



Narrative provided by institution

EPP Narrative for Ramapo College of New Jersey

The Ramapo College of New Jersey Teacher Education and Certification Program is committed to the preparation of teachers who are highly competent in their academic disciplines and instructional skills. Our program, aligned with the New Jersey Professional Standards for Teachers, prepares students at the undergraduate and post-baccalaureate level to be teachers who model reflective, innovative behavior while demonstrating love and enthusiasm for life-long learning. The Teacher Education and Certification Program at Ramapo College seeks to ensure that teachers are prepared to communicate effectively, establish productive relationships, and respond to the needs of individual learners, the teaching profession, and the greater community in a fair, equitable manner. Finally, our program emphasizes the needs of a democratic society. We are preparing teachers to be leaders in the effort to make the world a safer, more compassionate, and more productive place where respect for all life, for our environment, and for the dignity and diversity of all people will be common priorities.

The Teacher Education and Certification Program at Ramapo College of New Jersey is part of the School of Social Science and Human Services. Those who choose to enter our program must have an academic major in one of the liberal arts, as our program leads to New Jersey teacher certification rather than to a degree in Education. By requiring an academic major, we are creating future educators who are content-rich while being grounded, through our program, in the methodologies and theories of pedagogy. In addition, students in our program have practical field-based experiences to which they bring their content and pedagogical knowledge.

As we look at the changing nature of schools and schooling, both in New Jersey and across the United States, faculty are actively engaged in discussions regarding programmatic changes and updates. It is important that students have the academic framework and language used in schools, but it is just as important that they have exposure to, and an appreciation for, what it is that they will be required to do, on a daily basis, as classroom teachers. It is important to our faculty to stay involved with K-12 schools so that we can balance theory with practical application. To this end, faculty embed field experiences, when appropriate, in program courses and stay active in the supervision of students during the student teaching experience. One of several goals that we are currently considering is how to increase the amount of field experience our students have prior to the student teaching experience, and how to balance our wish for additional field experiences with the needs and pressures faced by our K-12 partners.