certification. This includes Rutgers, Rider, and Rowan. They have Masters' or Post-Baccalaureate programs that result in SPED certification and elementary certification, just like TCNJ. Most students who wish to receive both SPED and SED content certification in NJ must enroll in a separate graduate program after graduating with their initial certification.

e. Students

The enrollment goal for this new degree program would be 18-22 students per cohort with a plan to yield approximately 80 total undergraduate students within four years. Students would be recruited through the College's ongoing processes and would be assisted by a web page on the SELL department's site and the EASE department's site. The Office of Admissions works diligently to attract, enroll, and retain a diverse student population. As with most undergraduates who study at TCNJ, it expected that the majority of students will enroll in the College on a full-time basis.

f. Program Resources

Faculty and Support of Instruction

Faculty release time to coordinate the program will be needed. Adjustments to release time will be made in keeping with School of Education policy. Students will be assigned an advisor from the EASE Department in addition to their content-major advisor. See Appendix B for details.

Courses in the Major	Current # of Sections	Additional Sections Needed
Undergraduate Course Sequence		
SPE 103: Soc. Legal Found of Special Education	3/year	0-1/year
SED 224: Adolescent Learning and Development	5/year	1/year

RAL 220: Literacy Strategies, Assessment, and Instruction	2/year	1/year
EFN 299: Schools and Communities	5/year	1/year
SPE 322: Inclusive Practices	2/year	1/year
SPE 324: Teaching Students with Severe Disabilities	2/year	1/year
SED 399: Pedagogy in Schools ___390: Content Specific Methods	6/year	1/year
RAL 328: Reading in Secondary Education	2-3/year	0
Second Methods Course ➢ MTT 380: Methods of Teaching Mathematics (math majors) ➢ EED 400: Teaching Writing (English majors) ➢ Content Elective (science and social studies majors)	2/year	3/year
SPE 490: Practicum	2/year	1/year
Graduate Course Sequence		
SPED 522: Remedial Instruction	6/year	0
SPED 664: Research Trends in Special Education	3/year	0
EDUC 513: Collaboration	3/year	0

SPED 521: Assistive Technology	4/year	0
SPED 631: Transition & Community-Based Instruction	1/year	1/year
SPED 648: Positive Behavioral Supports for Students with Extreme Behaviors	2/year	1/year
1 Advanced Course on Diverse Learners (3 credits) ➢ SPED 655—Social & Cultural Constructions of Behavior ➢ *ESLM 579: Language & Literacy for ESL*	2/year	1/year
1 Advanced Literacy Course (3 credits) ➢ *RDLG 571: Language and the Teaching of Reading* ➢ *RDLG 673: The Writing Process in Literacy Development*	2/year	1/year
SPED 695: Internship - Special Education (6 credits)	various	1 field supervisor per student
SCED 667: Current Issues in Secondary Education (Capstone) (simultaneous listing with SED 498)		No overall additional sections expected
SPED 700: Comp Exam		

Additional Equipment, Laboratory Support, Computer Support, Facilities
The College's current equipment, laboratory facility, and computer resources are sufficient to support the program. Support staff in the SELL office--one full-time secretary and one part-time student worker--is also sufficient to support the needs of the additional major. The Office of Students with Differing Abilities has recently hired additional staff. This office along with other student support services should be adequate to support the needs of all students admitted to the College.

4. Degree Requirements

Liberal Learning: Students majoring in education are dual majors, meaning that they complete two majors together. In order to satisfy their liberal learning requirements, dual major students must complete at least two courses from each broad sector of human inquiry (*Arts and Humanities, Social Sciences and History, and Natural Science and Quantitative Reasoning*) and one course each in quantitative reasoning and natural science with laboratory. When two additional courses beyond those included in the two parts of the dual major are required from the same sector, students must select courses with different prefixes. Similarly, if a student needs only one additional course from a sector, its prefix must be different from the other course. In addition, students must fulfill the FSP, information literacy, and writing requirements of the liberal learning program. They must also satisfy the gender and global components of the civic responsibilities, but are excused from the race and ethnicity component. Special Education and Secondary Education dual majors will be excused from the second language requirement.

Proposed Course Requirements for 5-year MAT Program in SPED/SED

Undergraduate Course Requirements: Total of 10 units

1. SPE 103: Social and Legal Foundations of Special Education (1 unit)
2. EFN 299: Schools and Communities (1 unit)
3. SED 224: Adolescent Learning and Development (1 unit)
4. RAL 220: Literacy Strategies, Assessment, and Instruction (1 unit)
5. SPE 214: Exploring Classroom Communities (1 unit)
6. SPE 322: Inclusive Practices (1 unit)
7. SPE 324: Teaching Students with Severe Disabilities (1 unit)
8. SED 399: Pedagogy in Schools (1.5 units)
9. ___390: Content Specific Methods*
10. RAL 328: Reading in Secondary Education (.5 unit)
11. Second Methods/Content Course*
    a. MTT 380: Methods of Teaching Mathematics (math majors)
    b. EED 400: Teaching Writing (English majors)
    c. Content Elective: Biology and social studies majors
12. SPE 490: Practicum in Special Education (1unit)

** Courses marked with an asterisk are education-related courses required by the content area major toward certification, but are not tallied as part of the total units for the SED/SPED*

major.
Graduate Course Sequence: Total of 33 credits

• SPED 522: Remedial Instruction (3 credits)
• SPED 664: Research Trends in Special Education (3 credits)
• EDUC 513: Collaboration (3 credits)
• SPED 521: Assistive Technology (3 credits)
• SPED 631: Transition & Community-Based Instruction (3 credits)
• SPED 648: Positive Behavior Supports for Students with Extreme Behaviors (3 credits)
• 1 Advanced Course on Diverse Learners (3 credits)
  o *SPED 655—Social & Cultural Constructions of Behavior, or*
  o *ESLM 579: Language & Literacy for ESL*
• 1 Advanced Literacy Course (3 credits)
  o *RDLG 571: Language and the Teaching of Reading, or*
  o *RDLG 673: The Writing Process in Literacy Development*
• SPED 695: Internship - Special Education (6 credits)
• SCED 667: Current Issues in Secondary Education (Capstone) (3 credits simultaneous-listed with *SED 498: Collaborative Capstone for Professional Inquiry*)
• SPED 700: Comprehensive Exam (0 credits)

Sample Course Sequence

In order to complete the program in 5 years, students may select one of the following options after consulting with their advisor to determine the best course:

A. Students may take 3 of their graduate courses during their 4th year. In order to make up the additional 3 undergraduate course units, students will have the option to either overload in three semesters (with a minimum GPA of 3.3) or take the credits during summer and winter terms.
B. Student may opt to take 3 graduate courses in the summer between years 4 and 5.
C. Student may combine the two options above and opt to overload 1 or 2 semesters, and take 1 or 2 summer courses.

Year 1	
Fall	Spring
Freshmen Seminar (FSP)	EFN 299: Schools, Communities and Culture (LL 3: Race/Gender)

SPE 103 - Social & Legal Foundations of Special Education (LL 1: Behavioral/Social Cultural)	2nd major 2
2nd major 1	WRI 102 if needed or Elective
LL 2	LL 4
Content Area 099	SED 099
Year 2	
RAL 220 - Literacy Strategies, Assessment and Instruction 4th Hour: Joint field experience	SED 224: Adolescent Learning and Development
SPE 214: Exploring Classroom Communities- SPED 4th Hour Joint Field Experience	2nd major 4
2nd major 3	LL 6
LL 5	LL 7
Year 3	
SPE 322--Inclusive Practices	SPE 324--Teaching Students with Severe Disabilities -- 4th Hour: Field-based Project
2nd major 5	2nd major 7
2nd major 6	2ND major 8
LL 8	Elective
Year 4	
SPE 490 – Practicum in Special Education	SED 399: Pedagogy in Secondary Schools **(1.5 units)**
2nd major 9	RAL 328: Reading in Secondary Education **(.5 units)**
2nd major 10	Second Major 12 XXX 390: Methods
2nd major 11	2nd major 13 or elective

Content Methods or Elective	
Possible Summer after year 4	
EDUC 513: Collaboration **SPED 664: Research Trends in Special Education** **SPED 648: Positive Behavior Supports for Student with Extreme Behaviors**	
Year 5	
SPED 695--Internship –Content Specific AND Special Education	**SPED 521 -- Assistive Technology**
SCED 667: Current Issues in Secondary Education (Capstone)	**Advanced Course on Diverse Learners:** ***Choose 1*** ➢ SPED 655—Social & Cultural Constructions of Behavior ➢ ESLM 579: Lang & Lit for ESL
Advanced Literacy Course: ***Choose 1*** ➢ RDLG 571: Lang and Teaching of Reading ➢ RDLG 673: Writing Process in Literacy Development	**SPED 631: Transition & Community-Based Instruct.**
	SPED 522-- Remedial Instruction

Program Entrance, Retention, and Exit Standards

First time freshmen and external transfer students admitted to this major would need to meet the rigorous requirements for acceptance to the College. According to the College's Center for Institutional Effectiveness, freshmen admitted to TCNJ earned on average over a 600 on each section of the SAT exam. The national average for each section is around 500. To be competitive and considered for admission, transfer students generally need a GPA of 3.0 from their previous institution.

The Office of Admissions actively recruits a diverse student body. At present, approximately 30% of the College's undergraduate student body is non-Caucasian and 43% is male. All students have free access to a broad range of support services including such offices as The Center for Student Success (http://css.tcnj.edu/), the Educational Opportunity Fund (http://eof.tcnj.edu/), Counseling and Psychological Services (http://caps.tcnj.edu/). The student body has active and diverse clubs and special interest groups (http://studentactivities.tcnj.edu/).

The mission of these offices, services, and clubs is to provide for the needs and interests of the student body and to ensure a welcoming and safe environment for everyone.

Both internal and external transfer students will be advised that the program is sequential in nature and structured with some courses offered only during certain semesters. The College prides itself on strong and consistent advisement of students. Dedicated advisors (typically a ratio of 1 to 30 in the SELL Department) will work with students in this major to ensure their timely completion of the program. (Seventy-three percent of TCNJ first-time freshmen graduate within four years.)

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the SPED/SED major. Minimum grades are noted in parentheses.

- Retention in the program is based on the following academic performance: a minimum grade of "B-" in all courses required in the SPED/SED major with the exception of the practicum in which students must earn a B. Students not able to meet this retention standard will be counseled out of the major. Students must also meet all minimum requirements for courses in the content major.
- Prior to formal admission into the teacher preparation program a student must have a minimum of 16 earned course units, a grade of B- or higher in RAL 220 and in SPE 215, and a minimum GPA of 2.75 or higher. Students must also earn the state mandated minimum score on the SAT/ACT taken in high school, or they must complete and pass the minimum requirements for the Praxis Core tests as stipulated by state regulations.
- To be eligible for student teaching, a student must have a GPA of 3.0 or higher, a grade of a B or higher in their practicum (SED 399 and SPE 490), and a rating of proficient or higher on all criteria in the teaching performance assessment and disposition assessment
- Transfer into the program from another program within the College is based on current GPA. Students may take SPE 103, SED 224, or EFN 299 while their application is being considered. No upper level special education courses (including SPE 324) can be taken without admission to the program as a Special Education Major. Students must have satisfactorily completed (or been waived from) FSP and WRI 102. In addition, they must have earned a minimum grade of B- in either SPE 103 or EFN 299 before they can be formally admitted to the Special Education program. Students may be provisionally accepted to the Special Education program until this coursework is completed. Students must also earn the state mandated minimum score on the SAT/ACT taken in high school, or they must complete and pass the minimum requirements for the Praxis Core tests as stipulated by state regulations.

Specializations and/or Minors

Students wishing to declare a minor are strongly encouraged to do so. Several minors offered through the School of Education have been identified that would enhance teacher candidates preparedness for a career working in school settings with diverse populations. Some options that

might be discussed with students through advising include:

- ➢ Minor in Deaf Studies
- ➢ Minor in Communication Disorders

In addition, students might opt to enroll in the Middle School Specialization.

Appendix A

Internal Transfer Application Form (under revision)

Appendix B
Shared Programs in School of Education

Name of Program: MAT in Secondary and Special Education
Departments: EASE and SELL

How will administrative responsibilities be handled?

- SED Department will assign faculty advisors from SED Department, organize and store advising folders up to the final semester of the students' undergraduate year. At the beginning of the students' final undergraduate semester (typically in January of the Senior year), the students will be also be assigned to the SPED Program Coordinator for co- advising.
- SPED Program Coordinator will take over assigning advising responsibilities, organizing folders, etc. at the beginning of the first semester of the graduate program.

How will coordinator tasks be shared?

- Program coordinators in the content areas (English, History, Biology, and Mathematics) will be responsible for the content major and drafting the content-area SPA reports for accreditation.
- A coordinator from SPED will be selected by the SPED Department to oversee the 5-year MAT program in secondary and special education for the full five years. The SPED Program Coordinator will draft the SPA report for special education. The program coordinator will receive 3 FWH of release time.
- The program coordinator from SPED, in consultation with the secondary education coordinator, will develop the website and advising materials. The on-line pages will be linked to both the SELL and EASE websites.
- Student-related policies, such as entrance and retention requirements, will be determined by the content-area coordinators and the SPED Program Coordinator in consultation with the SED coordinator.
- The SPED Program Coordinator will be responsible for reviewing internal transfer

applications and an initial meeting with transfer students prior to their assignment to a faculty advisor. Content area coordinators will be consulted in this process.

How will advising be distributed?

- Content-area advisors will be assigned by their respective departments to provide guidance on selecting courses for the content area.
- SED Department faculty will serve as education advisors for the undergraduate portion of the program until the completion of their undergraduate program.
- SPED Program Coordinator will take over advising responsibilities in at the beginning of the graduate year.
- SPED Program Coordinator will collaborate with SED faculty to support their knowledge of the overall program and provide any advising training required.

Where will student "home" be established?

- Secondary students are initially accepted as a content major, which will serve as their primary home.
- Students are dual majors, with their second home being secondary education (EASE)
- Students will take a content-area 099 and SED 099 and orientation.
- Students will also be invited to attend SPED orientation.

How will field placements be determined?

- The STEP Office will determine field placements.

Who will write accreditation reports?

- The program coordinators in the content areas will write the required SPA reports for certification in the content area.
- The SPED coordinator will write the CEC SPA report for the 5th year and SPED certification.

edTPA

- Students will enroll in SCED 667 which will be cross-listed with SED 498, the undergraduate capstone taken with student teaching. The students will be expected to complete and pass edTPA in their content area.

External Reviewer's Report
January 2018
Completed by Dr. Diana P. Sukhram

Institution: **The College of New Jersey**

Program Title: **Five-year Program in Secondary Education and Special Education**

Degree: **Master of Teaching (MAT)**

A. Objectives 1. Describe whether or not the objectives and underlying principles of the program are sound and clearly stated. 2. Discuss whether or not the program is consistent with the institution's programmatic mission and educational goals.

The School of Education at The College of New Jersey (TCNJ) proposes a five-year masters' program (MAT) in Special Education (SPED) and Secondary Education (SED) to fully prepare teachers who specialize in meeting the needs of adolescents with disabilities in secondary subject-area classrooms. The structure of this 5-year MAT Program in SPED/SED includes an undergraduate course requirement of 11units and 33 credits of graduate courses. The program aligns with the standards set by the Council for Exceptional Children (CEC) for initial certification as well as the New Jersey Professional Standards for Teachers.

The goals are consistent with The College of New Jersey's clear public service mandate. "The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow, and deserve teachers who respect their individual needs and circumstances while striving to give them the knowledge and skills to be successful in the larger society" (p. 6). Thus, the School of Education is committed to preparing competent teachers through a program that has rigorous standards for each course which is designed to provide comprehensive understanding of special and secondary education through the core courses outlined. Additionally, the course content reflects important and contemporary topics in secondary and special education and there are rich field experiences/internship opportunities interspersed throughout the program.

The proposed program structure is coherent, contemporary, and consistent with preparation standards, there are many distinctive features of the program. As stated in the proposal the program is rigorous and aligns with the institutions programmatic mission and educational goals. "The program will be housed across two of the four departments in the School of Education:

Special Education Language & Literacy (SELL) and Educational Administration and Secondary Education (EASE). The guiding framework for all of the academic programs at the School of Education (SOE) is a commitment to educating teachers, counselors, and school administrators who are agents of change for children and communities and who demonstrate all of the following competencies:

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

The school offers 4-year undergraduate programs, 5-year integrated BS and MAT programs, and master degree programs. The proposed major in SPED/SED would help to support the mission and the strategic goals of the SOE by offering a coherent five –year program that provides students who want to become subject matter teachers an opportunity to extend their study and become experts in curriculum practice and planning for students with disabilities. It also allows students who want to teach special education in secondary schools to improve their subject mastery of secondary education" (p. 21-22).

B. Need for the Program 1. Analyze the need for this program (e.g., student demand), and indicate why it is likely or unlikely that students will be able to secure employment and/or continue advanced study upon graduation. 2. In the case of career programs: a. Do the results of market surveys indicate a sufficient level of student demand to justify the creation of the proposed program? [Please explain.] b. Do employment projections indicate a sufficient number of job opportunities in the region and the State to justify the creation of the program? [Please explain.]

For the 2015–16 school year, the U.S. Department of Education reported critical shortage of qualified special education teachers and personnel in 49 states. This report comes at a time when more students than ever are in special education programs. Further, the National Education Association reports that the number of students enrolled in special education programs has increased by 30% over the past decade (http://college.usatoday.com/2015/12/14/special-education-teacher-shortage-creates-opportunity-for-students/) while other data indicate that more students with special needs (16.6%) are served in P-12 schools than the national average (13%) thereby elevating the need for this proposed program. This program addresses the teacher

shortage need, the need to better prepare all students to be competent when working with children in inclusive settings as mandated by New Jersey's Education Department, and it aligns with the School of Education at The College of New Jersey social justice mission. Accordingly, this degree program will bring a new and accessible graduate education option to the residents of New Jersey and the surrounding areas.

In New Jersey in addition to being certified in special education, teachers must have a second teaching certification; therefore, not only does this program addresses the existing gap in current preparation of secondary special education teachers, but also addresses the need to better prepare graduates for the field with the required certification to teach in any k-12 classroom in the state of New Jersey and it increases graduates' marketability. Furthermore, the results of an in- house survey of secondary and special education majors revealed that 62% of the respondents expressed a strong interest in the 5-year SPED/SED program which is consistent with the faculty report from Lion's Day event and inquiries from program coordinators and local school administrators. Most importantly, through on-going collaboration with partnering school districts in the area administrators have reported the need for candidates with dual preparation and competence and continue to favor and request graduates from The College of New Jersey for teaching positions.

C. Educational Programs 1. Is the learning outcomes plan adequate? 2. Does the program fit well into the institutional strategic plan and has the institution considered any impact the new program might have on existing programs at the institution? 2. Discuss the distribution and nature of required courses, electives, and research (if appropriate) in 3. terms of meeting the objectives of the program. Compare and contrast the proposed curriculum with recognized programs of quality at other institutions, if appropriate. in 4. Are the instructional modes and credit distribution consistent with the objectives of the curriculum? [Please explain.] 5. Does the curriculum represent a suitable approach to professional study in the particular field, if appropriate? [Please explain.] 6. Does the curriculum meet certification and/or accreditation standards, if appropriate? [Please explain.] 7. Are the requirements for admission to the program clearly defined and appropriate to ensure a student body capable of meeting the objectives of the program, without such requirements being artificially strict, rigid, or discriminatory? [Please explain.] 8. Discuss whether or not standards for completion of the program are clearly defined and consistent with the objectives of the program. A Page | 38 9. Discuss whether or not an appropriate mechanism for transfer of students to enter the program exists and comment upon the suitability of any articulation arrangements between this and other existing programs. 10. If other academic units within the institution are to provide educational services to the program, describe whether or not their commitment to participate is consistent with offering a program of quality in this field. 11. If a program has a clinical

component, discuss the adequacy of facilities and the arrangements to support the objectives of the program.

This five-year (MAT) masters' program in Special Education (SPED) and Secondary Education (SED) is compatible with, and is an essential component of The College of New Jersey's central planning goals to stabilize enrollment, maintain an image of quality and achieve financial equilibrium. The program's learning plan is clearly stated, adequate and doable given the time frame of the program (see learning outcomes p. 18-21) and the existing structure meets the school's mandate along with the various standards/assessment agencies (i.e., CAEP and CEC) requirements. Additionally, the program aligns well with the goals of the SOE, the mission of the college and it coheres well with existing certification offerings.

The program builds upon the extensive knowledge already gained from current undergraduate and graduate programs leading to initial certification. Because this program is a combination of two existing programs, the impact on other programs are fairly limited. The advantages far outweigh the challenges and the faculty and administration are cognizant of the benefits, the challenges, and the need for additional supports that may arise in order to sustain the quality of the program. Notably, the EASE and SELL Department Chairs have an excellent and collaborative working relationship and many faculty members in the departments have expertise and certifications in special and secondary education which enhance the rigor of the program. These strong cross-departmental bonds also indicate that the related program has tremendous support.

In terms of the distribution and required course of study, the courses are offered in sequential order and were thoughtfully crafted (see the curriculum mapping p. 11-16) to guide the candidates as they acquire the needed knowledge and competencies to be proficient educators. The program's quality is comparable to that of other quality institutions'. Partnership, collaboration and supports for the success of this proposed program and candidates are also in place. See pages 30-31 for the College's plan related to Program Entrance, Retention, and Exit Standards. Employing a pre-existing, context-specific structure takes into consideration the unique circumstances of the college and the students with whom faculty and staff work. With

respect to academic advising, the program has designed a system that builds once again upon the inclusive and collaborative environment the Departments have created and is continuing to create (See the shared program plan in Appendix B). Academic advising is an essential component for success of any academic program. At The College of New Jersey, each candidate will have an advisor from the appropriate department, who will serve as a primary source of information and support during the student's tenure in the program, acting as a mentor for career planning, future study, academic progress and other issues that impact students' performance in the program. Meetings with advisors will provide opportunities for in-depth discussion of personal experiences, including the application of theory to practice and the implications of research, and the exploration of technique and professional identity development.

D. Students 1. Is the enrollment plan realistic? 2. Is the percentage of part-time students projected for the program consistent with the goals of the program? [Please explain.] 3 Comment upon the adequacy of provisions made to ensure successful target population (e.g., minorities and women) participation in the program. 4. Comment upon the adequacy of counseling and advisement to be provided to students enrolled in the program.

Given the need for this program and the fact that students will be recruited through the Colleges' ongoing processes there appears to be a diverse pool of potential applicants. The proposed enrollment plans are realistic as it includes modest increases of applicants over the span of the program (e.g., 18-22 students per cohort with a total of approximately 80 students over 4 years). Over all, the recruitment plans appear reasonable and fairly comprehensive.

Admissions criteria are consistent with the state's and institution's mandates and similar degree granting institutions as is addressed on p. 30-31 of the proposal in the section that highlights Program Entrance, Retention, and Exit Standards. It is noted that candidates are expected to meet rigorous requirements for acceptance to the College; the Office of Admissions actively recruits a diverse student body and all students have free access to a broad range of support services including such offices as The Center for Student Success, the Educational Opportunity Fund, Counseling and Psychological Services. Additionally, the College prides itself on strong and consistent advisement of students with dedicated advisors across departments and programs. Thus, every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program (p. 30-31).

E. Faculty 1. Describe whether or not the faculty possess the appropriate (terminal) degrees and other academic credentials to provide a program of high quality. 2. Comment on the faculty's involvement in research, teaching, scholarship, creative activity, and community service and whether or not it is appropriate to the discipline and to the proposed program. 3. Discuss whether or not the number of faculty and the amount of time to be devoted by each to the program are compatible with the goal of offering a program of quality.

Without dynamic and committed advocates and leaders like Dr. Peel, Dr. Gosselin and the team of faculty members, such a program cannot flourish, regardless of the other sources of support. In this respect, the proposed program is exemplary. Further, conversations with the faculty revealed strong buy-in and commitment across departments. This level of commitment and collaboration must be commended. The program proposed has been in the making for quite some time, and have been thoughtfully crafted. As a result, the objectives have been clearly communicated and departmental as well as college-wide communication continues. The faculty are excited about the program but more importantly enthused about the opportunity it will provide for potential candidates in terms of preparing and mentoring them to be competent and effective in serving adolescent students with special education needs in inclusive settings.

Upon further review of the faculty curriculum vitae there is a strong focus of exactly how this program will excel. The faculty within the Department of Special Education, Language, & Literacy (SELL) and the Department of Educational Administration and Secondary Education (EASE) at The College of New Jersey has a nice blend of new and experienced educators with doctoral degrees from a number of prestigious universities (to name but a few: Rutgers University, Howard University, The Pennsylvania State University, Michigan State University, University of North Carolina, Temple University, and Columbia University) and represent a broad range of expertise in special and secondary education. Additionally, the faculty have published in selective, peer-reviewed journals (e.g., *Journal of Language & Literacy Education, Journal of Adolescent and Adult Literacy, and Teaching Exceptional Children*), presented their work at local state, national, and international conferences, and garnered some grant-related support. Given faculty size it is understandable that most, if not all full-time faculty will contribute to pedagogical core courses, including the internship and capstone components of the program. The faculty possess the requisite training and experiences to delivery high quality services. There is also a new Dean in the School of Education with broad and extensive professional experiences to provide vision and leadership.

F. Support Personnel. Discuss the adequacy of support personnel to be associated with the program, e.g., secretaries, administrative assistants, bookkeepers, technicians, as appropriate.

The 5-year proposed major program in Secondary and Special Education is a combination of two existing programs that have been successfully offered at TCNJ over the years. As a result, the necessary support personnel are in place and the administration is prepared for the success as well as challenges that may arise. The administration is supportive and prepared to provide future additional supports (i.e., faculty hire, additional support staff, faculty release time, etc.) that may be necessary as the program grows. Further, plans to address shared responsibilities among departments and faculty are presented in Appendix B.

G. Finances 1. Discuss the institution's commitment to provide the resources necessary to guarantee a program of high quality (e.g., faculty, equipment, library support staff for the program, below the-line support for faculty travel, research). 2. Discuss the possible need for significant additional financial support from the State of New Jersey.

The reviewer had no information regarding operating budget, workload requirements or additional financial support from the State of New Jersey. However, there appears to be solid commitment and administrative support for this program. The hiring of a new Dean and new, tenure-track faculty, additional staff hires from The Office of Students with Differing Abilities, and the expansion of educational programs, facilities, and resources at the graduate level provide institutional momentum in support of the proposed program. Both the Dean and Provost spoke positively of School of Education contributions to campus growth and excellence. It was evident that the administration supports the faculty and is committed to the success of this program as well as have clearly thought-out strategies for anticipated challenges (i.e., faculty release time to coordinate the program, adjustments to release time and student advising across departments and programs).

Physical Facilities, Library, and Computer Facilities

H. Physical Facilities 1. Discuss the adequacy of laboratory, special facilities, and equipment intended to support the program and indicate if they are consistent with offering a program of high quality. 2. Comment upon the adequacy of classroom facilities. 3. Comment upon any evidence to suggest that an existing program at the institution will be adversely affected in terms of resources by the implementation of them program under review. 4. Comment upon the accessibility to program facilities by the handicapped.

I. Library. Discuss the adequacy of library holdings and other library resources available to support the program and indicate if they are consistent with offering a program of high A Page | 39 quality.

J. Computer Facilities. Discuss the adequacy of computer facilities and other information technology resources available to support the program and indicate if they are consistent with offering a program of quality.

The College of New Jersey is a physically attractive campus with an abundance of space and relatively new facilities as well as new constructions underway. The primary instructional facility has many newly renovated classrooms and ample space for small and large group student interactions, work areas and classroom laboratories and clinics. The School of Education proposes to use these facilitates to provide candidates with opportunities to learn inquiry-based curricula in core subject areas to engage practicing teachers in classroom activities and reading clinics to improve students understanding of educational contexts. The faculty spoke highly of the available educational resources and the institutional commitment to preparing high quality teachers for students with disabilities and shared the students' love for and most importantly, their use of the library and other newly constructed facilities. Additional facilities are currently under construction with increased space, materials, and activities related to the needs of the proposed program. Library resources campus-wide appear to be adequate. Thus the facilities are sufficient to support the program and meet the needs of all students admitted into the program

K. Administration. 1. Comment on the administrative structure of the program and indicate if it is sufficiently defined and reasonable. 2. If interinstitutional or intrainstitutional cooperation is involved, describe whether or not the administrative and budgetary responsibilities for the program are clearly defined and adequate.

This reviewer had no information regarding the administrative structure, interinstitutional or intrainstitutional cooperation or administrative budgetary responsibilities. However, to reiterate, this proposed program is the combination of two successful on-going programs with appropriate and effective structures in place offering and maintaining program quality. As a result, it is evident that there is solid commitment and administrative support for the success of this program.

L. Evaluation. In what way has an appropriate mechanism been developed to evaluate the success or failure of the program

The proposed 5-year master's program in Secondary and Special Education will be assessed for continuous improvement as part of the SOE's broader accreditation process with the Council for the

Accreditation of Educator Preparation (CAEP) and the Council for Exceptional Children (CEC), the Specialty Professional Association (SPA) for special education, and NCTM, NCTE, NCSS or NSTA reports for Secondary Education depending on the subject area. CAEP and CEC both require the collection and analysis of self-assessment data from key assignments interspersed throughout the program. These data, in turn, are used for program improvement. Additionally, the program will be assessed through the institutions strategic planning and periodic review. Plans and expectations appear to be sound, thorough and doable.

The proposed masters' program at TCNJ is designed to meet the current educational needs and challenges. A nice blend of new and experienced faculty, well-established and respected secondary, special education and related programs, and ongoing partnerships with P-12 schools provide a solid foundation for successful program implementation. The secondary and special education faculty brings shared areas of expertise (e.g., foundations, assessment, instruction, and research design) to permit flexibility in program delivery as well as specializations (e.g., development of strategic literacy skills among students with disabilities; assistive technology; transition, positive behavior supports, etc.) that may serve as distinctive programmatic features. Additionally, the faculty are engaged in relevant scholarly activities (i.e., publications, presentations, and grant writing), seem to get along well, and have some emerging collaborations.

Curricular content and applied teaching and learning experiences are coherent, reasonable, and appear comparable to other certification programs throughout the state and the objectives are relevant and appropriate for graduate preparation in secondary and special education. There is a nice balance of on campus coursework and clinical/internship experiences interspersed throughout the program. Given that implementation of two successful functioning on-going program is coming together as one, with modest enrollment increases spread over four years the program appears feasible to implement and sustain.

In sum, the proposed program is of quality. One suggestion for the faculty would be to include a detail plan of the structure and supports that will be employed to address the preparation for

students' success in completing as well as to address the anticipated educational challenges of the newly adopted edTPA Performance Assessment for Teacher Certification.

Reviewer's Recommendation

Upon thorough review of the proposed program documents and campus visit, I recommend approval of The School of Education at The College of New Jersey (TCNJ) Five-year Master of Teaching (MAT) Program in Secondary Education and Special Education.

The College of New Jersey

School of Education

Institutional Response to the Consultant's Report

The authors of the proposed program wish to extend our sincere thanks to Dr. Sukhram for conducting the review of the program with such rigorous and thoughtful consideration. Dr. Sukhram examined and reported on the following elements of the program: objectives, need for the program, educational programs, students, faculty, support personnel, finances, physical facilities, library, computer facilities, administration, and evaluation. In each area, Dr. Sukhram identified that TCNJ has sufficient resources and organizational support to implement the new program effectively. We appreciate her conclusion that the program structure is "coherent, contemporary, and consistent with preparation standards." Throughout the report, Dr. Sukhram supplied evidence of the strengths of the program to meet the institutional goals of the college. As she pointed out, the proposed program will combine two well-established majors, Special Education and Secondary Education. While there is a significant need for future teachers who are prepared in both of these disciplines, the proposed program benefits from courses and organizational systems that are already in place. Therefore, Dr. Sukhram did not identify any significant weaknesses or areas for revision to the program.

One recommendation included in the consultant's report does need to be addressed.

“One suggestion for the faculty would be to include a detailed plan of the structure and supports that will be employed to address the preparation for students’ success in completing as well as to address the anticipated educational challenges of the newly adopted edTPA Performance Assessment for Teacher Certification.” In accordance with this suggestion, we have revised the original proposal to include a description of the structures that are in place to support students who will complete the edTPA as part of their certification process. Please see page 10 in the report. In addition, please see the Assessment of Learning Outcomes at the Course Level on p. 17, which lists which courses will incorporate the edTPA as part of the assessment process.

The College of New Jersey Board of Trustees
Resolution Approving a Bachelor of Arts in World Languages and Linguistics

Whereas: The Department of World Languages and Cultures has developed a proposed Bachelor of Arts program in World Languages and Linguistics; and,

Whereas: The proposed major will build on the College's existing strengths to offer students a strong grounding in linguistics coupled with in-depth study of a world language already offered at the College; and,

Whereas: This program is consistent with the mission of The School of Humanities and Social Sciences and the mission of The College of New Jersey; and,

Whereas: This program has been reviewed and recommended by the Curriculum Committee of the School of Humanities and Social Sciences and the Committee on Academic Programs; and,

Whereas: This program has been reviewed and recommended by the Mission Fulfillment Committee of the Board of Trustees.

Therefore, Be It Resolved: That the proposed Bachelor of Arts in World Languages and Linguistics be approved.

February 19, 2019

The College of New Jersey

New Degree Program Approval Process Cover Page

Directions: Complete this cover page at Step 5 in the Degree Program Approval Process policy (http://policies.tcnj.edu/policies/digest.php?docId=9525) before sending the proposal to the Steering Committee. Submit as a packet the following documents to the co-chairs of the Steering Committee via email: a cover memo from the dean; this cover page; the degree program proposal; and any additional attachments. The Steering Committee will then forward these materials to the Committee on Academic Programs (CAP) for review. Note: the materials for proposed graduate programs should include documentation of review and recommendation by the Graduate Studies Council, and the materials for proposed teacher education programs should include documentation of review and recommendation by the Teacher Education Council.

Degree Program Title and Designation: Bachelor of Arts Degree Program in World Languages and Linguistics

Home School: Humanities and Social Sciences

Home Department: World Languages and Cultures

Contact Person for Information about this Proposal: Dr. Holly Didi-Ogren and Dr. Regina Morin

Proposed Semester/Year for Program to Begin: Fall, 2019

Briefly describe the proposed program. If applicable, list other departments and schools with courses included in the program.

The proposed World Languages and Linguistics major will build on the College's existing strengths in linguistics and teaching of a wide variety of world languages, to offer students a strong grounding in linguistics coupled with in-depth study of a world language already offered at the College.

Majors in WLL will follow a developmental arc that (1) demonstrates a foundational knowledge in theoretical, historical, empirical and applied linguistics; (2) demonstrates oral and written proficiency in at least one World Language other than English, including Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish; (3) synthesizes and expands their knowledge and understanding of linguistic and cultural diversity on a global scale; and (4) applies their knowledge in a final research project.

Representatives from the English department participated in the creation of this major and they will teach courses in the major as well.

Attach the most current version of the complete proposal. The signatures below indicate approval of the attached proposal.

Joseph J. Goebel Jr. — Department Chair — Date: 9/28/18

School Curriculum Committee — Date: 9/28/18

Dean — Date: 9/28/18

Consultation with Affected Units

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

Department Chair	Date 9/28/18
Miriam Shakow, Chair SOC + Anthr.	Date 9/28/18
	Date
Dean	Date
	Date
	Date

Final Steps in the Approval Process

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

Proposal to Establish
Bachelor of Arts Degree Program in World Languages and Linguistics
School of Humanities and Social Sciences

Sponsoring Faculty: Joseph Goebel (Chair, World Languages and Cultures), Holly Didi-Ogren, Regina Morin, and David Stillman, World Languages and Cultures; Felicia Steele and Diane Steinberg, English.

Sponsoring Department: World Languages and Cultures

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1. Objectives

The proposed World Languages and Linguistics major will build on the College's existing strengths in linguistics and teaching of a wide variety of world languages, to offer students a strong grounding in linguistics coupled with in-depth study of a world language already offered at the College. Students will select a language specialization at the time of joining the major, which will be reflected on their transcript at the time of graduation. The new major would be housed in the current Department of World Languages and Cultures, and would incorporate the best practices with regard to the teaching of world languages already in place in the WLC department.

As part of its Mission, The College of New Jersey commits itself to fostering a "diverse community of learners" who "seek to sustain and advance the communities in which they live."[1] These ideals are reflected in the Mission of the Department of World Languages and Cultures (WLC)[2], and will be central to the World Languages and Linguistics major. The proposed program in World Languages and Linguistics (WLL) supports the Mission of the College and the Department of World Languages and Cultures by providing students with the analytic tools, knowledge and experiences to critically interpret language and symbols; thoroughly examine linguistic artifacts and discourses; and seek to understand global, cultural, political, and historical perspectives. Students will learn how to read and think analytically in English and in the target languages, communicate effectively in speech and writing in both English and the target language, work with diverse partners, and participate fully in linguistically diverse experiences.

Majors in WLL will follow a developmental arc that (1) demonstrates a foundational knowledge in theoretical, historical, empirical and applied linguistics; (2) demonstrates oral and written proficiency in at least one World Language other than English, including Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish; (3) synthesizes and expands their knowledge and understanding of linguistic and cultural diversity on a global scale; and (4) applies their knowledge in a final research project. Students will acquire and demonstrate competence in a range of research methods employed in the humanities and social sciences.

In addition to its strengths as a liberal arts major, the proposed WLL major will be an ideal complement to professional majors and programs at TCNJ, including TCNJ's 7-year medical degree program with UMDNJ. The proposed major is designed to accommodate minors, second majors, and international travel, and will be housed in the School of Humanities and Social Sciences where its core faculty reside.

2. Evaluation and Learning Outcomes/Assessment Plan

Courses in the Department of World Languages and Cultures incorporate the following ***learning goals of the School of Humanities and Social Science***. All students who complete a major in the ***Department of World Languages and Cultures*** will:

- Communicate effectively in speech and writing. (Goals 1, 2)

[1] https://tcnj.pages.tcnj.edu/about/mission/
[2] https://wlc.tcnj.edu/about/strategic-plan/

- Learn how to think and read analytically, and solve problems creatively. (Goals 3, 5)
- Develop information literacy and use technology wisely. (Goal 6)
- Learn how to interpret language and symbol. (Goal 7)
- Develop intercultural competence and demonstrate a respect for diversity. (Goals 8, 9)

In accordance with the department-specific ***learning goals in World Languages and Cultures***, students will also:

- Develop and demonstrate an appreciation of linguistic and cultural diversity. (Goal 12)

Additionally, in accordance with ***the learning goals of the World Languages and Linguistics Major***, courses in ***Linguistic Theory*** will allow students to:

- Develop an understanding of the structure of human languages, focusing on developing tools for the description and application of phonology, morphology, syntax, semantics, and pragmatics.
- Develop proficiency in the use of the IPA (International Phonetic Alphabet).
- Develop familiarity with the physical apparatus required for language production (the vocal tract, the auditory and visual systems).
- Develop an understanding of dialectal variation, learning to respect and understand diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Develop familiarity with the purviews of first and second language acquisition.

Courses in ***Linguistic History*** provide an opportunity for students to:

- Apply their theoretical knowledge (especially in the fields of phonology, morphology, syntax, and lexis) to diachronic linguistics.
- Develop familiarity with the impact of cultural, economic, political, and social environments on language.
- Develop the ability to read, analyze, and report on linguistics scholarship.

Finally, students in the ***World Languages and Linguistics Major*** will:

- Practice the skills developed through their study of Linguistic Theory and Linguistic History.
- Employ a number of different modes of inquiry, including, but not limited to, informant interviews and linguistic corpora analysis.
- Develop proficiency in engaging non-native speakers (or speakers of non-standard varieties) in productive dialogue about their language use.

Assessment

- The department of World Languages and Cultures anticipates an assessment plan that will include direct and indirect measures of student achievement in relation to the major's learning outcomes.

- Direct measures: These will include the following: 1) Oral Proficiency Interviews to determine initial oral proficiency level and final oral proficiency level[3]; 2) learning assessments based on graded course assignments for selected language and linguistics courses; 3) senior capstone assessments of the competency in linguistics expected of World Languages and Linguistics majors.
- Indirect measures: These may include the following: 1) alumni surveys designed to determine the extent to which our graduates believe that their undergraduate major in World Languages and Linguistics has helped to prepare them to pursue their career objectives; 2) a post-graduation record of employment or acceptance to and funding for graduate schools of students with a major in the World Languages and Linguistics.

Competency in Linguistics

- The bulk of assessment will occur at the beginning and end of a student's journey through the World Languages and Linguistics major. Based on our Department Course Map, each student will pass through three steps in the major: Step One, Foundation Courses; Step Two, Elective courses; and Step Three, Seminar and Capstone courses. Because ALL students are required to take the Foundation courses at the beginning (Step One), and to take the Seminar and Capstone courses at the end (Step Three), we will assess these courses as opposed to the varied electives that students take in Step Two. See Appendix F for a detailed Assessment Rubric.
- World Languages and Cultures currently assesses language-specific content knowledge in Linguistics in accordance with department and course-specific learning goals in Spanish 215 (Spanish Phonetics), using the rubric that appears below. Student achievement in foundation courses and seminar and capstone courses (Steps 1 and 3) will be assessed using similar language-neutral rubrics aligned with the specific learning outcomes of each course:

Assessment plan

[Schedule is based on a six-year cycle]

Goal	**Intro course or placement exam**	**WLC 215**	**LNG History**	**Electives**	**Language Specific (OPI or STAMP) 4th year**	**Capstone**
Target Language Proficiency	B				Language specific	
Linguistic Theory proficiencies		B—course based assessments (shared exam questions across sections); essay		I-syllabus review (Year 3 & 5)		A—Final project rubric; exit reflection

[3] Proficiency levels could also be assessed more often by having students take the STAMP test at the end of each semester: https://avantassessment.com/stamp4s/benchmarks-rubric-guide. This is a low-cost test that is used by any institutions of higher education in lieu of or as a complement to OPI testing. Scoring is done using Benchmark Levels, which are grouped by major levels (Novice, Intermediate and Advanced). Within each major level are three sub-levels that are aligned to ACTFL's low, mid, and high designations.

		rubrics; syllabus/ textbook review (Every other year 1, 3, 5)				(Every other year 2, 4, 6)
Linguistic History Proficiencies			B- course-based assessments (year 1 & 4)	I- course-based assessments (Year 2 & 4)		
Data collection				B- course-based assessments (year 3 & 6)		A -Final project rubric
Linguistic scholarship			B- course-based assessments (for example, annotated bibliography)(year 2 & 5)	I- course-based assessments (year 3 & 6)		A- Final project rubric; exit reflection*

* Exit reflection would ask students to describe how all the courses in the major link together to create a coherent whole and how they meet the goals of the program. No two students will have exactly the same catalog of courses, so we need to make sure that they are proceeding through the sequence with the goals and objectives in mind.

KEY ASSESSMENT RUBRIC: LINGUISTIC JOURNAL

● *ALL journals are evaluated for overall accuracy of analysis, grammatical accuracy, knowledge of sound/spelling correspondences and the phonology/morphology interface.*

● *A single analysis addresses Morphology, which is a required area. Students choose among remaining areas, most of which address some aspect of Phonology.*

● *Some of the analyses address two areas- for example, an analysis of the three sounds represented by the letter "y" is syllable structure, but it can also be included under phonological processes, because position in the syllable is related to the vocalic quality of the segment (either "vocal fuerte" or "deslizada").*

	Exemplary	Proficient	Developing	Serious Concern
Overall accuracy of analysis	Analysis consistently demonstrates a full understanding of the interaction of the rules of Spanish phonology and morphology or syntax.	Analysis demonstrates a good understanding of the interaction of the rules of Spanish phonology and morphology or syntax.	Analysis demonstrates a few gaps in understanding of the interaction of the rules of Spanish phonology and morphology or syntax	Analysis demonstrates little or no understanding of the interaction of the rules of Spanish phonology and morphology or syntax.
Grammatical accuracy	Journal consistently uses correct grammatical structures and punctuation. Can be read and readily understood by a sympathetic native speaker.	Journal has a few errors in grammatical structures and/or punctuation. Can be read and largely understood by a sympathetic native speaker.	Journal has several patterns of errors in grammar structures and/or punctuation. Parts may not be well understood even by a sympathetic native speaker.	The errors in grammatical structures and/or punctuation significantly affect the comprehensibility of the journal even for a sympathetic native speaker.

Sound/ spelling correspondences	Analysis demonstrates a full understanding of sound/spelling relationships. Analysis demonstrates a full understanding of the basic concept that a sound is not a letter and a letter is not a sound. Analysis demonstrates a full understanding of the primarily oral nature of language and the secondary importance and arbitrariness of written systems.	Analysis demonstrates a good understanding of sound/spelling relationships. Analysis demonstrates a good understanding of the basic concept that a sound is not a letter and a letter is not a sound. Analysis demonstrates a good understanding of the primarily oral nature of language and the secondary importance and arbitrariness of written systems.	Analysis demonstrates a few gaps in the under-standing of sound/ spelling relationships. Analysis demonstrates a few gaps in the under-standing of the basic concept that a sound is not a letter and a letter is not a sound. Analysis demonstrates a few gaps in the understanding of the primarily oral nature of language and the secondary importance and arbitrariness of written systems.	Analysis demonstrates little or no understanding of sound/spelling relationships. Analysis demonstrates little or no understanding of the basic concept that a sound is not a letter and a letter is not a sound. Analysis demonstrates little or no understanding of the primarily oral nature of language and the secondary importance and arbitrariness of written systems.
Syllable structure	Analysis demonstrates a full understanding of the suprasegmental role of syllable structure in establishing the rhythm of spoken Spanish	Analysis demonstrates a good understanding of the suprasegmental role of syllable structure in establishing the rhythm of spoken Spanish	Analysis demonstrates a few gaps in the under-standing of the suprasegmental role of syllable structure in establishing the rhythm of spoken Spanish	Analysis demonstrates little or no understanding of the suprasegmental role of syllable structure in establishing the rhythm of spoken Spanish
Oral and written accentuation	Analysis demonstrates a full understanding of the types of accentuation and the relationship between written and oral accentuation. Analysis demonstrates a full understanding of the phonemic nature of oral accentuation in Spanish.	Analysis demonstrates a good understanding of the types of accentuation and the relationship between written and oral accentuation. Analysis demonstrates a good understanding of the phonemic nature of oral accentuation in Spanish.	Analysis demonstrates a few gaps in the under-standing of the types of accentuation and the relationship between written and oral accentuation. Analysis demonstrates a few gaps in the understanding of the phonemic nature of oral accentuation in Spanish.	Analysis demonstrates little or no understanding of the types of accentuation and the relationship between written and oral accentuation. Analysis demonstrates little or no understanding of the phonemic nature of oral accentuation in Spanish.
Minimal pairs	Analysis demonstrates a full understanding of the role of minimal pairs as proof of the phonemic versus allophonic nature of sound segments in spoken language.	Analysis demonstrates a good understanding of the role of minimal pairs as proof of the phonemic versus allophonic nature of sound segments in spoken language.	Analysis demonstrates a few gaps in the under-standing of the role of minimal pairs as proof of the phonemic versus allophonic nature of sound segments in spoken language.	Analysis demonstrates little of no understanding of the role of minimal pairs as proof of the phonemic versus allophonic nature of sound segments in spoken language.
Phonological processes	Analysis demonstrates a full understanding of phonological processes such as sonorization, spirantization of Spanish stops and nasal assimilation. Analysis demonstrates full understanding of the occurrence of these phonological processes in standard norms of spoken Spanish.	Analysis demonstrates a good understanding of phonological processes such sonorization, spirantization of Spanish stops and nasal assimilation. Analysis demonstrates good understanding of the occurrence of these phonological processes in standard norms of spoken Spanish.	Analysis demonstrates a few gaps in the under-standing of phonological processes such as sonorization, spirantization of Spanish stops and nasal assimilation. Analysis demonstrates a few gaps in the under-standing of the occurrence of these phonological processes in standard norms of spoken Spanish.	Analysis demonstrates little or no understanding of phonological processes such as sonorization, spirantization of Spanish stops and nasal assimilation. Analysis demonstrates little or no understanding of the occurrence of these phonological processes in standard norms of spoken Spanish.

The changing nature of language	Analysis demonstrates a full understanding of the role of cognates and linguistic borrowing in enhancing the lexicon of the target language, of the differences between cognates and borrowings, and of how cognates and borrowings evolve or become adapted phonologically, morphologically and orthographically to the target language.	Analysis demonstrates a good understanding of the role of cognates and linguistic borrowing in enhancing the lexicon of the target language, of the differences between cognates and borrowings, and of how cognates and borrowings evolve or become adapted phonologically, morphologically and orthographically to the target language.	Analysis demonstrates a few gaps in the under-standing of the role of cognates and linguistic borrowing in enhancing the lexicon of the target language, of the differences between cognates and borrowings, and of how cognates and borrowings evolve or become adapted phonologically, morphologically and orthographically to the target language.	Analysis demonstrates little or no understanding of the role of cognates and linguistic borrowing in enhancing the lexicon of the target language, of the differences between cognates and borrowings, and of how cognates and borrowings evolve or become adapted phonologically, morphologically and orthographically to the target language.
Comparisons between different varieties of the target language	Analysis demonstrates a full understanding of phonemic and phonetic characteristics (e.g. *yeísmo/lleísmo, distinción/seseo*, syllable-final aspiration) that define the major geographical variations (dialects) of spoken Spanish.	Analysis demonstrates a good understanding of phonemic and phonetic characteristics (e.g. *yeísmo/lleísmo, distinción/seseo,* syllable-final aspiration) that define the major geographical variations (dialects) of spoken Spanish.	Analysis demonstrates a few gaps in the under-standing of phonemic and phonetic characteristics (e.g. *yeísmo/lleísmo, distinción/seseo,* syllable-final aspiration) that define the major geographical variations (dialects) of spoken Spanish.	Analysis demonstrates little or no understanding of phonemic and phonetic characteristics (e.g. *yeísmo/lleísmo, distinción/seseo,* syllable-final aspiration) that define the major geographical variations (dialects) of spoken Spanish.
The phonology /morphology interface	Analysis demonstrates a full understanding of the relationship between word formation and the sound system, and how this relationship is reflected orthographically.	Analysis demonstrates a good understanding of the relationship between word formation and the sound system, and how this relationship is reflected orthographically.	Analysis demonstrates a few gaps in the under-standing of the relationship between word formation and the sound system, and how this relationship is reflected orthographically.	Analysis demonstrates little or no understanding of the relationship between word formation and the sound system, and how this relationship is reflected orthographically.

Oral Proficiency Level

Student achievement in this area will continue to be assessed in accordance with the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI),the nationally recognized assessment for oral proficiency. The following chart shows what learners should be able to do at each broad proficiency level:

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversation on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with and unexpected complication. Shares point of view in discussions.

Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now".	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issued beyond the concrete.
Contexts/ Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in context relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

ACTFL Performance Descriptors for Language Learners © ACTFL, Inc., 2012

The chart below indicates hours of language study required to attain specific ACTFL Oral Proficiency Interview Ratings. Final oral proficiency level will vary depending on the language studied, the aptitude of the learner, the beginning oral proficiency level, and the amount of exposure to the target language received in the classroom setting and beyond. Group I languages require the fewest hours of instruction, and Group IV languages the most.

Group I Languages: Including *French, Italian, Spanish*

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
240 hours	Intermediate Low	Intermediate Mid	Intermediate Mid
480 hours	Intermediate High	Advanced Low	Advanced Mid
720 hours	Advanced Mid	Advanced High	Superior

Group II Languages: Including *German*

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
480 hours	Intermediate Low	Intermediate Mid/High	Intermediate High
720 hours	Intermediate High	Advanced Low/Mid	Advanced Mid/High
1320 hours	Advanced Mid/High	Advanced High/Superior	Superior

Group III Languages: Including *Russian*

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
480 hours	Novice High	Intermediate Low/Mid	Intermediate Mid/High
720 hours	Intermediate High	Advanced Low	Advanced Mid/High
1320 hours	Advanced Mid	Advanced High	Superior

Group IV Languages: Including *Arabic, Chinese, Japanese*

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
480 hours	Novice High	Intermediate Low	Intermediate Low/Mid
720 hours	Intermediate Low/Mid	Intermediate Mid/High	Intermediate High
1320 hours	Intermediate High	Advanced Low	Advanced Mid/High
2400-2760 hours	Advanced High	Superior	Superior

Source: Judith E. Liskin-Gasparro. ETS Oral Proficiency Testing Manual. Princeton, N.J.: Educational Testing Service, 1982. ILR ratings have been converted to reflect the equivalent ACTFL ratings.

3. Relationship to Strategic Plan and Effect on Other Programs

The proposed major links to Signature Experiences that are central to TCNJ's Strategic Plan in the following ways:

1) The proposed major would directly address the TCNJ Signature Experience of Global Engagement by providing students with both in-depth study of a global language as well as the tools to systematically approach the study of any language they might encounter in future – and therefore engage globally.

2) The major could afford students opportunities for language-focused, community-engaged learning. Such opportunities could focus on communities where a particular language taught at TCNJ is spoken, or more broadly on communities that are bonded partly through a shared language, regardless of whether that language is taught at TCNJ or not. Through these opportunities, the proposed major would link to the TCNJ Signature Experience of Community Engaged Learning. In addition, such opportunities could easily link to the TCNJ Signature Experiences of undergraduate research and field experiences.
3) Students in the proposed major would be encouraged to participate in the Oral Proficiency Hour program that is already in place through the Department of World Languages and Cultures. The OPH Program has a long and demonstrated record of formative leadership development, which directly links to the TCNJ Signature Experience of fostering leadership. The proposed major would offer students majoring in other languages the same possibilities for leadership development.

The World Languages and Linguistics Major would pull together currently disparate program into a cohesive course of study with clearly defined learning outcomes, and subject to regular assessment. The major would not take students away from existing programs at TCNJ, but rather would formalize and streamline interest among students who currently have to take the burdensome path of a self-designed major in order to fulfill their academic interests.

4. Need (including a list of similar programs in NJ and neighboring states)

This is an opportune time to develop the World Languages and Linguistics Major. Student interest is high, the necessary resources are in place, and similar majors at peer institutions have been successful. The need for the major is attested by the consistent number of students completing self-designed majors that are roughly equivalent to the proposed major, and by students interested in attending TCNJ who are put off by the lack of a major connected to any language other than Spanish.

Furthermore, the proposed major is both solid and versatile. The major has been structured such that students from any language currently offered at TCNJ can complete the program within four years, and the curricular map outlined in this document (Appendix A) shows that the major would lend itself well to students interested in double majoring, or adding a range of minors.

The major is also timely with regard to developments in the field of linguistics. A committee met at the Linguistic Society of America in January 2017 to begin the process of developing an AP Linguistics course. The process of developing an AP exam normally takes 5-7 years, so an exam can be expected to be in place by around 2022. Development of an AP exam entails building coursework at the high school level in linguistics. Therefore, the proposed major would draw from a growing number of students who will have been introduced to linguistics prior to college.

As part of the 2016-2017 WLC self-study, an outside evaluator reviewed the department. This evaluator has extensive experience with the type of major being proposed here, and has seen its success. Specifically, the outside evaluator's report strongly recommends the creation of this major for the following reasons: (1) It will bring additional students; (2) there is demonstrated student interest; (3) the courses and faculty are in place (see "Curriculum" and "Faculty and Support of Instruction" below); (4) there will be no cost to the institution.

The major would attract *new* pools of students, including students interested in pursuing a major in a language other than Spanish, students interested in majoring in linguistics, and heritage language speakers (of any language offered).

We regularly have students at recruiting events who are interested in pursuing a major in a language other than Spanish, and we have nothing to offer them. For most languages we have a steady stream of students pursuing a self-designed major in a language without a standing major. As the self-designed major process is cumbersome for students, we can comfortably state that having a standing major would attract greater numbers of students, since they would not have to go through the self-designed major approval process.

A second new pool of students is those interested in Linguistics. There is steady interest in the current linguistics minor, in addition to students already pursuing as self-designed major in linguistics. TCNJ currently has a Linguistics Minor that generates strong student interest. As the tables at the end of this document show, all Linguistics courses consistently fill to capacity. As with self-designed majors for languages other than Spanish, we anticipate that a standing major would attract more students. Furthermore, the major proposed here would offer students in the region opportunities they could not find elsewhere. An informal survey of peer institutions in our area shows that very few institutions offer a Linguistics major, and none provide the breadth of language options that TCNJ could offer. As noted above, we also anticipate student interest in Linguistics to increase with the development of an AP exam in the field.

The major would also be attractive to heritage-language speakers who are considering TCNJ. Heritage language speakers tend to be strong language learners in whatever language(s) they choose to study. Per the WLC self-study outside reviewer's report, the major "…would allow the department to attract students from traditionally under-served populations. This major can be marketed to heritage speakers who have proficiency in one language already." (pp. 2-3)

It should be noted that students who wish to become certified to teach languages following college may not enroll in this major. This major will not lead to a teacher certification.

The proposed WLL major would offer our students a number of advantages:

4) The only language taught at TCNJ currently linked to a major is Spanish. The consistent numbers of self-designed majors in other languages strongly suggest that students would complete a major if such an option were available. This sense is backed by the student survey results done as part of the World Languages and Cultures self-study.
5) The current system of addressing student desire for a major in linguistics or in one of the WLC languages not linked to a major puts pressure on both faculty and students, and also "promotes a sense of fragmentation instead of unity" (outside evaluator report: 5). The major would encourage unity across languages in the Department of World Languages and Culture, as well as integration across disciplines outside the WLC department.
6) Languages other than Spanish often suffer from under enrollment in no small part because these languages are often peripheral to students' academic programs. This is particularly crucial at an institution like TCNJ, where many recruitment and retention efforts are centered on majors. Creating the WLL major would encourage sustained student involvement in the study of particular languages already offered at TCNJ.
7) The proposed major would directly address the TCNJ Signature Experience of Global Engagement by providing students with both in-depth study of a global language as well as the

tools to systematically approach the study of any language they might encounter in future – and therefore engage globally.

8) The major could afford students opportunities for language-focused, community-engaged learning. Such opportunities could focus on communities where a particular language taught at TCNJ is spoken, or more broadly on communities that are bonded partly through a shared language, regardless of whether that language is taught at TCNJ or not. Through these opportunities, the proposed major would link to the TCNJ Signature Experience of Community Engaged Learning. In addition, such opportunities could easily link to the TCNJ Signature Experiences of undergraduate research and field experiences.
9) Students in the proposed major would be encouraged to participate in the Oral Proficiency Hour program that is already in place through the Department of World Languages and Cultures. The OPH Program has a long and demonstrated record of formative leadership development, which directly links to the TCNJ Signature Experience of fostering leadership. The proposed major would offer students majoring in other languages the same possibilities for leadership development.

Rowan University is the only university in the region (New Jersey and surrounding states) to offer a degree similar to the World Languages and Linguistics major proposed in this document (link). While several institutions offer linguistics majors (e.g., Montclair State University has a major in linguistics (link), and many institutions have World Languages majors, Rowan is the only university in the region that links the two academic areas. Thus, the creation of this new major would make TCNJ stand out among institutions in the region.

5. Anticipated Student Enrollments until optimal enrollment is reached

As noted above, there is already substantial interest among students in linguistics, and in all languages taught at TCNJ. The following charts detail this interest.

Linguistics course enrollments

	Fall 2014	**Sp 2015**	**Fall 2015**	**Sp 2016**	**Fall 2016**	**Sp 2017**
ANT/WGS/ WLC271.01		27		25		21
ANT/WGS/ WLC271.01						21
ANT213			14		14	
LNG 201.01	27	26	28	29	22	27
LNG 201.02	27			27	21	
LNG 202		28	27			29
LNG 372 HON270				10 8		
LNG 311	24				17	
LNG 371 HON270		10 8				

SPA 215	18	17	19	15	18	18
SPA 350	19				16	
SPA 372		17				18
WLC 215			29		24	
WLC 321		13				8
WLC 390		11		17		10
WLC 370						2

Number of students graduating with a linguistics minor per year

2010	2011	2012	2013	2014	2015	2016	2017
2		1	2	2	6	3	3

Number of students graduating with a Linguistics self-designed majors per year

2011-2016	2017	Current
5	2	1

Enrollments across all languages taught at TCNJ, and linguistics

[from the 2017 WLC self-study report]

Note that linguistics has seen the greatest growth in enrollment, with a 56% increase.

	ARA	CHI	FRE	GER	ITL	JPN	Linguistics	RUS
2016	56	56	253	84	304	71	172	47
2015	70	90	255	91	263	85	117	59
2014	108	101	262	88	266	51	115	95
2013	100	85	264	94	273	89	75	100

Students *graduating* with a minor in a world language

	2012	2013	2014	2015	2016	2017
Arabic	7	9	7	7	7	5
Chinese	9	5	8	8	6	2
French	11	5	6	6	6	10
German Studies	3	1	2	7	1	1
Italian Studies	7	8	3	3	4	2

Japanese	7	8	5	7	3	3
Russian Studies	1	2	5	7	2	8

Students *graduating* with a self-designed major per academic year

Arabic: no numbers available

Chinese: 9

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Current
1	1	3	2	1	1

French: 4

2010-2011	2011-2012	2014-2015	2016-2017
1	1	1	1

Italian: 11

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Current
4	3	2	0	0	2

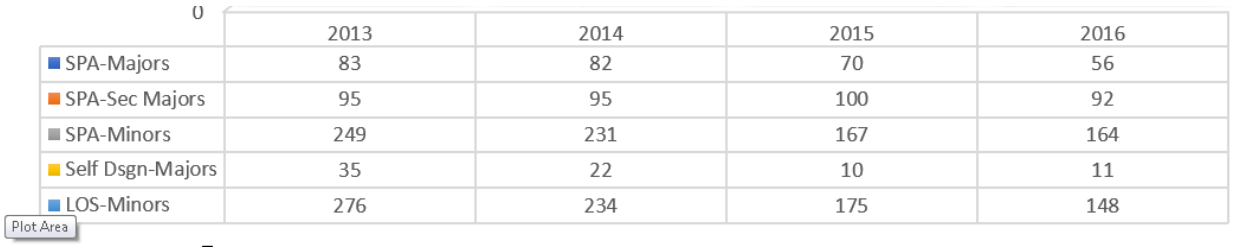
Japanese: 10

2012	2013	2014	2015	2016	2017	Current
2	1	2	3	1	0	1

Russian: 18

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Current
1	3	4	4	3	3

Types of Spanish major from the World Languages and Cultures 2017 study.
As noted above, students in education tracks would not be able to complete the World Languages and Linguistics major in 4 years because of the heavy course demands from Education. Therefore, those students are not included in projected numbers for WLL majors.



	2013	2014	2015	2016
SPA-Majors	83	82	70	56
SPA-Sec Majors	95	95	100	92
SPA-Minors	249	231	167	164
Self Dsgn-Majors	35	22	10	11
LOS-Minors	276	234	175	148

6. Program resources

The proposed major is an interdisciplinary one that utilizes resources and faculty expertise from the fields of English, Sociology/Anthropology, Special Education Language and Literacy, Linguistics, and World Languages.

Core Faculty:
The five core faculty: Holly Didi-Ogren (WLC/Japanese, Sociology/Anthropology), Regina Morin (WLC, Spanish Linguistics/ Co-Sponsor of Linguistics Minor), David Stillman (WLC, Spanish and Linguistics/ Coordinator of Oral Proficiency Hours for languages other than Spanish), Felicia Steele (English/ Co-Sponsor of Linguistics Minor), and Diane Steinberg (English) are experts in their specific disciplines and well as in the interdisciplinary courses that currently make up the linguistics minor. They have multiple years of experience at TCNJ.

Affiliated Faculty:
The WLL major also draws on the expertise of affiliated faculty within World Languages and Cultures with recognized expertise in a broad range of fields. The affiliated faculty are: Joseph Goebel (Spanish Applied Linguistics), Alvin Figueroa (Latin American Literatures and Cultures) Luis Gabriel Stheeman (Spanish Literature and Culture), Adriana Rosman Askot (Latin American Literatures and Cultures) Marimar Huguet Jerez (Spanish Literature, Theatre and Culture), Agustín Otero (Spanish Literature, Film and Culture), Ann Warner Ault (Latin American Literatures and Cultures), Isabel Kentengian (Spanish for Heritage Speakers/ Medical Spanish), Ariane Pfenninger (French Literature and Culture), Simona Wright (Italian Literature, Film, and Culture), Nelly Taha (Arabic Language, Literature and Culture), Karen Fenner (German Language, Literature and Culture), Jia Yan Mi (WLC/English, Chinese Literature, Film and Culture), Celia Liu (Chinese Language and Culture), Aleksy Berg (Russian Language, Literature and Culture).

Courses
The WLL major draws upon the existing courses offered in a number of departments and programs across the campus, which are already part of the existing Linguistics Minor. New courses will also be developed that will support both its own and existing programs, as well as offer new Liberal Learning options.

Library
The TCNJ Library houses the library materials and services supporting all of The College of New Jersey's programs. Current resources are sufficient for the World Languages and Linguistics major, but we will work closely with our Library liaison to develop our resources and organize them in a way that makes them more accessible to our students. The TCNJ Library also provides access to many

electronic journals and offers an excellent Interlibrary Loan service to supplement its own print and reference materials.

Equipment, and Computer Support
The WLL major is well served by the College's current equipment.

Facilities
The major will be housed in Bliss Hall, where the majority of the core faculty of World Languages and Cultures and the Department of English is housed. As a major, WLL will need access to WLC priority classrooms in Bliss Hall Annex and to the Bliss Hall Language Laboratory.

Administration/Organization
We anticipate that the WLL major will be resource neutral. It will require no new personnel, and there is an extremely limited need for course development. Almost all courses in the major are currently being taught on a regular basis at TCNJ. The major would pool and streamline resources currently dispersed across multiple faculty and programs. The major would also not require additional administrative personnel. The Program Assistant and student workers in WLC already support all of the language programs in WLC. This major would simply represent a logical extension of the support they already provide.

The major would require no additional teaching personnel. We already have faculty on campus who are teaching courses that span the breadth of Linguistics, including both formal (e.g., historical or phonological) and applied (e.g., linguistic anthropology or applied linguistics). We have the faculty to offer students a rigorous, well-rounded, and engaging course of study.

We have received across-the-board support from key constituencies that would be impacted by the proposed major: The Department of World Languages and Cultures, the English Department, and the Sociology/Anthropology Department. We have also received support for the major from every Language Program Coordinator in the WLC Department. The faculty proposing this major have worked with current language program coordinators within the WLC Department to help them determine whether joining the WLL major would be beneficial to their respective programs, and in order to assure consistency across programs with respect to proficiency goals and number of courses offered. Coordinators for languages that will join the major upon its implementation have committed to developing new courses or revamping existing ones to be able to offer the seven target-language courses as part of the major. We anticipate that coordination of the WLL major will be shared on a rotating basis among core, full-time faculty in the major.

7. Degree requirements
The proposed World Languages and Linguistics Major will enable students to combine a strong grounding in linguistics, including language acquisition, with in-depth study of a language already offered at TCNJ. The major will consist of five linguistics courses and seven courses in a world language offered by TCNJ. The seven courses in a world language will be the student's specialization within the major, and that specialization will be tracked in PAWS and reflected on the student's transcript. At least 5 courses must be taken at the 300 level. The following languages currently taught in the Department of World Languages and Cultures will join the proposed new major as soon as it is implemented: Arabic, French, Italian, Japanese, and Spanish. The following languages will join the

major in the future, once questions of enrollments, curriculum development, and study abroad venues have been resolved: Chinese, German and Russian.

An extended immersion experience in the student's chosen language of specialization would be required for students in the major. Such experiences would improve students' linguistic proficiency and, in the case of studying abroad, afford them opportunities for coursework not regularly offered at TCNJ. The major proposal development committee has already been working closely with the Center for Global Engagement and the respective language program coordinators to ensure integration of study abroad into the major. In addition, the committee will work with the CELR (Community Engaged Learning and Research) Office and colleagues already experienced with community-engaged learning, to identify immersion experiences in the U.S. that would be comparable to a study abroad experience.

The proposed WLL major offers students the opportunity to study language systems both structurally and functionally. Linguistics, as a discipline or nexus of disciplines, allows for multiple methodologies and approaches to investigate linguistic change, variation, and structure. As an inherently interdisciplinary field, linguistics offers students an opportunity to synthesize multiplex theories across both departmental and school boundaries. Through their systematic study of language, students will find their curricula immeasurably enriched and their professional opportunities expanded.

The major allows students to self-select a language of interest to them, and is flexible enough to accommodate both students beginning their study of the selected language at TCNJ as well as those who come to our institution having already studied the language. The Linguistics offerings within the major allow students the option of pursuing electives that enrich their understanding of historical linguistics or that expand their understanding of language acquisition and psycholinguistics. Irrespective of their own target language focus, all students will gain a grounding in contemporary linguistic theory that has direct applications in the fields of anthropology, education, literature, computer science, and psychology.

Linguistics course required for the major fall into three categories: Linguistic Theory, Linguistic History, and options.

Courses in Linguistic Theory will provide a foundation whereby students will understand the structure of human languages, focusing on developing tools for the description and application of phonology, morphology, syntax, semantics, and pragmatics. They will become proficient in the International Phonetic Alphabet. They will be introduced to the physical apparatus required for language production (the vocal tract, the auditory and visual systems). Students will be exposed to dialectal variation across languages, learning to respect and understand diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. Students will become familiar with the purviews of first and second language acquisition.

Courses in the Linguistic History category provide an opportunity for students to apply their theoretical knowledge (especially in the fields of phonology, morphology, syntax, and lexis) to diachronic linguistics. Students will become familiar with the impact of cultural, economic, political, and social environments on language. Students will begin to read, analyze, and report on linguistic scholarship.

Courses in the Options category will provide a further opportunity for students to practice skills

developed in the other two groups. Students will also use a number of different modes of inquiry, including, but not limited to, informant interviews and linguistic corpora analysis. Students will also learn how to engage non-native speakers (or speakers of non-standard varieties) in productive dialogue about their language use. Independent study courses on appropriate linguistic topics may be counted toward elective credit in the WLL major.

Linguistics Requirements

All students must take WLC390 (Second Language Acquisition and Related Methodologies)

Choose at least one WLL Foundation Course (Linguistic Theory):

- LNG 201/Introduction to the English Language
- WLC 215/Introduction to Linguistics
- ANT213 Language and Culture: An Introduction to Linguistic Anthropology

Choose at least one Linguistic History Core Course:

- LNG 202/Structure and History of the English Language
- WLC 321/Introduction to Historical Linguistics
- WLC 220/Introduction to Romance Linguistics

Choose at least two Linguistics Options. At least one option must be at the 300 level or above. Any core course not listed here can be chosen as an option:

- ANT 390/Research Course in Anthropology (when the topic is related to discourse analysis)
- JPN 370/Topics in Japanese (when the title is Introduction to Japanese Linguistics)
- LNG 391, SPA 391, or other appropriate Independent Study
- LNG 311/Contemporary English Grammar
- LNG 371/American English Dialects
- LNG 372/World Englishes
- PHL 421/Philosophy of Language
- SPA 215/Spanish Phonetics
- SPA 301/Advanced Spanish Grammar
- SPA 350/ Introduction to Spanish Linguistics
- SPA 351 Spanish/English Translation I
- SPA 371/ History of the Spanish Language
- SPA 373/Introduction to Hispanic Bilingualism in the United States
- WLC271/WGS271/ANT270 Gender and Language
- WLC 371/Topics in Linguistics in English

World Languages Requirements[4] [5]

The major assumes no previous foreign language study. Even if students enter with no knowledge of a foreign language, they will have ample time to complete the required seven language courses. Students entering the major at a higher proficiency level will be able to take a greater number of upper level courses in the foreign language. Students will be actively encouraged to complete at least one semester of study abroad. They will be able to take three language and linguistics courses for the WLL major and one free elective during their semester abroad. This means that study abroad will supplement our on-campus offerings in all languages but especially for those that currently have fewer upper level courses, including Arabic, Chinese, German, and Russian. Curricular maps for languages joining the major upon its implementation appear below:

Curricular map for Arabic

TERM	COURSE	UNITS	Units toward major
First year fall	ARA151+ ARA Colloquial[6]	3	
First year spring	ARA152 + ARA Colloquial	3	2
2nd year fall	ARA251 + ARA Colloquial	3	3
2nd year spring	ARA252 + ARA Colloquial	3	4
3rd year fall	ARA301	1	5
3rd year spring	ARA302	1	6
4th year fall	ARA370 (Topics)	1	7
4th year Spring	WLC 393 Research Seminar (capstone). The capstone can be completed for any language included in the major that a student selects.		

[4] Romance languages start counting courses for the major with first 200-level course. Others start counting at 103

[5] There are no Intensive Language Courses in the Romance Languages. The Intensive languages course sequence for Arabic, Chinese, Japanese, and Russian is as follows:
151: equivalent to 101 and 102
152: equivalent to 103 and 201
251: equivalent to 202 and 301
252: equivalent to 302

[6] Arabic Colloquial focuses on Arabic dialects, e.g., Egyptian or/and Levantine dialect, as Academic Arabic is the language spoken in the news only and does not allow students to understand native Arabic speakers in Arabic-speaking countries. Without this focus on colloquial Arabic, students are able to understand media, but not native speakers on the street. To teach students this important aspect of communicating in Arabic we need more time as the use of words and verbs is different from the standard Arabic and from country to another.

Curricular map for FRENCH

TERM	COURSE	UNITS
First year fall	FRE 103[7]	1
First year spring	FRE-211 Intermediate Composition and Conversation (entry course)	1
Second year fall	FRE-240 Introduction to French Literature or FRE-241 Introduction to Francophone Literature	1
Second year spring	FRE-255 French for Business and/or FRE-270 Intermediate Topics Course	1 or 2
Third year fall	FRE-255 French for Business or FRE-270 Intermediate Topics Course and FRE-301 Advanced Composition and Conversation 1	2
Third year spring	Study Abroad: Advanced Composition and Conversation II (mandatory) and two additional 300 level courses	3
Fourth year fall	FRE-322 French Culture and/ or FRE-370 Advanced Topics	1 or 2
Fourth year spring	WLC 393 Research Seminar (capstone). The capstone can be completed for any language included in the major that a student selects.	1
Students may apply towards the major up to three courses taken abroad. A fourth course taken abroad may be counted as a free elective.		

Curricular map for ITALIAN

TERM	COURSE	UNITS
First year fall	ITL 103[8]	1
First year spring	ITL 203/ITL 211 (entry course)	1
Second year fall	ITL 216/ITL 217	1
Second year spring	ITL 240/ITL 255	1

[7] The French course map begins with 103 because this is the level at which most students in the program begin. However, there is ample room in the four-year schedule for the major for students who come in with no background in the language.

[8] The Italian course map begins with 103 because this is the level at which most students in the program begin. However, there is ample room in the four-year schedule for the major for students who come in with no background in the language.

Third year fall	ITL 312/Italy Since Unification (in Italian) or ITL 327/History of the Italian Novella (in Italian) or ITL 367/The Italian South (in Italian)	1
Third year spring	Study Abroad: Students can either study in Siena at Universita' per stranieri (three courses at the 300 level) or at the Universita' del Sacro Cuore in Milan (preferred) where they can take a variety of courses in Italian language and linguistics, including phonetics, glottology and history of Italian.	3
Fourth year fall	The following courses will not count for the major since they are taught in English, but they provide students with the opportunity to take additional courses related to their area of study: ITL 345/Italian Cinema since 1945 (with Languages Across the Curriculum (LAC)) or ITL 335/Sicily in Italian literature and Film (with LAC) or ITL 368/Migration in Italian Cinema (with Languages Across the Curriculum).	1
Fourth year spring	WLC 393 Research Seminar (capstone). The capstone can be completed for any language included in the major that a student selects.	1
TBD: ITL 303/Advanced Italian Grammar Students may apply towards the major up to three courses taken abroad. A fourth course taken abroad may be counted as a free elective.		

Many students begin French and Italian at the 103 level, but as shown in the curriculum map in Appendix A, students beginning at French or Italian 101 still have time to complete all the courses in four years.

Curricular map for JAPANESE

TERM	**COURSE**	**UNITS**	**Total units**
First year fall	JPN151	2	
First year spring	JPN152	2	2
Second year fall	JPN270 (topics): Intermediate-level transition	1	3
Second year spring	JPN202	1	4
THIRD YEAR: Students will also have the option of taking Japanese language courses equivalent to those listed below while studying abroad			

Third year fall	JPN301	1	5
Third year spring	JPN302	1	6
Fourth year fall	JPN370 (Topics): Current topics in Japan	1	7
Fourth year spring	WLC 393 Research Seminar (capstone). The capstone can be completed for any language included in the major that a student selects.	1	
NOTE: Students may apply towards the major up to three courses taken abroad. A fourth course taken abroad may be counted as a free elective.			

Curricular map for SPANISH

TERM	**COURSE**	**UNITS**
First year fall	SPA 100 level or SPA 203 or SPA 210	1
First year spring	SPA 100 level or SPA 211	1
Second year fall	SPA 100 level or SPA 241	1
Second year spring	SPA 203 and 211 or SPA 215	1 or 2
Third year fall	SPA 241 and SPA 215 or SPA 350 or SPA 301 or an upper level linguistics core or option taught in a language other than Spanish, and SPA 3XX (Lit or Culture- must have one of each). SPA 350 and SPA 301 satisfy Linguistics Options. Students in Spanish must take SPA 350. Students in Spanish must also take at least two upper level linguistics courses taught in a language other than Spanish.	2
Third year spring	SPA 351 or SPA 372 or an upper level linguistics core or option taught in a language other than Spanish, and SPA 3XX (Lit or Culture- must have one of each) SPA 351 and SPA 372 satisfy Linguistics options. It is recommended that students in Spanish take SPA 372. At least two upper level linguistics courses must be taken in a language other than Spanish.	2
Fourth year fall	SPA 350 or SPA 301 or an upper level linguistics core or option taught in a language other than Spanish, and/or SPA 3XX (Lit or Culture- must have one of each). SPA 350 and SPA 301 satisfy Linguistics options. At least two upper level linguistics courses must be taken in	1 or 2

	a language other than Spanish.	
Fourth year spring	SPA 351 or SPA 372 or an upper level linguistics core or option taught in a language other than Spanish, and/or SPA 3XX (Lit or Culture- must have one of each). SPA 351 and SPA 372 satisfy Linguistics options. At least two upper level linguistics courses must be taken in a language other than Spanish. WLC 393 Research Seminar (capstone). The capstone can be completed for any language included in the major that a student selects.	1 or 2 1
Students may enter anywhere at the 100 level or at the SPA 203 level. All students must take the SPA 203, 211, 241 and 215 core. Students must take one SPA 300 level linguistics class, one SPA 300 level literature class, and one SPA 300 level culture class. Students must take at least two upper level linguistics courses taught in a language other than Spanish. Linguistics options can be satisfied by SPA 301, 350, 351 and 372. Students may apply towards the major up to three courses taken abroad. A fourth course taken abroad may be counted as a free elective.		

Many WLL courses will also satisfy liberal learning requirements. The 4 year course sequence for the proposed WLL major included in Appendix A shows that students will be able to complete the major with nine full course slots free for study abroad, and/or for a second minor.

APPENDIX A

The College of New Jersey
School of Humanities and Social Sciences
4-Year Course Sequence
Proposed World Languages and Linguistics Major

Fall		*Spring*	
Year 1			
Course	*Goal*	*Course*	*Goal*
FSP 101 First Year Seminar	*FYS*	*WRI 102 Academic Writing (If not exempt) OR*	*AW*
HSS 99	*HSS Seminar*	*Liberal Learning Science or Mathematics*	*Science or Mathematics*
LNG 201/WLC 215	*WLL Foundation Course: Meets WVWK*	*World Language 102 Level*	*WLL Core*
World Language 101 Level	*WLL Core*	*Liberal Learning Science (Lab) or Mathematics*	*Science or Mathematics*
Liberal Learning Mathematics: STA 115 or 215	*Mathematics*	*Social Science in Behavioral Perspective (ANT 110 or 111 recommended)*	*SSBP*
Fall		*Spring*	
Year 2			
Course	*Goal*	*Course*	*Goal*
World Language 103 level	*WLL Core*	*World Language 200 level*	*WLL-Language; may fulfill LVPA*
LNG 202 or WLC 220 or WLC 321	*WLL Historical Linguistics meets SSHP*	*World Language 200 level*	*WLL-Language; may fulfill LVPA*
Linguistic Option	*WLL-Ling Option (can meet SSBP, Gender, Global, Race and Ethnicity)*	*Linguistic Option*	*WLL-Ling Option (can meet SSPB, Gender, Global, Race and Ethnicity)*
Liberal Learning Science or Mathematics OR Elective	*Science or Mathematics or Elective*	Elective or SSBP or LLVPA	Students should try to meet unaccounted for LL requirements
Fall		*Spring*	
Year 3			
Course	*Goal*	*Course*	*Goal*
World Language 200 level	*WLL-Language*	*World Language 300 level*	*WLL-Language*
Linguistic Option	*WLL-Ling Option (can meet Gender, Global, Race and Ethnicity)*	*Linguistic Option*	*WLL-Ling Option (can meet Gender, Global, Race and Ethnicity)*
Elective		*WLC 390*	*WLL Core*
Elective		Elective	
Fall		*Spring*	
Year 4			
Course	*Goal*	*Course*	*Goal*
World Language 300-level	*WLL-Language*	*WLL Capstone*	
World Language 300 Level	*WLL-Language*	Elective	
Elective		Elective	
Elective		Elective	

NOTES: Students may easily pick up: English minor, Anthropology minor, Women's and Gender Studies Minor. Nine full courses available to facilitate study abroad in junior year. Highlighted courses may be taken in semesters other than those indicated in the above suggested course sequence.

Course Descriptions
We expect that courses taught at TCNJ will be supplemented by courses taken abroad.

Linguistics Core and Options

ANT 213 LANGUAGE AND CULTURE: AN INTRODUCTION TO LINGUISTIC ANTHROPOLOGY
An introduction to the Anthropological subfield of Linguistic Anthropology, which investigates the relationship between language and culture. Language permeates our lives, and yet most of us take it for granted. This course is intended to clarify your ideas about language as it is used by speakers in various social contexts across a wide range of cultures. By the end of the course you should be familiar with some of the terminology and techniques of linguistic anthropological analysis and be able to apply this knowledge to the description of different languages.

ANT 390/RESEARCH COURSE IN ANTHROPOLOGY (when the topic is related to discourse analysis)
A small group of students work closely with a faculty member on his/her ongoing research. Students will learn to use the data collection and analysis methods used for the project and be offered opportunities to present the findings on campus or at a regional professional meeting.

DHH 303/LANGUAGE DEVELOPMENT IN DEAF AND HARD OF HEARING INDIVIDUALS
Given an understanding of typical communication, speech and language development, this course examines the family and school issues that influence language development and growth in deaf or hard of hearing (D/HH) children and adolescents. Students will learn how to design a learning environment and activities that naturally encourage language development and growth with respect to the child's communicative modality and the goal of promoting English literacy.

JPN 370/TOPICS IN JAPANESE (when the title is Introduction to Japanese Linguistics)
Focuses on a different topic each time it is offered. Taught in Japanese.

LNG 201/INTRODUCTION TO THE ENGLISH LANGUAGE
An introduction to linguistics intended to meet the needs of students planning to teach younger children or with an interest in cognitive science, this course includes topics in phonology, morphology, syntax, semantics, psycholinguistics, language acquisition, social variation, and historical linguistics.

LNG 202/STRUCTURE AND HISTORY OF THE ENGLISH LANGUAGE
An introduction to both the structure and development of English as a spoken and written language intended to meet the needs of future secondary teachers and students of literature or language, this course introduces basic linguistic concepts and examines English's linguistic history from Proto-Indo-European (c.3000 BC) to Present-Day English.

LNG 311/CONTEMPORARY ENGLISH GRAMMAR
A focused study of the syntax (word order or sentence structure) of Present-Day English intended for varied audiences, this course addresses some of the current controversies over English language arts pedagogy, usage, the status of dialects, and "good English".

LNG 371/WORLD ENGLISHES
An intensive study of the development of English as a global language of trade, governance, law, and literature, focusing primarily on English as a post-colonial language (particularly in South Asia and the Pacific), discussion of the linguistic, social, political, and literary implications of its development.

LNG 372/AMERICAN ENGLISH DIALECTS
An examination of linguistic variation (dialects) across the United States. Special attention will be paid to the significance of social, gender, and ethnic factors in dialect differences in American English. We will also consider American dialectology as a crucible for the development of ethical and engaged linguistic theory.

PHL 421/PHILOSOPHY OF LANGUAGE
Seminar promoting deeper understanding of core issues in contemporary theories of meaning and truth in the analytic tradition. Issues and problems are considered both historically and conceptually, through the work of (among others) Frege, Russell, Moore, Wittgenstein, Quine, Putnam, and Kripke, and may include: theories of meaning, theories of truth, theories of judgment, the nature of a proposition, the logic of descriptions, the logic of identity, necessity and contingency, and analyticity.

SPA 215/SPANISH PHONETICS
The objectives of this course are to develop a solid understanding of Spanish spelling, stress patterns and pronunciation, and the relationship between these three aspects of the Spanish sound system. Students will improve their spelling, pronunciation and listening skills by applying knowledge gained from written texts and by doing practical listening and pronunciation exercises.

SPA 301/ADVANCED SPANISH GRAMMAR
An in-depth study of the most challenging grammatical structures of the Spanish language. Following a strictly inductive approach, students will analyze and contrast a substantial number of Spanish sentences and paragraphs in order to figure out the grammatical rules which may explain the different structures used. Students will then provide further examples to illustrate the rules and practice with a wide variety of written exercises. Knowing the right answer will not be enough: students will be required to explain why it is the right answer.

SPA 350/INTRODUCTION TO SPANISH LINGUISTICS
The objectives of this course are to use readings and practical exercises to develop a solid understanding of language in general, and of the Spanish language in particular. This includes an understanding of the various systems that make up the Spanish language: its sounds, its word formation component, its grammar and its word meanings. This course aims to develop the students' ability to analyze data to form hypotheses, and to prove and disprove these hypotheses through argumentation and the use of empirical research. This course aims to develop linguistic and analytical skills.

SPA 351 SPANISH/ENGLISH TRANSLATION I
This course is designed to equip students with the knowledge and the tools to successfully translate a variety of non-specialized texts from English to Spanish and from Spanish to English. The course is designed for students who already have a good command of Spanish and English, and at least a basic understanding of comparative syntax. That is, in this course students will not acquire basic Spanish

languages skills. Rather, they will have the opportunity to apply the language skills they have already acquired in other Spanish courses.

SPA 372/HISTORY OF THE SPANISH LANGUAGE
This course provides students with knowledge of the historical and geographic factors that lead to the development and spread of the Spanish language throughout the Iberian Peninsula and Latin America, and knowledge of Spanish phonetics, phonology, morphology, semantics, and syntax necessary to understand the technical aspects of the historical development of the Spanish language from Latin to Modern Spanish.

SPA 373/INTRODUCTION TO HISPANIC BILINGUALISM IN THE UNITED STATES
This course explores bilingualism as an individual, social, linguistic and political phenomenon with particular emphasis on societal attitudes towards Hispanic bilingualism in the United States and its overall implications.

WLC 215/INTRODUCTION TO LINGUISTICS
This course will introduce basic concepts of descriptive linguistics with emphasis on the analysis of problems drawn from the languages of the world. Students will learn how to analyze the languages in terms of phonetics and phonology, morphology, syntax, and semantics. Students will become familiar with the major language families of the world as they work on problems in language description in the various areas of linguistics covered in the course. MDL 215 will also include readings on the relationship of language and dialect, spoken and written language, language and society, language universals and language variation. This course is taught in English.

WLC 220/INTRODUCTION TO ROMANCE LINGUISTICS
This course will introduce basic concepts of historical Romance linguistics. The language of instruction is English. Students will study examples of sound change, morphological change, syntactical change, and lexical development. The course will introduce linguistic geography, language contact, the relationship of language and culture, the role of dialects, the creation of the national standards, minority languages, and the expansion of Romance languages beyond Europe. This course will contain a Languages Across the Curriculum (LAC) component

WLC271/WGS271/ANT270 GENDER AND LANGUAGE
Since its inception in the 1970's, the field of gender and language has grown to encompass a broad range of disciplines (sociolinguistics, anthropology, psychology, communication studies, literature, women's studies, etc.) and theoretical interests. This course will provide an overview of key themes in gender and language research. From this overview we will see that there is ongoing discussion about both the most effective approach to the study of gender and language, and about the theoretical underpinnings which are evoked by, for example, various definitions of key concepts such as "gender." Particular attention will be given in the course to approaches to language and gender that have developed within sociolinguistics and linguistic anthropology and which focus on the way in which both language and gender are embedded in structures of power, authority, and social inequality, and with conflicts over these social structures.

WLC 321/INTRODUCTION TO HISTORICAL LINGUISTICS
This course will introduce basic concepts of historical linguistics with a focus on the development of the Indo-European language family. Students will study examples of phonetic and phonological change, morphological change, syntactical change, lexical development, and the competition of

centrifugal and centripetal forces in language communities. Students will study linguistic geography, the relationship of language and culture, the role of dialects, and linguistic register as factors in language change. Students will become familiar with the major language families of the world as they work on problems in historical linguistics and see the role of archaeology and history in historical linguistics. This course will contain a Languages across the Curriculum (LAC) component.

WLC 390/SECOND LANGUAGE ACQUISITION AND RELATED METHODOLOGIES
This course explores how the human brain acquires languages. It prepares pre- and in-service teachers by providing them with the in-depth theoretical and practical knowledge necessary to teach a foreign language. In keeping with the NCATE Foreign Language Teacher Standards and the New Jersey State Standards, this course explores: a) second language acquisition theories and applications; b) the teaching of the five Cs of the National Standards; and c) the use of technology-enhanced instruction. This course is usually taken during the junior year; it must be taken before student teaching. The course is taught in English. A B- in this course is the minimum grade necessary to begin Student Teaching (SPA 490).

WLC 371/TOPICS IN LINGUISTICS IN ENGLISH
Focuses on a different topic each semester.

LNG 391, ARA 391, FRE 391, ITL 391, JPN 391, SPA 391, or other appropriate Independent Study

Arabic

ARA 151 - FIRST YEAR INTENSIVE ARABIC I
This course is an intensive introduction to spoken and written Arabic, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. Cultural audio-visual materials complement written course materials and emphasize the link between language and culture. Oral Proficiency Class is required. ARA 151 replaces ARA 101 and 102, and covers the material from these two courses in a single semester. Students enrolled in ARA 151 will earn 2 units for the course. There are no prerequisites for ARA 151, and the course assumes no prior knowledge of Arabic. Students who have studied Arabic prior to enrolling at TCNJ should consult with the professor regarding adequate placement before registering.

ARA 152 - FIRST YEAR INTENSIVE ARABIC II
This course is an intensive course which builds on the introduction to spoken and written Arabic from ARA 151, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. Cultural audio-visual materials complement written course materials and emphasize the link between language and culture. Oral Proficiency Class is required. ARA 152 replaces ARA 103 and 201, and covers the material from these two courses in a single semester. Students enrolled in ARA 152 will earn 2 units for the course.

ARA 251 - SECOND-YEAR INTENSIVE ARABIC I
This course is an intensive second-year course in spoken and written contemporary standard Arabic, emphasizing communicative practice in authentic cultural contexts. Cultural and audio-visual materials complement written course materials and emphasize the link between language and culture. Oral Proficiency Class is required.

ARA 252 - SECOND-YEAR INTENSIVE ARABIC II

This course is an intensive second-year course in spoken and written contemporary standard Arabic, emphasizing communicative practice in authentic cultural contexts. Cultural and audio-visual materials complement written course materials and emphasize the link between language and culture. Oral Proficiency Class is required.

ARA 301 - ADVANCED ARABIC I
An integrated, advanced-level Arabic language course. This course will continue to put emphasis on speaking and listening comprehension, offering students additional opportunities to improve their reading ability and to further develop their writing skills. Several aspects of Arabic culture and literature will be presented and discussed through level appropriate reading material. Recitation/conversation hour is required.

ARA 302 - ADVANCED ARABIC II
An integrated, advanced-level Arabic language course. This course offers students additional opportunities to further improve their speaking, listening, reading, and writing skills. Special emphasis will be given to the development of communicative skills enabling the student to engage in discussing a range of past and current social issues. The course also provides students opportunities to become familiar with and to practice more complex sentence patterns and grammatical structures through classical and modern Arabic texts. Recitation/conversation hour is required.

ARA 370 - TOPICS IN ARABIC
This course focuses on a different topic each time it is offered. May be repeated for credit if content differs.

French

FRE 103 - FRENCH FOR BEGINNERS III
An introduction to spoken and written French, emphasizing the skills of comprehension and speaking, complemented by practice in reading and writing. Language laboratory required for FRE 103. Oral Proficiency Class is required for FRE 103. Students are urged to complete FRE 101, 102, and 103 in consecutive semesters.

FRE 211 - INTER FRENCH COMPOSITION/CONV
Designed to provide intensive oral and written practice in French at the intermediate level through selected readings and discussion of contemporary issues. Emphasis on vocabulary building, increased oral comprehension, and development of oral and written expression. To improve comprehension and oral proficiency, language laboratory and conversation hour are required.

FRE 240 - INTO TO LITERATURE IN FRENCH
Introductory survey of French literature from the Middle Ages to the 21st Century. Major works are read in complete form or excerpts, and placed in their historical and cultural contexts. Emphasis is placed on a variety of close reading techniques, and on the improvement of speaking and writing skills. Fundamental approaches to literary interpretation will be introduced.

FRE 255 - FRENCH FOR BUSINESS
Focuses on the development of language skills in French specific to the field of business as well as on the understanding of business practices in the Francophone world. Particular attention is given to the acquisition of vocabulary and terminology pertinent to French business activities as well as to the

development of communication skills. This course is appropriate for students interested in economic issues, especially as they apply to France and the European Community.

FRE 270 - INTERMEDIATE TOPICS IN FRENCH
Examination of specialized topics at the intermediate level in French. May be repeated for credit if content differs.

FRE 301 - ADVANCED FRENCH COMP AND CONV
Designed to give students a command of the spoken and written language by means of oral and written exercises, and cultural activities. Language laboratory and recitation/conversation hours to improve comprehension and oral proficiency are required.

FRE 302 - ADV COMPOSITION & CONVERS II
This course is designed to give students a command of the spoken and written language by means of oral and written exercises and cultural activities. Oral Proficiency Class is required.

FRE 322 - CULTURAL ASPECTS CONTEMP FRANCE
A study of France, and of intellectual, artistic, and spiritual aspects of French society. Reading and discussion of cultural texts, articles, and interviews; written exercises and compositions designed to give students an active command of the language.

FRE 370 - TOPICS IN FRENCH
Focuses on a different topic each semester.

FRE 391 - INDEPENDENT STUDY IN FRENCH
This course provides a study of advanced grammar, or of a period, genre, or problem in French and / or Francophone literature or culture.

Italian

ITL 103 - ITALIAN FOR BEGINNERS III
This sequence is founded on the five C's of the National Foreign Language Standards. Students will have the opportunity to practice the three modes of Communication to learn about Italian Culture and to make Comparisons between their first language and culture and the Italian language and culture. In addition, students make Connections to other fields of study unavailable to them through their native language. Finally, students have the opportunity to engage with the Italian Community outside of the classroom. The goal of the basic Italian sequence therefore is to produce students with an observable and definable degree of language proficiency. Proficiency is measured by the achievement of particular benchmarks as defined by ACTFL in the four skills (listening, speaking, reading, and writing), and supported by the five C's cited above. Conversation hour is required in ITL 101, 102, and 103. Students with three or more years of high school Italian will not receive credit for 101.

ITL 203 - INTERMEDIATE ORAL PROFICIENCY
This course focuses on the development of students' Italian oral proficiency at the ACTFL intermediate level. Oral proficiency will be continually stressed through interviews, storytelling, debates, role-playing and oral presentations on cultural products, practices and perspectives. Oral proficiency development will be supported with written journals, readings, and interactive web

activities. Appropriate grammar points will be illustrated in order to support growth in intermediate oral proficiency (recitation/conversation hour required.

ITL 211 - INTERMMEDIATE ITALIAN COMPOSIT & CONVERSATION
This course is designed to provide intensive oral and written practice in Italian at the intermediate-level through the study of contemporary Italian culture and discussion of related issues, with emphasis on vocabulary building, increased aural comprehension, and development of oral and written expression. Oral Proficiency Class required.

ITL 216 - CURRENT EVENTS IN ITALIAN-SPEAKING WORLD
ITL 216 gives students the opportunity to put their knowledge of Italian to work as the course focuses on the reading of selected articles taken from Italian newspapers. Through readings, presentations and class discussions, students will achieve an in-depth knowledge of the cultural, social, and economic situation of contemporary Italy, as well as develop a better understanding of what Italians consider to be the issues confronting them in today's world, including the environment, globalization, and international relations.

ITL 217 - INTRODUCTION TO ITALIAN HISTORY AND CULTURE
This course introduces students to the history and culture of the Italian peninsula from the prehistoric period to the present day. Through readings from designated texts, movie viewings, and presentations of cultural products, students will become familiar with and understand major periods of Italian history and culture. In addition, students will learn about the present day economic and social structure of Italy.

ITL 240 - INTRODUCTION TO ITALIAN LITERATURE
This course introduces students to major periods and figures of Italian literature. The course will cover eight centuries of Italian literature, from its origins to the present. Through selected readings, essays, and original texts, students will familiarize themselves with the main genres, ideas, and movements of Italian literature, and will be able to develop a critical understanding of the close link that exists between Italian literature and the society and culture it represents.

ITL 255 - ITALIAN FOR BUSINESS
Designed to provide intensive study of business Italian, basic vocabulary and most often used professional expressions. Topical readings from manuals used in Italian business schools, as well as analyses of letters, office documents and newspaper articles about business will be included. The course helps students understand professional relationships, job searches, and the socio-economic environment of Italy. The course is open to students interested in economic issues, whether or not they have prior knowledge in this field.

ITL 312 - ITALY SINCE UNIFICATION
This course offers a thorough study of the history of Italy since its unification in 1861. Historical events, social, economic, political issues, as well as ideas and movements that have characterized the different stages of the development of unified Italy will be approached from many different angles. By considering the different dimensions of historical development, students will gain an understanding of the relationship between history and its impact on the social, economic, and cultural reality of Italy.

ITL 327 - ITALIAN SHORT STORY (In Italian)

This course offers a thorough study of the development of the Italian short story throughout seven centuries of Italian literature by analyzing specific examples of the genre. The works will be approached from the aesthetic, political, social, and cultural perspective. By focusing on the multiple dimensions of the narrative product, students will have the opportunity to develop a deep understanding of the relationship between the literary works and the perspectives of the culture under investigation.

ITL 335 - SICILY IN LITERATURE AND FILM
This course discusses the region departing from the notion of Sicily as a metaphor. As a historical, political and geographic metaphor, Sicily has inspired unique literary and cinematographic masterpieces, narrating Italy from the unification to the present day, including Sicily's role as geopolitical border between the North and the South of the world. Contemporary Italian authors such Verga, Pirandello, Tomasi di Lampedusa, Sciascia, Maraini, and Camilleri will be examined and movies inspired by their books will be analyzed. Selected critical and historical essays, journalistic reports, sociological and anthropological studies will offer the appropriate theoretical framework.

ITL 367 - THE ITALIAN SOUTH
This course proposes an interdisciplinary study of the Italian South since Unification. The selected works, historical essays, journalistic reports, sociological and anthropological studies, as well as literary, cinematic, and popular culture products will be approached from the aesthetic, political, social, and cultural angle. Students will develop a deep understanding of the relationship between the literary, cinematic, and popular culture and the perspectives of the history and culture under investigation and the relationships between geography, politics and economics that produced them.

ITL 368 - MIGRATION IN ITALIAN CINEMA
The course will examine how Italian cinema represents the phenomenon of migration to Italy and explores the political, economic, and cultural issues it has generated in the last twenty years. The analysis will focus on how various Italian and Italophone directors approach issues related to migration, such as colonialism, racism, gender relations, discrimination, identity and difference and how they re-present new forms of multicultural and contaminated life and their impact on geography, security, identity, and belonging. The selected films challenge the rhetoric of a homogeneous national identity while exploring what could be a possible new paradigm for tomorrow's Europe.

ITL 370 - TOPICS IN ITALIAN
Focuses on a different topic each semester.

ITL 391 - INDEPENDENT STUDY IN ITALIAN
Study of a period, genre, or problem in Italian literature or civilization, selected following consultation between student and instructor.

Japanese

JPN 151 - BEGINNING INTENSIVE JAPANESE I
JPN 151 is an intensive introduction to spoken and written Japanese, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. Cultural audio-visual materials complement written course materials and emphasize the link between language and

culture. Conversation hour is required. JPN 151 replaces JPN 101 and 102, and covers the material from these two courses in a single semester. Students enrolled in JPN 151 will earn two course units for the course. There are no prerequisites for JPN 151, and the course assumes no prior knowledge of Japanese. Students who have studied Japanese prior to enrolling at The College of New Jersey should consult with the professor regarding adequate placement before registering.

JPN 152 - BEGINNING INTENSIVE JAPANESE II
JPN 152 is an intensive course which builds on the introduction to spoken and written Japanese from JPN151, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. Cultural audio-visual materials complement written course materials and emphasize the link between language and culture. Conversation hour is required. JPN 152 replaces JPN 103 and 201, and covers the material from these two courses in a single semester. Students enrolled in JPN 152 will earn two course units for the course.

JPN 270 - INTERMEDIATE TOPICS IN JAPANESE
Examination of specialized topics at the intermediate level in Japanese. May be repeated for credit if content differs.

JPN 301 - ADVANCED JAPANESE I
This class is designed for students who have already taken JPN 101, 102, 103, 201 and 202 or have equivalent knowledge and skills of that level. This course focuses on reading and writing skills. The objectives of this course are to: understand everyday conversations, acquire more advanced effective communication skills, using appropriate sentences and vocabulary, improve reading skills, including skimming, scanning, and intensive reading, improve writing skills, including descriptions and some functional writing tasks, such as letter writing, and to acquire socio-cultural information on the Japanese language and people.

JPN 302 - ADVANCED JAPANESE II
This class is designed for students who have already taken JPN 101, 102, 103, 201, 202, and 301 or have equivalent knowledge and skills of that level. This course focuses on spoken discourse. The objectives of this course are to acquire more advanced effective communication skills, and understand socio-cultural information on the Japanese language and people.

JPN 370 - TOPICS IN JAPANESE
Focuses on a different topic each time it is offered. Taught in Japanese.

JPN 391 - INDEPENDENT STUDY IN JAPANESE
Study of topic related to Japanese language, culture or literature chosen after consultation between student and instructor.

Spanish

200 Level Core
SPA 203 - INTERMEDIATE ORAL PROFICIENCY
This course focuses on the development of students' Spanish oral proficiency at the ACTFL intermediate level. Oral proficiency will be continually stressed through interviews, storytelling,

debates, role-playing and oral presentations on cultural products, practices and perspectives. Oral proficiency development will be supported with written journals and readings. Appropriate grammar points will be illustrated in order to support growth in intermediate oral proficiency.

SPA 210 - SPANISH FOR HERITAGE STUDENT
Introduction to the study of the Spanish language structures through grammar and basic linguistics. This course is intended for heritage or bilingual students whose primary knowledge of the language comes from home or another out-of-class setting, but who have not studied the language in a formal way. Emphasis will be placed on the study of the diversity of the Spanish-speaking world.

SPA 211 - INTERMEDIATE WRITING PROFICIENY
This course focuses on the development of students' written skills in Spanish. Grammar will be reviewed in order to provide the tools for more sophisticated written expression. Assignments will include journals, essays, autobiographical papers, and creative pieces. Students will also utilize the World Wide Web to correspond in written Spanish and to summarize and analyze current events news found at numerous sites.

SPA 215 - SPANISH PHONETICS
The objectives of this course are to develop a solid understanding of Spanish spelling, stress patterns and pronunciation, and the relationship between these three aspects of the Spanish sound system. Students will improve their spelling, pronunciation and listening skills by applying knowledge gained from written texts and by doing practical listening and pronunciation exercises.

SPA 241 - INTRO TO LIT IN SPANISH
Selected readings from the literary traditions of Spain and Latin America. Progressive development of reading and literary skills in Spanish. Seminar format emphasizes oral and written expression. Fundamental approaches to literary interpretation will be introduced.

Culture
SPA 303 - CULTURE AND SOCIETY IN SPAIN
This course proposes a thorough, chronological study of the cultures and society of Spain, focusing on their social, political, intellectual, and artistic aspects. It gives students the opportunity to develop a deep understanding of (a) the relationship between the practices and perspectives of the cultures studied; (b) the relationship between the products and perspectives of the cultures studied; and (c) the concept of culture through comparisons of the cultures studied and their own. In the process, students will reinforce and further their knowledge of other disciplines through the foreign language, acquiring information and recognizing the distinctive viewpoints that are only available through the foreign language and its cultures.

SPA 304 - CIVILIZATION OF SPANISH AMERICA
This course proposes a thorough, chronological study of the cultures and societies of Spanish America, focusing on their social, political, intellectual, and artistic aspects. It gives students the opportunity to develop a deep understanding of (a) the relationship between the practices and perspectives of the cultures studied; (b) the relationship between the products and perspectives of the cultures studied; and (c) the concept of culture through comparisons of the cultures studied and their own. In the process, students will reinforce and further their knowledge of other disciplines through the foreign language, acquiring information and recognizing the distinctive viewpoints that are only

available through the foreign language and its cultures.

SPA 323 - 20TH-CENTURY HISPANIC THEATER
Through the readings of selected 20th-century plays, students will gain insight into contemporary Hispanic (Peninsular and Spanish American) culture.

SPA 348 - SEMINAR IN HISPANIC FILM
Images of Spain and Latin America: a study of history and culture through film. A wide range of films, from documentary to drama, will be viewed. Students will be responsible each week for reading assignments to prepare for screenings. Seminar format emphasizes oral and written expression.

SPA 370 - TOPICS IN SPANISH
This course provides an examination of specialized topics at the advanced-level in Spanish. May be repeated for credit if content differs.

SPA 391 - INDEPENDENT STUDY IN SPANISH
This course provides students the opportunity for in-depth study of a topic in Spanish literature, civilization, or linguistics selected following consultation between student and instructor.

Literature
SPA 311 - SURVEY OF SPANISH PENINSULAR LIT
Survey of Spanish peninsular literature from the Middle Ages to the present. The course will focus on key periods in Spanish literature through the study of representative texts to provide students with an understanding of the richness and variety of Spanish literature, an appreciation of singular masterpieces as well as the historical and cultural forces which influenced them.

SPA 312 - SURVEY OF SPANISH-AMERICAN LIT
Survey of Spanish-American literature from pre-Columbian times, through the Colonial period to the present. The course will focus on key periods in Spanish-American literature through the study of representative texts to provide students with an understanding of the singularity of Spanish-American literature, an appreciation of defined masterpieces, as well as the historical and cultural forces which influenced them.

SPA 327 - HISPANIC SHORT STORY
This course proposes a thorough study of the development of Hispanic (Peninsular and Spanish American) modern short story by analyzing specific examples of the genre. The works will be approached from many different angles, such as, but not limited to, the aesthetic, political, economical, philosophical, psychological, feminist, etc. By focusing on these aspects, students will have the opportunity to develop a deep understanding of (a) the relationship between the literary works and the perspectives of the cultures studied; (b)the concept of culture through comparisons of the cultures studied and their own. Short stories will include works by: Horacio Quiroga, Maria Luisa Bombal, Juan Rulfo, Jorge Luis Borges, Elena Garro, Alejo Carpentier, Luisa Valenzuela, Julio Cortázar, Rosario Ferré, Gabriel Garcia Marquez, Carmen Naranjo, Carlos Fuentes.

SPA 331 - SPANISH AMERICAN NOVEL
A study of this genre in Spanish America. A representative range of 19th and 20th century texts from different countries, and from different literary traditions, will be studied. Authors include Juan

Francisco Manzano, Elena Garro, Rosario Castellanos, Miguel Angel Asturias, Gabriel Garcia Marquez, Juan Rulfo, Rosario Ferré, Juan Bosch, Ciro Alegría, and others.

SPA 353 - CONTEMPORARY LITERATURE OF SPAIN
This course concentrates on the literary production of Spain from the end of the Civil War to the present. The various genres (poetry, theater, and novel) will be examined within a social and historical context. Special attention will be given to the literature of exiled writers. The course will include works by Max Aub, Francisco Ayala, Eduardo Mendoza, and other such contemporary authors.

SPA 370 - TOPICS IN SPANISH
This course provides an examination of specialized topics at the advanced-level in Spanish. May be repeated for credit if content differs.

SPA 391 - INDEPENDENT STUDY IN SPANISH
This course provides students the opportunity for in-depth study of a topic in Spanish literature, civilization, or linguistics selected following consultation between student and instructor.

Appendix B: Faculty biographies

Holly HK Didi-Ogren is Assistant Professor in the departments of World Languages and Cultures (where she is the Japanese Program Coordinator), and Sociology/Anthropology. She teaches all levels of Japanese, and courses on contemporary Japan, gender and language, and linguistic anthropology. She earned her BA in Japanese Studies at Earlham College, her MA in East Asian Languages and Cultures from the University of Illinois, and her MA and PhD in (Linguistic) Anthropology from the University of Texas. Didi-Ogren researches and publishes in the areas of dialect use in Japan, gender and language, and pragmatic aspects of second-language acquisition.

Joseph Goebel Jr is an Associate Professor in the Department of World Languages and Cultures and current Chair. In addition to Spanish courses, he teaches Second Language Acquisition and Related Methodologies and trains and supervises all student teachers in world languages. He earned a BA in Spanish from LaSalle College, an MA in Spanish Literature from Temple University and a PhD in Spanish Linguistics from Georgetown University. He has published articles on language teaching and acquisition and has explored SLA theories and their implications for the classroom in over two hundred workshops for school districts, universities and professional groups.

Regina Morin is Professor in the Department of World Languages and Cultures, where she teaches Spanish-language linguistics courses including Phonetics, Introduction to Spanish Linguistics, History of the Spanish Language, and Spanish/English Translation. She also teaches basic Spanish language classes and Spanish for Medical Purposes. She received her BA in Modern Languages and Linguistics from the University of Maryland, Baltimore County (UMBC), her MA in Spanish Philology from Middlebury College, and Her PhD in Hispanic Linguistics with a specialization in Phonology from Georgetown University. Morin researches and publishes in the areas of second language vocabulary acquisition, and on lexical borrowing in the language of technology in Spanish.

Ariane Pfenninger is Associate Professor in the department of World Languages and Cultures, where she is the Head and Coordinator of the French Program. She earned her BA in French Philology at the University of Berne, her Magistère in French Literature at the Université Paris IV-Sorbonne, her MA and PhD in French Literature at the University of Cincinnati. Pfenninger researches and publishes in the areas of French literature and philology, especially in gastronomy.

Felicia Jean Steele, Assistant Professor of English, earned her BA in English at the University of New Mexico, her MA in English Literature at the University of Texas at Austin, and her PhD in English Language and Linguistics at the University of Texas at Austin. Steele has contributed to the volume published by the MLA: Approaches to Teaching the History of the English Language. In addition to publications on Shakespeare's *Sonnets* and *Beowulf*, she maintains active research interests in historical morphology

David Stillman is an Assistant Professor and Coordinator of Oral Proficiency Classes in Arabic, Chinese, French, German, Italian, Japanese, and Russian. He holds a BA in French from Brooklyn College, an MA in Spanish from Rutgers, and a PhD in Spanish and General Historical Linguistics from the University of Illinois. He is the author of over 30 textbooks (both print and multimedia) for students of Spanish, French, Italian and German.

Nelly Taha
Nelly Taha obtained a Master's Degree in the teaching a foreign languages from CSULA. Her research

interests include Motivation and Curriculum, Technology and Curriculum, and Communicative Functions of Code-Switching. Her eBook Salaam 2 U for beginners has been published, and she is working on publishing her eBook Salaam 2 Arabic for all levels.

Diane Vanner Steinberg, Assistant Professor of English, earned her AB in Psychology and Social Relations at Harvard College, her MA in Great Books at St. John's College in Annapolis, MD, and her Medieval Studies Certificate and MA in English at Indiana University at Bloomington. She has published on Geoffrey Chaucer and teaches courses in English syntax, and the history and structure of the English language.

Simona Wright is Professor of Italian at The College of New Jersey, where she directs the Italian program. After her Laurea in German Literature from Ca' Foscari, she completed her PhD in Italian at Rutgers University. Her publications include a monograph on Italo Calvino, several articles on Italian Women Writers, Contemporary Italian Poetry, Postcolonial literature and cinema. Her recent work includes *Intersezioni*. (Florence: Cesati 2018 – Forthcoming), *Contaminazioni culturali* (Vecchiarelli 2014), *Attraversamenti culturali* (Cesati 2016), , and *Mapping Leopardi* (Cambridge Scholars 2018 - forthcoming). She is the co-organizer of the Intersections /Intersezioni Conference in Florence (Italy), the editor of *Italian Quarterly* (starting 2018), and *NeMLA Italian Studies*. She serves on the Editorial board of ACLS, *El-Ghibli,* and *Italica online*. She is Vice-President of NeMLA.

Appendix C: English Department Letter of Support

TCNJ
THE COLLEGE OF NEW JERSEY

Department of English

January 24, 2018

Jacqueline Taylor, Provost
The College of New Jersey
P.O. Box 7718
Ewing, NJ 08628-0718

Dear Provost Taylor:

The English Department enthusiastically endorses the proposal for a new major in World Languages and Linguistics. The Department discussed the new major at its September 13, 2017, faculty meeting and considered its potential repercussions for enrollments in English LNG courses. We do not foresee any issues with being able to staff adequate courses for the new major with our current resources.

Sincerely,

Glenn A. Steinberg, Chair

Appendix D: Sample self-designed major curricula

A) Japanese Language and Linguistics Self-Designed Major Courses
[from a major approved spring 2016]
(format of proposals varies since they are self-designed. This list is representative rather than exhaustive).

Fall 2016

1. JPN 151	Beginning Intensive Japanese I	Units: 2
2. WLC 215	Introduction to Linguistics	Units: 1

Spring 2017

1. JPN 152	Beginning Intensive Japanese II	Units: 2
2. WLC 271	Gender and Language	Units: 1
3. *LIT 200	Intro to Poetry	Units: 1

Summer 2017/Fall 2017 – Study Abroad at KCP International

1. JPN 310(JPN251/JPN252)	Intensive Japanese III	Units: 3.5
2. JPN 315 (JPN171)	Japanese Culture and Civilization	Units: .5

Spring 2018

1. JPN 370	Topics in Japanese	Units: 1
2. LIT 370	Orientalism and Western Imagination	Units: 1
3. WLC 390	Second Language Acquisition	Units: 1
4. #PHY 120	Intro to Geology	Units: 1

Fall 2018

1. JPN 390	Capstone	Units: 1
2. *LIT 301	Writing Communities	Units: 1
3. *LIT 202	Cultures and Canons	Units: 1

Spring 2019

1. JPN 390	Capstone	Units: 1
2. HIS 335	Modern Japan	Units: 1
3. *LIT 379	Asian American Literature	Units: 1

*: *Indicates Credit Towards English Minor*
#: *Indicates Credit Towards General Requirements*

Total Units Towards Major: 15.5 Credits/9 at the 300 level

B) **Examples of Spanish Language and Linguistics Self-Designed Majors** (format of proposals varies since they are self-designed. This list is representative rather than exhaustive).

1) Linguistics Self-Designed Major (approved Spring 2014)

Course List
I. Descriptive Linguistics
Introductory Linguistics and Sociolinguistics
1. LNG 201: Intro to English Language (Fall 2012)
2. WLC 215: Intro to Linguistics (Spring 2014)
3. SPA 350: Intro to Spanish Linguistics (Fall 2013) (PUCV Chile)

Historical Linguistics
4. WLC 220: Intro to Romance Linguistics (Spring 2013)
5. WLC 321: Intro to Historical Linguistics (Spring 2015)
6. SPA 372: History of the Spanish Language (Spring 2015)

II. Theoretical Linguistics

Phonology and Phonetics
7. SPA 215: Spanish Phonetics (Spring 2013)

Language Acquisition
8. SLP 102: Language, Speech and Comm. Development in Children (Fall 2014)
9. WLC 390: 2 nd Language Acquisition Related Methodologies (Spring 2014)

Applied Linguistics
10. SPA 301: Advanced Spanish Grammar (Fall 2013) (PUCV Chile)
11. SPA 351: Spanish/English Translation I (Spring 2014)

Senior Capstone
12. WLC 391 (Equivalent to Spanish 497): Independent Study in World Languages and Cultures

2) Self Designed Major in **Comparative Linguistics**

Course List

I. Introductory Linguistics
1. WLC 215: Introduction to Linguistics (Spring 2014)

II. Historical Linguistics
2. LNG 202: Structure and History of the English Language (Fall 2015)
3. WLC 220: Introduction to Romance Linguistics (Spring 2016)
4. WLC 321: Introduction to Historical Linguistics (Spring 2015)

III. Theoretical Linguistics
5. SPA 215: Spanish Phonetics (Spring 2015)
6. SPA 301: Advanced Spanish Grammar (Fall 2015)

7. FRE 301: Advanced French Composition and Conversation (Spring 2016)*
8. LNG 311: Understanding English Grammar (Fall 2016)
9. SPA 350: Introduction to Spanish Linguistics (Fall 2016)

IV. Applied Linguistics
10. SPA 351: Spanish/English Translation I (Spring 2016)
11. WLC 390: 2nd Language Acquisition and Related Methodologies (Spring 2017)

V. Senior Capstone
12. WLC 391—Equivalent to SPA 490: Independent Study in World Languages and Cultures (Spring 2017)

*****One of the courses listed above may seem out of place in my coherent course list. I feel that the title of French 301: Advanced Composition and Conversation, and the course description, are misleading. This advanced French class includes a study of French syntax and grammar, which allows it to appropriately appear within the Theoretical Linguistics category. Though FRE 301 is the most advanced French course I have taken here at TCNJ, I began at the basic level. I took FRE 101, 102, 103, and 211, all of which taught me basic grammatical rules and functions of the French language. FRE 301 was a more in-depth study of such concepts. Thus, all of the French classes not listed provided me with a firm foundation to complete a comparative linguistic study with Spanish.

3) Self-Designed Major in Romance Linguistics (approved Spring 2013. The student who proposed this major is currently a Doctoral Student in Linguistics at Texas A&M with full financial support and a Research Assistantship.)

5 COURSES IN SPANISH LINGUISTICS
4 COURSES IN GENERAL LINGUISTICS
2 COURSES IN FRENCH LINGUISTICS
1 COURSE IN ITALIAN LINGUISTICS
1 CAPSTONE SEMINAR

INTRODUCTORY LINGUISTICS
MDL 215: Introduction to Linguistics (Spring 2011)
SPA 350: Introduction to Spanish Linguistics (Fall 2012)

PHONETIC/PHONOLOGY
SPA 215: Spanish Phonetics (Fall 2011)
FRE 370: Topics in French: French Linguistics
(Université de Paris IV – Sorbonne, Fall 2013: French Language & Phonetics 3)

HISTORICAL LINGUISTICS
WLC 321: Introduction to Historical Linguistics (Fall 2011)
SPA 372: History of the Spanish Language (Spring 2013)
FRE 370: History of the French Language (Rutgers University as transfer credit, Fall 2014)

SPA 391: Independent Study in Spanish (Topic: The Tonic Accent Evolution in the Romance Languages, Fall 2014, guided by Dr. Morin)
ITA 370: History of the Italian Language (Will be offered in Spring 2014 by Dr. Stillman)

APPLIED LINGUISTICS
SPA 351: Spanish/English Translation I (Fall 2011)
WLC 390: Second Language Acquisition and Related Methodologies (Spring 2013)
SPA 391: Independent Study in Spanish (Topic: Campus Tour App Translation, Spring 2011)

SENIOR CAPSTONE
SPA 391 (Equivalent to SPA 497): Senior Capstone (Spring 2015)

4. Self-Designed Major in Linguistics (approved Fall 2017)
Course List

Theoretical Linguistics

1. WLC 215: Introduction to Linguistics (Fall 2016)
2. SPA 350: Introduction to Spanish Linguistics (Fall 2016)
3. WLC 393: Independent Research (Spring 2018)

Historical Linguistics

4. SPA 372: History of the Spanish Language (Spring 2017)
5. WLC 220: Introduction to Romance Linguistics (Spring 2018)
6. LNG 202: Structure and History of the English Language (Fall 2018)

Applied and Empirical Linguistics

7. WLC 390: Second Language Acquisition and Related Methodologies (Spring 2017)
8. WLC 271: Gender and Language (Spring 2017)
9. SPA 351: Spanish/English Translation I (Spring 2018)
10. LNG 371: World Englishes (Fall 2017)
11. ANT 390: Research Course in Anthropology (Fall 2017)

Senior Capstone

12. WLC 391 (Equivalent to SPA 497): Independent Study in World Languages and Cultures (Spring 2019)

C) **Example of Self-Designed Major in Italian and Linguistics (**approved Fall 2009. The proposal includes Spanish and Italian courses, and the capstone was a comparative study of the evolution of these two languages. The student who proposed this major went on to complete a Doctorate in

Linguistics with full financial support for 6 years at the University of Minnesota, and is currently teaching Language and Linguistics at St. Norbert's College in Wisconsin**).**

ITALIAN & LINGUISTICS

PRINCIPAL MENTOR: DR. SIMONA WRIGHT

8 COURSES IN ITALIAN (ABOVE THE 100 LEVEL)
4 COURSES IN LINGUISTICS
1 CAPSTONE SEMINAR IN ITALIAN/LINGUISTICS

ITALIAN LANGUAGE

FALL 2008
SPA 211 COMPOSITION AND GRAMMAR REVIEW
ITL 103 ITALIAN FOR BEGINNERS III
FSP 124 SEMINAR ON MEXICO AND FIELD EXPERIENCE

SPRING 2009
SPA 215 SPANISH PHONETICS
SPA 217 INTRO TO HISPANIC CULTURE
ITL 203 INTERMEDIATE GRAMMAR REVIEW
MDL 321 INTRO TO HISTORICAL LINGUISTICS

SUMMER 2009 (TORINO)
ITL 216 CURRENT EVENTS IN ITALIAN SPEAKING WORLD

FALL 2009
ITL 211 INTERMEDIATE ITALIAN COMPOSITION AND CONVERSATION
SPA 241 INTRO TO LITERATURE IN SPANISH
SPA 304 CIVILIZATION OF SPANISH AMERICA
LNG 201 INTRO TO THE ENGLISH LANGUAGE

SPRING 2010
TORINO
ITL 240 INTRO TO ITALIAN LITERATURE
ITL 217 INTRO TO ITALIAN CIVILIZATION
ITL 391 INDEPENDENT STUDY
ITL 370 ITALIAN CINEMA

FALL 2010
SPA 301 ADVANCED SPANISH GRAMMAR
SPA 350 INTRO TO SPANISH LINGUISTICS
SPA 372 HISTORY OF THE SPANISH LANGUAGE (INDEPENDENT STUDY WITH DR. MORIN)
ITL 497 CAPSTONE SEMINAR

SPRING 2011
SPAIN

FALL 2011
SPA 497 CAPSTONE SEMINAR
ITL 312 ITALY SINCE UNIFICATION
SPA 312 SURVEY OF SPANISH-AMERICAN LIT
LNG 202 STRUCTURE AND HISTORY OF THE ENGLISH LANGUAGE

CONSULTANT'S REPORT

Final Report on the Program Proposal for Bachelor of Arts Degree
Program in World Languages and Linguistics
School of Humanities and Social Sciences

I appreciate the opportunity to review the proposed Bachelor of Arts Program in World Languages and Linguistics. In addition to reviewing the written materials provided by TCNJ, including the thorough and well-documented proposal completed by the sponsoring faculty, I gathered valuable information during my site visit on June 4, 2018 and in follow up email exchanges with faculty and administrators. I am very grateful to those who shared so generously of their time and ideas with me so that I could gain a more thorough understanding of how the proposed program would function.

After careful consideration of the proposal and the institutional context, I strongly recommend approval of the proposed BA program, with very minor revisions. The proposal represents a strategic integration of existing resources that will allow TCNJ to better meet student needs and closely aligns with the shared missions of the Department, the School of Humanities and Social Sciences and the College.

Below I will respond to each of the areas outlined in the guidelines for the consultant report.

Context:

WLC recently underwent a departmental review in 2017. The report by the external evaluator noted that since the previous external review in 2010, the department had made tremendous strides. Noteworthy accomplishments included:

- Alignment of their language programs with the ACTFL World-Readiness Standards
- Outstanding preparation of their students as evidenced both by the proficiency level attained in language courses and the placement of their majors (including many as educators in the best world language programs in the state)
- The successful incorporation of less commonly taught languages in meaningful ways
- Increased contributions to TCNJ's strengths, including Signature Experience, especially in terms of global engagement and faculty-led programs, and to the Liberal Learning program

- Curriculum development responding to changing needs of students (including several 171 courses focusing on contemporary world culture taught in English; WLC 223 language learning through community engagement; and WLC 270, topics in language)
- An innovative restructuring of the Spanish major
- Strengthening of the oral proficiency hour (already a national model)

In the year since the most recent external review, WLC has already acted upon several of the study's findings, strengthening its ties with other units across campus. Particularly impressive is the integration of the Department into key initiatives by the **Admissions Office**, including Hispanic Student Day. This key relationship, together with WLC's ongoing partnerships with the **Center for Global Engagement** and the **Center for Community Engaged Learning and Research**, will provide crucial support to help ensure the success of the proposed major.

The proposed major responds directly to the highest priority recommendation of the external review:

> ***Develop an "umbrella" major*** *(perhaps entitled World Languages and Linguistics as suggested in the self-study or World Languages, Literatures and Cultures or World Languages and Communities) that could integrate many of the current self-designed majors and respond to the students' growing interest (again, well-documented in the self-study and supported by interactions with students) in a major incorporating second language acquisition. Again, many models exist, but keeping the requirements as flexible as possible is key. WLC 390 (Second Language Acquisition and Related Methodologies) would be a logical core course to require for all students. Beyond that, this type of major should allow students to combine second language acquisition/linguistics with a specific language…*

A. Objectives

The objectives of the program are clear and well-articulated; the underlying principles are sound. Moreover, the proposed major directly responds to TCNJ's mission by employing "the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders." The framework for the degree, grounded in theoretical linguistics, provides the requisite training to develop critical and analytical thinking skills. By integrating the advanced study of languages and cultures, the proposed program directly "empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally."

B. Need for the Program

Student Demand: As stated by the sponsoring faculty, "The development of the proposed Bachelor of Arts program is in response to the self-study and external review where a significant gap in TCNJ's departmental offerings of majors was noted. Both studies concluded that developing a Bachelor of Arts program in World Languages and Linguistics at TCNJ will not only respond to a need among students, but it will also align us with the nation's finest liberal arts institutions."

The proposal clearly documents the growing demand for such a program on campus. Students who wish to pursue advanced study in a language other than Spanish currently have no option beyond the self-designed major. The same holds true for students who wish to pursue the study of linguistics. TCNJ has recently lost promising students because the campus did not have major programs in these complementary areas. Moreover, reliance on Self-Designed major programs on an ongoing basis is inefficient. A standing major in World Languages and Linguistics would enhance students' success and maximize the impact of the faculty's efforts.

Given the strengths in multiple languages in WLC and the broad-based support across units for the linguistic component of the BA in WLL, the proposal wisely integrates existing resources into a coherent, cohesive program that will serve the needs of the vast majority of the department's self-designed majors much more efficiently than the current system does.

In addition, the proposed major will attract the growing number of students who wish to pursue linguistics. The framers of the proposal have positioned TCNJ to take advantage of burgeoning interest in this field. The fact that the Linguistics Society of America is currently developing a national AP course in Linguistics means that the number of students entering college who have interest and background in Linguistics will grow substantially over the next few years.

Very few peer institutions in the area offer a Linguistics major at all, and none "provide the breadth of language options that TCNJ could offer." Thus, the new major fills a crucial need and would further establish TCNJ as the academic leader in the region.

Demand for Program Graduates: As documented by the American Council for the Teaching of Foreign Languages, "Global competence is vital to successful interactions among diverse groups of people locally, nationally and internationally…The need to communicate with someone of a different language or culture may arise at any time; knowing more than one language prepares one

to know how, when and why to say what to whom." To be a fully functioning citizen in today's increasingly interconnected world, one must have the foundational knowledge and intercultural competencies provided by studying a second language. Research has demonstrated that language study provides significant benefits, including:

- improved learning outcomes in other subjects,
- enhanced cognitive ability,
- development of empathy, and
- a significant delay in certain forms of aging.

Most impressive of all, language learners develop problem-solving skills that set them apart from their peers. (See https://qz.com/927660/people-who-speak-multiple-languages-make-the-best-employees-for-one-big-reason/).This, in turn, yields increased earning potential for students with intermediate language proficiency.

Multiple sources confirm that across many professions, demand is growing for graduates with a command of at least one language other English. Graduates of the WLL program will be highly valued across a number of fields, including law and medicine. In addition, based on the success of the self-designed majors related to languages and linguistics, students with a BA in WLL will excel in graduate studies at nationally ranked universities.

C. Educational Programs

The proposal clearly articulates the learning outcomes for the major and explicitly addresses how they relate to the missions of WLC, HSS and TCNJ. Without question, the program furthers the strategic plan of HSS and TCNJ. While the department has not yet finalized its own strategic plan, the proposed major closely aligns with the directions that the department has already identified to be central to its planning.

The program is academically rigorous, providing a solid foundation in the field of linguistics and the selected target language. Moreover, the scaffolding of courses provides ample opportunities for students to hone their skills, developing the necessary linguistic and cultural competencies to excel. The faculty have skillfully balanced the need for structure with the desire for flexibility.

The faculty have done an outstanding job of providing curricular maps to illustrate how students can complete the degree requirements even if they enter at the most basic level of language study. Especially impressive is that the core required courses are already in place. The standards for completion of the degree are clearly defined and consistent with the stated objectives of the program.

The proposal is also realistic. Rather than attempting to launch the degree including all languages offered by WLC, the faculty have identified the languages that are ready to thrive as part of the new BA for immediate inclusion (Arabic, French, Italian, Japanese, and Spanish); the other languages (Chinese, German, and Russian) will be incorporated as the program evolves and circumstances allow.

While I fully support the intent behind the requirement for a semester-long study abroad experience (IV. Curriculum, p.7), in my meetings with the faculty, I urged them to reconsider imposing this requirement for all students. Given the fact that many students in the main target populations for the proposal—heritage speakers of other languages—are likely to be first-generation or non-traditional students, the imposition of an entire semester abroad may represent an obstacle for many who would otherwise be excellent candidates for this degree. While it is true that other globally focused majors at TCNJ, including International Studies, require a semester abroad, prospective students for the new WLL major come from very different backgrounds. Many may have culturally-inflected family responsibilities that would make it impossible for them to be away for an entire semester. Therefore, I would suggest that the faculty designate alternative experiences that would offer qualitatively similar experiences that provide cultural and linguistic immersion, two of the major benefits garnered from a study-abroad semester. Possible alternatives include summer-long faculty-led study abroad trips, ideally incorporating elements of community-engaged service learning, or, for those who cannot feasibly travel abroad, meaningful local immersion experiences in the global communities in the region. Fortunately, the faculty participating in the proposal already have strong community ties that should enable them to provide such experiences with relative ease.

The other area where that I believe requires some minor fine-tuning is the section of the proposal addressing assessment of student outcomes. (I understand that I only had access to a preliminary draft version that was marked as requiring further editing). It seems that the template for such submissions has changed; rather than requiring a separate Appendix K, the information might now be included in Section V entitled Assessment. (Please note that the table of contents will need to be updated with the correct pagination.). Under direct measures, the inclusion of OPI or STAMP is in line with national standards. Likewise, the sample rubric for the assessment of the linguistics journal (the sample is geared toward Spanish) is very appropriate. The proposal mentions the development of other "language-neutral" rubrics. In addition to a language neutral rubric, it might be worth considering developing language specific rubrics for languages other than Spanish. Given the significant emphasis on global engagement and the development of intercultural skills, it might make sense to incorporate an appropriate assessment measure. Some possibilities, including the AAC & U Intercultural Knowledge rubric, can be found at: http://www.crlt.umich.edu/interculturalcompetence.

Finally, because of the innovative interdisciplinary nature of the WLL major, I believe it would be productive to have the majors and faculty involved in the program meet at the end of each semester to discuss the students' experiences. This type of gathering would help the students form a sense of being part of a cohort; in addition, the faculty would be able to gather valuable feedback that would allow for some "fine-tuning" of the program as it evolves.

D. Students

The proposal provides convincing documentation that there is significant student demand for the standing major in WLL. As stated, "We have students at recruiting events who are interested in pursuing a major in a language other than Spanish, and we have nothing to offer them. For most languages we have a steady stream of students pursuing a self-designed major in a language without a standing major (see Appendix C)." Their argument that a standing major would attract greater numbers of students, especially since they would not endure the self-designed major approval process, is especially compelling. Moreover, the faculty time devoted to cumbersome self-designed majors will be better invested in advising and mentoring the WLL majors.

The achievements of language majors recently graduated from TCNJ are impressive. Faculty provided me detailed information regarding the professional accomplishments of students in Linguistics, ranging from significant publications to leadership roles in professional organizations. The standing major will allow more students to benefit from the training that allowed these alumni to excel.

In addition, the WLL major would attract students from the current linguistic minor. The strong enrollments in Linguistics courses, which routinely fill to capacity, also justify the need for this major.

From my perspective, one of the greatest strengths of the proposal is that **it would allow the department to attract students from traditionally under-served populations**. This major can be marketed to heritage speakers who have proficiency in one language already. Heritage language speakers tend to be strong language learners in whatever language(s) they choose to study. Moreover, the major itself would bolster recruitment of underserved populations because the BA in WLL would attract heritage language speakers who are considering TCNJ. Since none of the regional peer institutions offer a degree with the same scope and flexibility, WLL will provide TCNJ with a strategic recruiting advantage.

E. Faculty

Another remarkable strength of the proposal is the quality of the faculty involved. As the proposal clarifies, the degree in WLL "is an interdisciplinary one that utilizes resources and faculty expertise from the fields of English, Sociology/Anthropology, Special Education Language and Literacy, Linguistics, and World Languages." The recent external review confirms that one of the great strengths of WLC is the talented and devoted faculty. This is equally true for the faculty from other units. All of the professors are committed to providing their students the best education possible and are vested in their students' success.

Despite their devotion to their students, the faculty are very active in research and community-engaged service. The proposed program would allow them to make the most of their time by supporting a cohesive standing major rather than diluting their efforts across multiple self-designed programs of study.

F. Support Personnel

As outlined in the proposal, "the Program Assistant and student workers in WLC already support all of the language programs in WLC. This major would simply represent a logical extension of the support they already provide." During my recent visit, I had the opportunity to confirm that the staff in place are dedicated professionals who will certainly be able to provide the support required by this new degree program.

G. Finances

Because all of the resources (including faculty, courses, staff support, and physical facilities) needed to ensure the success of the WLL major are already in place, this proposal is resource neutral.

I had anticipated the need for some funds to design and distribute promotional materials; however, during the campus visit, several individuals indicated that the participating departments can meet this need with existing resources. In addition to post-cards and other print materials, faculty in WLC have won awards for their videos—they could easily create effective recruitment tools.

H. Physical Facilities

As the proposal indicates, the WLL major will be housed in Bliss Hall, a logical location given that WLC, the majority of the sponsoring faculty, and the support staff for the program are located there. It is important to note that the proposal requests priority access to classrooms within Bliss Hall needed for major classes.

I. Library

As the proposal outlines, the current resources of TCNJ library are sufficient to support the WLL major. I am glad to note that the faculty plan to work closely to make the resources readily available to the students. Especially given the target population, it may be the case that some of the students will require assistance in learning how to access the materials effectively. Fortunately, TCNJ also has excellent access to electronic journals and a very strong Interlibrary Loan program.

J. Computer and Technology Facilities

The College's current facilities are sufficient to support the program. I was also very happy to confirm that the problems with the laboratory spaces and furnishings identified in the external review had been promptly addressed.

K. Administration

The broad-based support for the proposed BA in WLL is remarkable. In addition to support from faculty from many departments, the Department of English unanimously endorsed the proposal. (Based on my experiences after almost forty years in academia, such a strong statement in favor of a program housed in another unit is quite rare.)

The Dean of HSS clearly appreciates the benefits of this interdisciplinary program and is supportive of initiatives like the Ba in WLL that better serve the needs of TCNJ's students and faculty. The Director of the **Center for Global Engagement** and the Director of **Center for Community Engaged Learning and Research** are actively engaged in furthering the aims of the program. I was impressed that the Director of CGE had already been exploring how TCNJ could identify global partners whose curriculum could complement the areas covered by faculty on campus. Likewise, the Director of CELR welcomes the opportunity to help the faculty and students of WLL identify meaningful community-engaged learning opportunities to complement the students' programs of study.

Although there has been a change in leadership at the Provost level since faculty began working on the proposal for the BA in WLL, both the former Provost and

the current Provost seemed to appreciate the benefits to students, faculty, the campus and the community such a degree program would provide. The Provost understands the needs of heritage-speaker populations and seems willing to support initiatives such as WLL that provide solutions to the challenges presented by significant demographic changes. I was particularly impressed that the Provost envisioned a way to increase the visibility of languages and the BA in WLL by highlighting them during TCNJ's Welcome Week with an inclusive campaign, perhaps along the lines of "We Speak (Y)Our Languages." He was also interested in the ways in which the proposed major could dovetail with majors in other disciplines to help prepare TCNJ students to better serve their communities.

L. Evaluation

As the faculty revise the assessment portion of the proposal, I encourage them to consider how they might use information gleaned from the assessment measures to gauge the success of the program. They will want to make sure that they have mechanisms in place to track the achievements of graduates. For example, specific faculty working with self-designed majors knew about certain students' accomplishments, such information should be gathered on a routine basis.

In addition, I would recommend that, after collecting and analyzing three to five years of assessment data from students graduating with the WLL major, the faculty review the results to see if they wish to revise elements of the program to promote student success.

Conclusions:

The proposed program for a BA in WLL is remarkably strong. This major would play a crucial role in preparing globally-informed citizens with the requisite intercultural competencies to excel in our changing world. In addition, it should allow TCNJ to attract diverse student populations. All of the elements needed for the program to succeed are already in place. Therefore, I wholeheartedly recommend approval of the proposed major which will help position TCNJ to flourish, becoming "Bolder, Better, Brighter."

The College of New Jersey
School of Humanities and Social Sciences
Department of World Languages and Cultures
Response to External Reviewer Comments
Proposal for a Bachelor of Arts in World Languages and Linguistics

On July 20, 2018 The Department of World Languages and Cultures received the report on the proposed undergraduate major in World Languages and Linguistics from the selected outside reviewer, Dr. Amy Williamsen, Professor of Spanish in the Department of Languages, Literatures, and Cultures at the University of North Carolina, Greensboro. The Department of World Languages and Cultures wishes to thank Dr. Williamsen for serving as a reviewer for this proposal.

The outside reviewer, strongly supported the creation of this new major in her report. She stated that:

1. The objectives of the program are clear and well-articulated; the underlying principles are sound.
2. The proposed major directly responds to TCNJ's mission by employing "the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders."
3. The proposal clearly documents the growing demand for such a program on campus. Students who wish to pursue advanced study in a language other than Spanish currently have no option beyond the self-designed major. The same holds true for students who wish to pursue the study of linguistics. TCNJ has lost promising students because the campus did not have major programs in these complementary areas.
4. Very few peer institutions in the area offer a Linguistics major at all, and none "provide the breadth of language options that TCNJ could offer." Thus, the new major fills a crucial need and would further establish TCNJ as the academic leader in the region.
5. The faculty have done an outstanding job of providing curricular maps to illustrate how students can complete the degree requirements even if they enter at the most basic level of language study. Especially impressive is that the required core courses are already in place.
6. From the reviewer's perspective, one of the greatest strengths of the proposal is that it would allow the department to attract students from traditionally underserved populations. For example, the major can be marketed to heritage speakers who have proficiency in one language already.
7. The broad-based support for the proposed BA in WLL is remarkable. In addition to support from faculty from many departments, the Department of English unanimously endorsed the proposal. (Based on the reviewer's experiences after almost forty years in academia, such a strong statement in favor of a program housed in another unit is quite rare.)
8. The Dean of HSS clearly appreciates the benefits of this interdisciplinary program and is supportive of initiatives like the BA in WLL that better serve the needs of TCNJ's

students and faculty. The Director of the Center for Global Engagement and the Director of the Center for Community Engaged Learning and Research are actively engaged in furthering the aims of the program.

Dr. Williamsen concludes her review by stating that:
"The proposed program for a BA in WLL is remarkably strong. This major would play a crucial role in preparing globally-informed citizens with the requisite intercultural competencies to excel in our changing world. In addition, it should allow TCNJ to attract diverse student populations. All of the elements needed for the program to succeed are already in place." Therefore, she wholeheartedly recommends approval of the proposed major which will help position TCNJ to flourish, becoming "Bolder, Better, Brighter."

While Dr. Williamsen recommended approval of the undergraduate major, she did suggest a few modifications. The following summarizes Dr. Williamsen's major recommendations and the institutional response to them.

Reviewer suggestion	**Institutional response**
1) Modifying the requirement that all WLL majors study abroad. The WLL Reviewer suggested that requiring study abroad of all majors could have the detrimental effect of excluding potential majors for whom studying abroad was not feasible. Therefore, rather than requiring study abroad of all majors, include opportunities for "alternative experiences that would offer qualitatively similar experiences that provide cultural and linguistic immersion, two of the major benefits garnered from a study-abroad semester." (Reviewer report: Section C).	1) The following wording has been added to the current proposal (see Section 7. Degree Requirements) to address this suggestion: "An extended immersion experience in the student's chosen language of specialization would be required for students in the major. Such experiences would improve students' linguistic proficiency and, in the case of studying abroad, afford them opportunities for coursework not regularly offered at TCNJ. The major proposal development committee has already been working closely with the Center for Global Engagement and the respective language program coordinators to ensure integration of study abroad into the major. In addition, the committee will work with the CELR (Community Engaged Learning and Research) Office and colleagues already experienced with community-engaged learning, to identify immersion experiences in the U.S. that would be comparable to a study abroad experience."
2) Make WLC390 (*Second Language Acquisition and Related Methodologies*) a required course for all majors.	2) The course has been made a requirement for all majors. See "Linguistics Requirements" under Section 7. Degree Requirements.
3) More clarity on assessment: While praising the proposal she reviewed for its linking of	3) The Learning Outcomes/Assessment Plan in the proposal that the reviewer read has

assessment to the national World Languages standards, the reviewer asked the committee to ensure that the assessment plan was clearly marked and thoroughly explained	been moved from an appendix to Section 2. Learning Outcomes/Assessment Plan of the current proposal, per current formatting requirements. Furthermore, the committee has included an "Assessment Plan" table in that section that directly addresses the reviewer's suggestions.

Resolution Approving Waivers Of Advertising For College Business Purposes

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of $33,300, and

Whereas: The Law provides that such waivers shall be approved by The College of New Jersey Board of Trustees, and

Whereas: Waiver requests have been reviewed and are recommended by the Business and Infrastructure Committee, a subcommittee of The College of New Jersey Board of Trustees.

Therefore, Be It Resolved: The College of New Jersey Board of Trustees approves waivers to the following vendors for purposes as designated herein:

VENDOR	PURPOSE	FUNDING SOURCE
Accu-type Cart, LLC $100,000	Transcription Services (Fiscal Year 2019)	College Operating
Baker Tilly Virchow Krause, LLP $85,000	Staff Augmentation	College Operating
Online Computer Library Center, Inc. (OCLC) $50,000	Online Bibliographic Services- Supplemental waiver	College Operating
Elsevier $16,000	Electronic Information Database Services- Supplemental waiver	College Operating
WorldStrides ISA $63,900	Study Abroad: Summer 2019 London	Student Program Fees
Hellenic Education & Research Center (HERC) $78,000	Study Abroad: Winter and Summer 2019 Greece	Student Program Fees

Galapagos Network-Ecoventura $112,000	Study Abroad: Summer 2019 Galapagos, Ecuador	Student Program Fees
UIW European Study Center GmbH $387,050	Study Abroad Spring 2019: TCNJ Heidelberg	Student Program Fees
Universita Cattolica del Sacro Cuore, Milan $98,030	Study Abroad Spring 2019: TCNJ Milan	Student Program Fees
Instituto Franklin, University of Alcala de Henares $167,280	Study Abroad Spring 2019: TCNJ Spain	Student Program Fees
Assessment Technologies Institute $50,625	Nursing Testing Package	Direct Student Charge
Common Application Inc. $95,000	On-line Admission Application	College Operating (Application Fee Revenue)
College Board $118,900	Student Search Service	College Operating
CashNet $225,000	Credit Card, ACH payment Processing, Payment plan, E-Market	Direct Student Charges and College Operating
ECSI $49,000	Perkins and Nursing Loan Billing and 1098T Processing	College Operating
Next Generation Insurance Group, LLC. $40,000	Tuition Refund Insurance	Direct Student Charges
Blackbaud/ Raiser's Edge Inc. $360,000	Raiser's Edge Cloud Migration, Annual Software Licensing and Maintenance	College Operating
Watermark dba Digital Measures, LLC $137,888	Activity Insight	College Operating

StarRez $44,800	Housing Application Processes	College Operating
Wolfram Research $57,107	Mathematica Unlimited License Program	College Operating
Apple Inc. $220,000	Apple Software and Hardware	College Operating
SAP Public Services Inc. $35,000	Business Objects Business Intelligence Annual software Licenses and Maintenance	College Operating
iMedRIS Data Corporation $62,100	iMedRis Annual Software Licenses and Maintenance	College Operating
Better Cloud $67,067	Centralized Administration, Management Auditing and Controls over G Suite Domain	College Operating
Team Dynamix $34,672	IT and Enterprise Service Management	College Operating
Microfocus/Net ID $311,850	Academic Licenses Agreement, Vibe and Identity Management, Sentinel Log Manager Annual Software and Maintenance	College Operating
DUO $96,000	DUO Security Subscription, DUO MFA Edition	College Operating
Canon Solutions $768,637	Canon Multifunction Printer Services and Supplies Programs	College Operating
American Chemical Society(ACS) $58,000	Electronic Database	College Operating
EBSCO $745,000	Materials and Electronic Services	College Operating

Elsevier Engineering Information Inc. $96,000	Electronic Databases	College Operating
The Institute of Electrical and Electronic Engineers (IEEE) $47,000	Electronic Information Services	College Operating
Online Computer Library Center, Inc. (OCLC) $90,000	Online Bibliographic Services	College Operating
ProQuest $50,000	Electronic Information, Books and Periodicals	College Operating
Thomson Reuters $50,000	Electronic Databases, Books and Periodical Materials	College Operating
VALE $240,000	Electronic Information Services	College Operating
WALDO $150,000	Electronic Information Services	College Operating
Yankee Book Peddler $275,000	Books and Library Materials	College Operating
Accu-type CART, LLC $100,000	Transcription Services (Fiscal Year 2020)	College Operating
Verizon $220,000	Telephone Services	College Operating
Apogee $209,000	Campus Televideo (CTV) Cable Television	College Operating
Bellver International College $48,000	Graduate Study Abroad: Mallorca Spain- Facilities Rental	Program Revenue
Hotel Palma Bellver $39,800	Graduate Study Abroad: Mallorca, Spain - Faculty Housing	Program Revenue

Resolution Approving Capital Project Budgets

Whereas: The College Administration recommends that the following capital and operating projects be undertaken which are consistent with the mission and strategic plan of the College; and

Whereas: The estimated project cost is greater than one million dollars or of special interest; and

Whereas: The individual projects and their respective budgets have been reviewed and are recommended by the Business and Infrastructure Committee, a subcommittee of The College of New Jersey Board of Trustees; and

Therefore, Be It Resolved That: The College of New Jersey Board of Trustees approves the following projects and associated budgets for purposes as designated herein.

PROJECT NAME	AMOUNT	ANTICIPATED COMPLETION DATE	FUNDING SOURCE
Lions Stadium Turf Replacement Field Turf	$1,392,000.	September 2019	Asset Renewal Reserves
Electric Priority #1	$2,000,000	Winter 2021	Asset Renewal Reserves
Green 206 Office Renovation	$75,000.	March 2019	Capital Reserves

The College of New Jersey
Resolution Approving Rates for Master of Business Administration Courses
Academic Year 2019 – 2020

Whereas: The State College Autonomy Law vests the responsibility with the Board of Trustees to approve and adjust student charges as necessary; and

Whereas: In April 2016, the Board of Trustees approved the TCNJ 2021: Bolder, Better, Brighter strategic plan that articulated five strategic priorities in order to guide the implementation of institutional strategic goals; and

Whereas: These strategic priorities include specific goals to identify and implement creative options grow net tuition revenue through enrollments; and

Whereas: The College of New Jersey developed and the State of New Jersey approved a Master of Business Administration (MBA) granting graduate credit; and

Whereas: The Master of Business Administration tuition has been set at a rate equal to the per credit, in-state TCNJ graduate tuition plus $130.00 per credit for Fall 2019, Spring 2020, Summer 2020, plus graduate fees for general services, student center, and card service; and

Whereas: The Provost recommends approval of TCNJ's Master of Business Administration per credit tuition plus fees for Academic Year 2019-2020; and

Whereas: The President has reviewed the proposed Master of Business Administration per credit tuition plus fees for Academic Year 2019-2020 and recommends approval; and

Whereas: The Business and Infrastructure Committee of the Board of Trustees has reviewed the Master of Business Administration per credit tuition plus fees for Academic Year 2019-2020 and has recommended approval.

Therefore, Be It Resolved: That the Board of Trustees approves the Master of Business Administration per credit tuition plus fees for Academic Year 2019-2020; and

Be It Further Resolved: That tuition rate plus fees for the Master of Business Administration will be established annually as part of the College's tuition and fee structure.

Resolution Approving Waivers
Of Advertising
For College Business Purposes
(Audit, Risk Management and Compliance Committee)

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of $33,300, and

Whereas: The Law provides that such waivers shall be approved by The College of New Jersey Board of Trustees, and

Whereas: Waiver requests have been reviewed and are recommended by the Audit, Risk Management and Compliance Committee, a subcommittee of The College of New Jersey Board of Trustees,

Therefore, Be It Resolved: The College of New Jersey Board of Trustees approves waivers to the following vendors for purposes as designated herein:

VENDOR	PURPOSE	FUNDING SOURCE
Borden Perlman $40,626	Commercial Crime Insurance Purchases for NJASCU Member Institutions	College Operating
Office of the Attorney General $150,000	Legal Services Provided by the Deputy Attorney General for FY2020	College Operating
Saul Ewing Arnstein & Lehr $75,000	Legal Services in Connection with Public-Private Partnership	College Operating