

Elementary and Early Childhood Education (EECE)

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The Department of Elementary and Early Childhood Education (EECE) offers:

- Undergraduate majors in elementary education and early childhood education.
- Integrated five-year program for students interested in [urban education](#) that culminates in a master's degree and eligibility for either early childhood or elementary certification and ESL certification.
- Integrated five-year program in early childhood education and special education that culminates in a master's degree

All programs offer a sequence of coursework in the theory and practice of education and provide students with field experiences. Students who successfully complete the early childhood education program are eligible for certification to teach preschool through grade three and kindergarten through grade six. Students who successfully complete the elementary education program are eligible for certification to teach kindergarten through grade six. Any students who qualify and may be interested in teaching in grades seven and eight may seek an endorsement for middle school certification in addition to the elementary certification. Students who are primarily interested in teaching grades Pre-K through grade three are best served by enrolling in the early childhood education program. All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Student Learning Standards, Common Core, and Next Generation Science Standards. Any student seeking additional endorsements or teaching certificates beyond what is specifically awarded by their academic program should contact the State of New Jersey Department of Education directly for details about any additional courses or standardized tests that may be required. The Department of Elementary and Early Childhood Education prepares students to teach in all learning environments and students will be required to engage in preservice experiences in a diverse range of settings, communities, and types of schools.

Program Admission

For admission to the department, students must apply to The College of New Jersey and select a professional program major of either elementary or early childhood education, or one of the five-year programs: urban education or special education. Students must also select a second major to satisfy the dual-major requirement. The choices are: African American Studies, art, biology, English, history, mathematics, music, psychology, sociology, Spanish, iSTEM (Integrative-STEM Education), or women's, gender and sexuality studies.

Field Experiences

Elementary and early childhood teachers must have a broad academic background as well as practical understanding of the early childhood and elementary school curricula. Therefore, along with their two majors, students must take a range of College Core courses to deepen and expand their knowledge base. Additionally, the courses of study for both the elementary and early childhood programs include the following field experiences:

1. The Foundation Courses (Child and Adolescent Development; Literacy Strategies, Assessment, and Instruction; Teaching Math in Early Childhood and Elementary Classrooms; and Methods of Teaching Science, Health, and Technology) each include a full-day classroom practicum. Students in the early childhood program have an additional course that includes opportunities to visit, observe, and work in early childhood (preschool) settings. Students in the 5-year Early Childhood Special Education program have additional courses in both early childhood and special education.
2. The Advanced Core Block (also referred to as ACB and Clinical Practice I) builds on the basic material offered in the Foundation courses and includes work on differentiating instruction, integrating technology, long-term curriculum planning, reading across the curriculum, and teaching for social justice. Students with a minimum 3.0 GPA may be permitted to take ACB upon completion of all prerequisite courses with recommendation for advanced study from their advisor. Additionally, students must take and pass all sections of the Praxis Core Skills for Educators Test of Basic Skills [Praxis Core] (not to be confused with Praxis I or II content exams), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. Students are expected to provide qualifying scores to meet the basic skills requirement prior to the start of their third semester in the program or the beginning of Clinical Practice I (ACB), whichever comes first. For more information on this requirement, please contact the Department or Certification Office.
3. The Student Teaching experience (also referred to as Clinical Practice II) provides seniors with the opportunity to participate in a full semester of supervised classroom teaching. Students are generally placed at schools who participate in the College's Professional Development School Network (PDSN) within a 30-35 mile radius of the College. Students are responsible for providing their own transportation to these sites. Global student teaching is also available during either the fall or spring semester of a student's senior year. The global student teaching program is jointly supervised by faculty from The College of New Jersey and the host institution. In order to be considered for a student teaching placement, students in all teacher education programs must possess a minimum 3.0 GPA and demonstrate a qualifying score on the Praxis II Content Knowledge exam(s) which aligns with the student's certification area(s). Students beginning Clinical Practice I (ACB) are expected to complete Clinical Practice II (Student Teaching) the semester immediately following Clinical Practice I (ACB).
4. Any student seeking recommendation by TCNJ for teaching certification in New Jersey must take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete.

Transfer Students (from other colleges and universities)

The elementary and early childhood programs are sequential in nature and structured with courses offered only during certain semesters. Additionally, transfer students must also choose a second major and satisfy all requirements for the courses in that sequence. Potential transfer students must realize that this may prolong their programs by at least one year in some cases. Transfer students who are accepted into the program must schedule courses with advisement of the program coordinator or the department advisor assigned to them. Outside transfers must

complete an admissions process through the College admissions office. Review of external transfer applications occurs immediately subsequent to the date published by the College.

Requirements

In order to be eligible for institutional recommendation for teacher certification, all teacher candidates (undergraduate and graduate) must meet the following requirements:

- demonstrate basic skills competency prior to applying for Clinical I
- complete program requirements
- attain a minimum cumulative GPA of 3.0
- earn a minimum grade of B- in clinical internship
- complete Harassment, Intimidation, and Bullying Prevention (HIB) training in accordance with NJ Bill No. 3466
- complete Child Abuse Prevention (CAP) prior to student teaching
- meet the state hygiene/physiology requirement either through appropriate coursework or a health and physiology assessment
- pass the appropriate Praxis Content Knowledge or Praxis Subject Assessment exam relative to the desired certification area
- show satisfactory performance in the Educators Disposition Assessment. Student dispositions are also assessed throughout the program and will be used as a criterion for admission and retention in the program. It is expected that dispositional standards, particularly in the area of professionalism, should be upheld by students throughout the program, both within and outside of their coursework and in accordance with the TCNJ Student Conduct Code
- required to obtain a New Jersey Department of Education criminal background check before participating in any field experiences

Early Childhood Education

Effective early childhood teachers must have an extensive background of knowledge. In addition to providing the specific training for a teacher of young children, the College seeks to enable each teacher candidate to acquire a liberal education. The early childhood education program courses are designed to increase knowledge in specific areas as well as to prepare for future teaching. Students take early childhood education courses that allow them to observe and participate in preschools and elementary classrooms in a variety of diverse school settings. During these courses, students learn about children's literature and child and adolescent development, and develop skills in the teaching of math, science, and literacy. In the junior year, students take advanced pedagogy courses in literacy, social studies/multicultural education, and integrated learning. In the senior year, students teach under the guidance of a classroom teacher and conduct an inquiry project related to their in-classroom experience in conjunction with the capstone seminar. Some students elect to do part of their senior student teaching (Clinical Practice II) abroad as part of the Global Student Teaching Program. Students who are interested in the global student teaching program must submit an application during their junior year. During all course work and field experiences, students participate in activities and gain experience in planning, organizing, and directing the learning experiences of young children. Students should consult with their departmental advisors in both the education and second major departments in planning their programs. These plans should take into account requirements for the second major, College Core, the professional education major, and state certification. The Department requires that students meet with both the education advisor and the second major advisor each semester. This is the responsibility of the student, as requirements and course offerings are subject to change.

Program Entrance, Retention, and Exit Standards: Early Childhood Education

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 early childhood education:

- Retention in the program is based on the following performance standards in critical content courses: A grade of C- or better is required for all pre-requisite courses: MAT 105 and 106, PHY 103, and BIO 104, US history and Visual/Performing Arts (VPA) course. A grade of C+ or better is required in ECE 102, ECE 201, ECE 202, RAL 222, MST 202, and MTT 202. A grade of C+ is required for all components of Clinical Practice I (ACB: ECE 301, SOM 203, and RAL 322) and a minimum grade of B- in Clinical Practice II (Student Teaching: ECE 490 and ECE 498). Please see the department retention policy for more details: <https://eeced.tcnj.edu/department-info/policies/student-retention-policy/>
- Permission to take Clinical Practice I requires a 3.0 GPA, the recommendation of the student's advisor, and successful completion of the following courses (may vary based upon choice of second major): MAT 105, MAT 106, PHY 103, BIO 104, ECE 201, ECE 202, RAL 222, MST 202, MTT 202, and three courses from the student's second major.
- Additionally, students must take and pass all sections of the Praxis Core (not to be confused with Praxis I or II), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. Students are expected to provide qualifying scores to meet the basic skills requirement prior to the start of their third semester in the

program or the beginning of Clinical Practice I (ACB), whichever comes first. For more information on this requirement, please contact your academic advisor.

- Students who have taken any of the above courses two times without earning the requisite grades may be dismissed from the program. Any course being used as a department-approved substitute for one of the above required courses must also meet the minimum grade requirement, including transfer credit.
- Transfer into the program from another program within the College is based upon the following performance standards in these foundation courses: A grade of C- or better in one of the following MAT105, MAT106, PHY103, BIO104, or ECE102 or an approved substitute. General guidelines for internal transfer requirements can be found here: <https://eececd.tcnj.edu/department-info/policies/change-of-major-policy/>. If the student has lower than a 2.75 GPA, with at least 8 units earned, he or she will be immediately subject to the department retention policy upon admission to the program.
- Admission to student teaching (Clinical Practice II) requires a cumulative GPA of 3.0 prior to the start of the student teaching semester and satisfactory ratings on the Teacher Performance and Educator Dispositions Assessments. Additionally, all students must be in compliance with the professional standards as outlined in the Educator Dispositions Rubric. Furthermore, students are expected to take the relevant Praxis II content exam prior to the start of student teaching.
- Graduation requires a cumulative GPA of 3.0; completion of all courses in the education major; completion of all courses and meeting all standards in the second major; and fulfilling all College Core requirements and the completion of a minimum of 32 course units. Students must attain a minimum grade of B- in student teaching to be eligible for The College of New Jersey to recommend the teacher candidate to the State for teaching certification.
- Any student seeking to be recommended by TCNJ for teaching certification in New Jersey must take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete.
- It is expected that dispositional standards, particularly in the area of professionalism, should be upheld by students throughout the program, both within and outside of their coursework and in accordance with the Educator Dispositions Assessment and the TCNJ Student Conduct Code. Satisfactory dispositional standards must be upheld outside of coursework as well, for example, in contexts such as interactions with peers and major cohorts, advising, communication with faculty and staff.

The Department of Elementary and Early Childhood Education maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress completing the major components of the program which include, but are not limited to, successful ratings on the Teaching Performance Rubric and the Educator Dispositions Assessment as well as fulfilling all other department requirements and expectations. Students must attain a minimum grade of B- in student teaching to be eligible for a teaching certificate that is issued by the State of New Jersey.

Elementary Education

Elementary school teachers must have a broad academic background as well as practical understanding of the elementary school curriculum. Therefore, they are required to take two majors: one in education and the other in a subject matter (e.g., history, English, mathematics, etc.), along with a broad range of College Core courses.

During their first year at the College, students planning to be elementary school teachers take College Core courses as well as courses in their second major. Beginning in their sophomore year, students take elementary education courses that allow them to observe and participate in elementary classrooms in rural, suburban, and urban contexts. During these courses, students learn about child and adolescent development and develop skills in the teaching of math, science, and literacy. In their junior year, students take advanced pedagogy courses in literacy, social studies/multicultural education, and integrated learning. In their senior year, students teach in an elementary school under the guidance of a classroom teacher and conduct an inquiry project related to their student teaching experience in conjunction with the senior capstone course. Elementary education majors with a second major in a content discipline may also seek endorsement for middle school certification upon completion of all program requirements and after passing the associated Praxis II Content Knowledge exam(s) for the middle school content area. Global student teaching (Clinical Practice II) is also available during either the fall or the spring semester of a student's senior year. The global student teaching program is jointly supervised by faculty from The College of New Jersey and the host institution. Students spend seven weeks at an American school abroad and finish their semester at a local elementary school in New Jersey.

Students should consult with their departmental advisors in both the education and second major departments in planning their programs. These plans should take into account requirements for the second major, College Core, the professional education major, and state certification. The Department requires that students meet with both the education advisor and the subject matter major advisor each semester. This is the responsibility of the student, as requirements and course offerings are subject to change.

Program Entrance, Retention, and Exit Standards: Elementary Education

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 Elementary Education:

- Retention in the program is based on the following performance standards in critical content courses: A grade of C- or better is required for all pre-requisite courses: MAT 105 and 106, PHY 103, and BIO 104, US history and Visual/Performing Arts (VPA) course. A grade of C+ or better is required in ELE 201, RAL 221, RAL 225, MST 202, and MTT 202. A grade of C+ is required for all components of Clinical Practice I (ACB: ELE 301, SOM 203, and RAL 321) and a minimum grade of B- Clinical Practice II (Student Teaching: ELE 490 and ELE 498). Please see department retention policy for more details:

<https://eeced.tcnj.edu/departments-info/policies/student-retention-policy/>

- Permission to take Clinical Practice I requires a cumulative 3.0 GPA, the recommendation of the student's advisor, and successful completion of the following courses (may vary based upon choice of second major): MAT 105, MAT 106, PHY 103, BIO 104, ELE 201, RAL 221, MST 202, MTT 202, and three courses from the student's second major.
- Additionally, students must take and pass all sections of the Praxis Core (not to be confused with Praxis I or II), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. Students are expected to provide qualifying scores to meet the basic skills requirement prior to the start of their third semester in the program or the beginning of Clinical Practice I (ACB), whichever comes first. For more information on this requirement, please contact their academic advisor.
- Students who have taken any of the above courses two times without earning the requisite grades may be dismissed from the program. Any course being used as a departmentally approved substitute for one of the above required courses must also meet the minimum grade requirement, including transfer credit.
- Transfer into the program from another program within the College is based upon the following performance standards in these foundation courses: A grade of C- or better in one of MAT105, MAT106, PHY103, BIO104, or an approved substitute. General guidelines for internal transfer requirements can be found here: <https://eece.dtcnj.edu/departments-info/policies/change-of-major-policy/>. If the student has lower than a 2.75 GPA with at least 8 units earned, he or she will be immediately subject to the department retention policy.
- Admission to student teaching (Clinical Practice II) requires a cumulative GPA of 3.0 prior to the start of the student teaching semester and satisfactory ratings on the Teacher Performance and Educator Dispositions Assessment. Additionally, all students must be in compliance with the professional standards as outlined in the Educator Dispositions Rubric. Furthermore, students are expected to take the relevant Praxis II content exam prior to the start of student teaching.
- Graduation requires a cumulative GPA of 3.0; completion of all courses in the education major; completion of all courses and meeting all standards in the second major; and fulfilling all College Core requirements and the completion of a minimum of 32 course units. Students must attain a minimum grade of B- in student teaching to be eligible for The College of New Jersey to recommend the teacher candidate to the State for teaching certification.
- Any student seeking to be recommended by TCNJ for teaching certification in New Jersey must take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete.
- It is expected that dispositional standards, particularly in the area of professionalism, should be upheld by students throughout the program, both within and outside of their coursework and in accordance with the Educator Dispositions Assessment and the TCNJ Student Conduct Code. Satisfactory dispositional standards must be upheld outside of coursework as well, for example, in contexts such as interactions with peers and major cohorts, advising, communication with faculty and staff.

The Department of Elementary and Early Childhood Education maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress in completing the major components of the program which include, but are not limited to, successful ratings on the Teaching Performance Rubric and the Educator Dispositions Assessment, as well as fulfilling all other department requirements or expectations. Students must attain a minimum of B- in student teaching to be eligible for a teaching certificate that is issued by the State of New Jersey.

Elementary Urban or Early Childhood Urban Education

The integrated Bachelor's and Master of Arts in Teaching program (urban education) is designed for students who have completed high school and who have not yet earned a bachelor's degree. The program is based on the School of Education's conceptual framework for preparing exemplary professionals. All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Common Core and Next Generation Science Standards. Any students seeking additional endorsements or teaching certificates beyond what is specifically awarded by their academic program should indicate that when they apply for certification through our Certification Office.

Effective urban teachers must have a broad background of knowledge. In addition to providing the specific training in pedagogy, the College seeks to enable each teacher candidate to acquire a liberal education. The urban specialization curriculum is designed as an inquiry based program to both increase knowledge in specific areas as well as to prepare candidates for teaching with an emphasis on equity, anti-racism, diversity, and social justice. Students take education courses that allow them to observe and participate in Pre-K, elementary, and possibly middle school classrooms in urban contexts. During these courses, students learn about children's literature, child & adolescent development, and develop skills in the teaching of math, science, social studies, and language arts. During all coursework and field experiences, students participate in activities and gain experience in planning, organizing, and assessing the learning experiences of school children. Students should consult with their departmental advisors in both the education and second major departments in planning their programs. These plans should take into account requirements for the second major, College Core, the professional education major, and state certification. The department requires that students meet with both the education advisor and the subject matter major advisor each semester. This is the responsibility of the student, as requirements and course offerings are subject to change.

Students will earn a bachelor's degree without teacher certification at the end of their fourth year. The bachelor's degree will have a dual major: a liberal arts and sciences major (English, mathematics, history, biology, iSTEM, Women's, Gender and Sexuality Studies, Spanish, or African American Studies; other majors may be selected by advisement only) and elementary or early childhood education. The course of study continues through the summer following the completion of the undergraduate portion of the curriculum and culminates with the student earning a master's degree in elementary or early childhood education and eligibility for New Jersey certification in teaching English Language Learners and elementary, early childhood, or

middle school education (upon completion of the content and Praxis II requirements for middle school endorsement). Students will need to meet all requirements of The College of New Jersey and the School of Education at the end of the fourth year in order to be admitted to the fifth year.

Urban elementary teachers must have an extensive academic background as well as practical understanding of the elementary school curricula. Therefore, along with their two majors, students must take a broad range of College Core courses. In addition, the courses of study for the urban elementary program include the following foundation courses and field experiences:

The Foundation Courses (Schooling and the American Dream, Child and Adolescent Development, Literacy, Math, Science, and Social Studies methods) each includes a full-day classroom practicum. Other foundational courses without field placements are Special Education, Exceptional Learners, and the Arts in the Elementary and Early Childhood Classroom, Multicultural Children's Literature, Inquiry into Practice and Critical Pedagogy. Students in the urban education program have the additional requirement of demonstrating foreign language proficiency to at least the 103 level.

1. Internship I (also referred to as Clinical Practice I) builds on the basic material offered in the foundation courses and includes work on differentiating instruction, integrating technology, long-term curriculum planning, reading and writing across the curriculum, and teaching for social justice. Admission to Internship I occurs when a student completes specific courses, has at least a 3.0 grade point average, and is recommended by foundation course faculty members for advanced work.
2. Internship II, the student teaching experience (also referred to as Clinical Practice II) provides students the opportunity to participate in a full semester of supervised classroom teaching. Students generally are clustered in small groups at professional development school sites located within a 30-mile radius of the College. Students are responsible for providing their own transportation to these sites. Global student teaching is also available. Please consult the STEP Office for an updated list of destinations. Global student teaching placements are available in both fall and spring semesters. The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution.

Additionally, there are courses such as ELE 300 Urban Schools Seminar that have been developed specifically for students in the urban education program. These courses connect learning in the classroom to practice in the field. These courses are elective but closely connected to the urban program.

Academic Regulations: Elementary and Early Childhood Education (Urban Education)

The Department of Elementary and Early Childhood Education maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress completing the major components of the program which include successful ratings on the Teaching Performance Rubric and the Educator Dispositions Assessment as well as fulfilling all other department requirements or expectations.

- In compliance with the State of New Jersey's regulations, a student must have a cumulative GPA of 3.0 prior to enrolling in the pre-professional experience block of courses. At the completion of the third year of study, the student's grade point average will be assessed to determine if the standard for graduate study, as part of the five-year program at TCNJ, will be met (overall GPA of 3.0). Students must repeat a required departmental or professional education course in which a grade of D or F has been received. Such a course may be repeated only once. In the case of PHY 103, BIO 104, MAT 105, MAT 106, the minimum grade requirement is a C-. Students unable to meet departmental criteria as noted will be dismissed from the department. Furthermore, prior to entry into the fourth year of study, students must take and pass all sections of the Praxis Core (not to be confused with Praxis I or II), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. For more information on this requirement, please contact your academic advisor.

Program Entrance, Retention, and Exit Standards: Elementary and Early Childhood Education (Urban Education)

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 Elementary Education/Early Childhood (Urban Education):

- Retention in the program is based on the following performance standards in critical content courses: A grade of C+ or better in ELE 203, ELE 201 or ECE 201/202, RAL 221/222, ECE 102, ELE/ECE 113, SOM 203, MST 202, MTT 202, ELE 302, and EFN 427 and achieving the required grade of C in the foundations and critical content courses in the second major. Additionally, students must receive grades of C or better in order to demonstrate language proficiency in each of their foreign language courses.
- Students who have taken any of the above courses two times without earning the requisite grades will be dismissed from the program. Any course used as a department-approved substitute for any required course must also meet the minimum grade requirement, including transfer credit.
- For entry into the fourth year, students must take and pass all sections of the Praxis Core Skills for Educators Test of Basic Skills [Praxis Core] (not to be confused with Praxis I or II content exams), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. Students are expected to provide qualifying scores to meet the basic skills requirement prior to the start of their third semester in the program or prior to the start of the 4th year coursework, whichever comes first. For more information on this requirement, please contact your academic advisor.
- At the end of the fourth year, students must have a minimum cumulative GPA of 3.0 for admission to graduate study at TCNJ. It is important to note that after the fourth year, students will refer to the Graduate School Bulletin and adhere to the requirements set forth in that bulletin.
- Admission to Internship I (Clinical Practice I) requires a cumulative 3.0 GPA and the recommendation of the student's advisor.

- Transfer into the program from another program within the College is based upon the following performance standards in these foundation courses: A grade of C- or better in one of the following courses: MAT105, MAT106, PHY103, BIO104, ECE102, or an approved substitute. General guidelines for internal transfer requirements can be found here: <https://eeced.tcnj.edu/departments-info/policies/change-of-major-policy/>. They must also achieve a minimum GPA of 2.75 and the required grade in the foundations and critical content courses in the subject matter major.
- Admission to Internship II (student teaching, Clinical Practice II) requires a cumulative GPA of 3.0 and the recommendation of the student's advisor. In addition, the student must attain satisfactory ratings on the Teacher Performance and Educator Dispositions Assessment. All students must be in compliance with the professional standards as outlined in the Educator Dispositions Rubric.
- Graduation requires a cumulative GPA of 3.0; completion of all courses in the education major; completion of all courses and meeting all standards in the subject matter major; and fulfilling all College Core requirements.
- Any student seeking to be recommended by TCNJ for a teaching certificate in New Jersey must take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete.
- It is expected that dispositional standards, particularly in the area of professionalism, should be upheld by students throughout the program, both within and outside of their coursework and in accordance with the Educator Dispositions Assessment and the TCNJ Student Conduct Code. Satisfactory dispositional standards must be upheld outside of coursework as well, for example, in contexts such as interactions with peers and major cohorts, advising, communication with faculty and staff.

The Department of Elementary and Early Childhood Education maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress completing the major components of the program or fulfilling department requirements or expectations.

Program Planners

Please visit this website to access program planners, also known as Sequence Sheets: <https://eeced.tcnj.edu/programs/undergraduate/4-year-sequence-sheets/>