

# CURRICULUM AND INSTRUCTION

Chair: Vecihi (Serbay) Zambak, Ph.D.

## Master of Arts in Teaching (M.A.T.)

M.A.T. students are expected to have completed the content discipline prior to beginning the graduate program. Some Monmouth University students are admitted to graduate study before a coherent sequence of at least thirty credits in a recognized liberal arts discipline (e.g., art, English, mathematics) has been completed. These students are expected to complete all remaining undergraduate course work at Monmouth University. In cases where the students are unable to take the appropriate classes at Monmouth due to time conflicts, the student may be given permission to take one or all of these discipline-specific courses at a two-year institution. In these limited cases, the Monmouth University M.A.T. students who obtain permission to enroll at two-year institutions while in the M.A.T. program may transfer the credits to Monmouth during their last semester in the M.A.T. program. These credits will be posted to a Monmouth University undergraduate transcript after completion of their M.A.T. program.

Curriculum and Instruction also offers certificate programs. The post-baccalaureate Teaching English to Speakers of other Languages (TESOL) Certificate program provides training to those who are not certified K-12 classroom teachers but are interested in receiving formal TESOL training. This training enables them to teach English as a Second Language in adult communities or abroad.

The subject endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) is a twenty-four-credit non-degree program (fifteen credits of course work and nine credits of student teaching) that prepares teachers for K-12 Chinese classrooms. Students may apply directly to the program after earning a bachelor's degree in the Chinese language and culture or equivalent. Students with a strong Chinese language and culture background who are seeking a career change to become a first-time teacher may also apply.

The programs in teacher preparation link research and practice by ensuring candidates have the opportunity to work with students, teachers, and school leaders in a wide range of local school, university, and community settings. They are designed to instill a commitment to lifelong learning. Undergraduate and graduate teacher education candidates must complete an approved content area major (e.g., Art, Biology, English, History, Mathematics, and Spanish) or equivalent to be recommended for the Early Childhood, Elementary, or Content Teaching Credential in New Jersey.

## Programs Masters

- MAT Initial Certification, Elementary Track (K-6 Elementary Certification) (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-elementary-track-k-6-elementary-certification/>)
- MAT Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in English as a Second Language (ESL) (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-elementary-track-k-6-elementary-certification-endorsement-english-second-language-esl/>)

- MAT Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in Teacher of Students with Disabilities (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-elementary-track-k-6-elementary-certification-endorsement-teacher-students-disabilities/>)
- MAT Initial Certification in Art or Music (K-12 Certification and Subject Endorsement) (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-art-music-k-12-certification-subject-endorsement/>)
- MAT Initial Certification with Endorsements in K-12 Education in Health and Physical Education (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-endorsements-k-12-education-health-physical-education/>)
- MAT Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-secondary-track-9-12-certification-subject-endorsement-english-social-studies-mathematics-biology-chemistry-physical-science/>)
- MAT Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language (ESL) (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-secondary-track-9-12-certification-subject-endorsement-endorsement-english-second-language/>)
- MAT Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) with Endorsement in Teacher of Students with Disabilities (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-secondary-track-9-12-certification-subject-endorsements-english-social-studies-mathematics-biology-chemistry-physical-science-endorsement-teacher-students-disabilities/>)
- MSED Literacy (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/literacy-msed/>)
- Master of Education (MEd) (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/master-of-education-med/>)

## Certificate

- Certificate in TESOL (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/tesol-certificate/>)

## Endorsements

- Bilingual/Bicultural Graduate Endorsement (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/bilingual-bicultural-graduate-endorsement/>)
- Early Childhood Graduate Endorsement (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/early-childhood-graduate-endorsement/>)
- English as a Second Language (ESL) Graduate Endorsement (<https://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/english-second-language-esl-graduate-endorsement/>)

## Faculty

**Jiwon Kim**, Associate Professor (Graduate Faculty). B.A., Dong-Guk University; M.S., Case Western Reserve University; Ph.D., Purdue University. Research interests include social studies education and foundations of education with a specific focus on the philosophy of education.

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**Kerry Rizzuto**, Associate Professor and M.Ed. P3 Program Director (Graduate Faculty). M.A., Brooklyn College; Ed.D., Rowan University. Research interests include early childhood development with an emphasis on literacy, and developing culturally responsive pedagogical practices in pre-service and in-service teachers, while working with culturally and linguistically diverse children. krizzuto@monmouth.edu

**Alex Romagnoli**, Associate Professor, M.A.T. Program Director and Chair, Special Education (Graduate Faculty). Interim Associate Dean, School of Education. B.S., M.Ed., East Stroudsburg University; Ph.D., Indiana University of Pennsylvania. Professional interests include multimodality, multiliteracies, graphic novels in academic contexts, and popular culture. aromagno@monmouth.edu

**Lilly Steiner**, Associate Professor and M.S.Ed. Literacy Program Director (Graduate Faculty). B.A., University of Wisconsin; M.A., University of North Dakota; Ed.D., Boston University. Research interests include family literacy and creating strong home-school partnerships. lsteiner@monmouth.edu

**Chiu-Yin Wong**, Professor, M.Ed. ESL Program Director (Graduate Faculty). B.A., Brigham Young University; M.A., Ph.D., Texas Tech University. Professional interests include English as a Second Language (ESL), second language pedagogy, and second language teacher education. cwong@monmouth.edu

**Vecihi S. Zambak**, Associate Professor (Graduate Faculty). Chair. B.S., M.S., Bogazici University, Istanbul, Turkey; M.S., University of Amsterdam; Ph.D., Clemson University. Research interests center around the development of pre-service mathematics teachers' content knowledge in technology-driven learning environments with a focus on reasoning, justification, and proof. vzambak@monmouth.edu

## Courses

### ED-507 Issues and Problems in Education

**Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Major issues and problems affecting education are presented with historical perspectives for understanding the context in which these concerns arose.

### ED-515 Literacy, Science, and Social Studies Methods for Graduate Students

**Credits: 3**

Prerequisite(s): ED-550.

Course Type(s): EDCUR

This course is designed for to provide an integrated perspective of teaching science and social studies to students in grades pre-kindergarten through grade 6. This course provides opportunities for experiential learning of interdisciplinary teaching methods with an emphasis on literacy integration. Following national and state standards for science and social studies, this course will utilize a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach through inquiry and problem-solving. This course has a 50 hour field experience component. Prerequisite: ED-550

### ED-516 Graduate Clinical Practice NEW

**Credits: 6**

Term Offered: All Terms

Course Type(s): None

Clinical practice is a collaborative learning experience facilitated by local school districts and Monmouth University that provides teacher candidates with an opportunity to practice and refine their pedagogical knowledge and skills under the supervision and guidance of exceptional master teachers (P-12 clinical educators) and highly qualified Monmouth University clinical educators. This experience requires teacher candidates to plan, instruct, and assess P-12 students and to analyze student learning and propose changes to teacher practice to address student learning needs. This full-time, full-semester clinical practice in a school setting requires clinical interns to observe, plan, instruct, and assess P-12 students under the guidance of a cooperating teacher and university clinical educator and reflect on the impact of their instruction on P-12 students' academic performance. In addition to the full-time, full-semester experience in schools, clinical practice requires clinical interns to attend and fully participate in on-campus seminar focus groups and online activities. All aspects of the requirements are linked to the the New Jersey Professional Standards for Teachers (NJPST), which are aligned to the InTASC standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom, and utilizing data to inform instruction. Limited to Education majors. A minimum cumulative GPA of 3.00 is required to take this course. Passing the appropriate state required teacher examinations, Senior standing, and approval of the department, are also required.

### ED-524 Research in Teaching Practice

**Credits: 3**

Term Offered: Spring Term

Course Type(s): MAT

Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include: literature reviews, analysis and implication of existing research, classroom observation skills, and the role of the teacher as reflective practitioner. For Education majors only.

### ED-528 Middle Level Learning and Teaching

**Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: Spring Term

Course Type(s): None

The candidate will examine aspects of middle level schooling that are responsive to the nature and needs of adolescents. The candidate will apply knowledge of adolescents' cognitive and affective development to design learning environments that are structured for the diverse students that we encounter in our public schools and to create and implement learning experiences that effectively promote academic achievement and personal growth for all middle grade students. Clinical hours required.

### ED-529 Content Literacy & Assessment

**Credits: 3**

Course Type(s): MAT

Designed to focus on the development of students' reading, writing, and speaking skills as they are used in specific K-12 and secondary academic content areas, this course uses a backward design model to integrate discussions of assessment with content area literacy. It emphasizes the implementation of both teaching and learning strategies to develop K-12 students' gradual disciplinary language development, fostering their abilities to be independent learners and disciplinary communicators. The course includes research-based pedagogical strategies for teaching linguistically diverse students and teaching students with diverse learning needs. Limited to Education majors.

**ED-530 Content Area Literacy & Assessment II****Credits: 3**

Co-requisite(s): ED-516.

Term Offered: All Terms

Course Type(s): HY

Designed for secondary and K-12 education graduate students, this course reviews theory and research related to formal and informal assessment in content area literacy and its effects on teaching and learning will be explored. Focus will be on developing an assessment plan for use in the content area classroom and instructional settings in which participants complete student teaching. Corequisite: ED-516

**ED-533 Contemporary Issues in Science Education****Credits: 3**

Course Type(s): None

Examines current topics of special interest in science content and curriculum to a variety of students. Can be designed individually, based on strengths of students and their interest in personal professional development in an area of concentration in science curriculum. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about science teaching and content.

**ED-536 Applied Linguistics for Language Teaching****Credits: 3**

Term Offered: Summer Term

Course Type(s): None

Designed to introduce students to the concepts of linguistics as related to bilingual education and the teaching of English as a second language. Students will also learn structural aspects of linguistics, including morphology (words), syntax (sentence patterns), semantics (the meaning of words), phonetics and phonology (the sounds of language), pragmatics (the way language works in the world), and English grammar. Students will gain familiarity with important theories, research, and how the English language works. Education majors only.

**ED-537 Science and Society in the Twenty-First Century****Credits: 3**

Course Type(s): None

Examines the developments in science knowledge and their impact on society over the last century and predicts changes that might occur in the twenty-first century. We are the only species on earth that has the power to change our environment and the ability to comprehend the universe. Students will explore major scientific advances over the past 100 years and the resulting problems that these advances have wrought. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about the history and sociology of science.

**ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom****Credits: 3**

Term Offered: All Terms

Course Type(s): MAT, SJEDU

Offered to address issues and research-based pedagogical strategies of teaching emergent bi/multilingual learners (EMLs) in today's inclusive classrooms. Teacher candidates will explore a variety of instructional strategies and develop cultural knowledge and its application in teaching EMLs. The course also includes incorporating instructional technology into the classroom, and utilizing data to inform instruction.

**ED-552 Child and Adolescent Development****Credits: 3**

Term Offered: All Terms

Course Type(s): EDFOU

Provides an introduction to the field of human development. The content covers the major concepts and theories of child and adolescent growth and developmental from the prenatal period through the teenage years. The purpose of the course is to discuss the historical, cultural, and philosophical groundings of the concepts and practices of children's learning and development and to promote the student's critical thinking skills with respect to those concepts. Through research, educational activities, and observations the course is designed to provide students a framework for promoting a holistic view of development and learning in infants, children, and adolescence, while considering how to nurture diversity and equity. This course includes utilizing data to inform instruction. For Education majors only.

**ED-554 Interdisciplinary Reading and Mathematics Instruction in Grades P-6****Credits: 3**

Prerequisite(s): ED-556 and EDL-575

Course Type(s): MAT

ED-554 focuses on interdisciplinary instruction for reading and mathematics in educational settings from grades P-6 and draws heavily on assessment and analysis of student errors. Extensive opportunities for diagnosis and planning for remedial intervention in reading and mathematics will be provided. The purpose of this course is to help students build their mathematical conceptual knowledge pertaining to early childhood and elementary curriculum, with attention to interdisciplinary literacy strategies and parental involvement.

**ED-556 Teaching Mathematics in Grades P-6****Credits: 3**

Prerequisite(s): ED-550 and EDS-500, Minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): MAT

ED-556 is designed to provide a profound understanding of the concepts taught in early childhood and elementary school mathematics. Teacher candidates participate in activities and learn interdisciplinary techniques to foster conceptual development of mathematics in young learners with literacy skills, as well as assess and remedy students' mathematical difficulties. The essential elements of instruction, assessment, grouping strategies, and effective questioning are illustrated and honed when planning mathematics lessons to address the instructional needs of diverse learners and students with disabilities. In this course, students learn cognitively guided instruction for mathematics, the eight mathematical teaching practices by NCTM, and how to implement them in the classroom. This course contains foundational knowledge that will be used during the clinical practice performance assessment. It will include research-based pedagogical strategies for teaching linguistically diverse students and those with special needs, using instructional and assistive technology, and using data to inform instruction. Clinical practice hours required.

**ED-562 Disciplinary Literacy and Methods of Teaching Elementary Science Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: All Terms

Course Type(s): None

This course is designed to provide an integrated perspective of teaching science from pre-kindergarten through grade 6. This course provides opportunities for experiential learning of interdisciplinary teaching methods with an emphasis on literacy integration. Active learning of science concepts will be achieved through various inquiry activities. Following the learning theories that have produced both the Next Generation Science Standards and the New Jersey Student Learning Standards for Science, this course will utilize a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences with a focus on disciplinary literacy and argumentation in science. This course has a 50 hour field experience component.

**ED-563 Assessment and Treatment of Literacy Problems Credits: 3**

Prerequisite(s): EDL-503

Term Offered: Spring Term

Course Type(s): None

Focus is on authentic assessment and corrective teaching strategies to address literacy problems from a developmental perspective. Techniques and methods for at-risk learners will be emphasized. Strategies that guide students to self-monitor their literacy acquisition will be addressed.

**ED-564 Methods of Teaching Mathematics at the Secondary Level Credits: 3**

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): MAT

Focus is on the teaching of secondary mathematics. It is intended to deepen future secondary school teachers' understanding of the secondary mathematics curriculum and build their competencies at the level of instructional implementation. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instructions. Essential elements of effective instruction, including inquiry-based learning, implementing tasks that promote reasoning and problem-solving, assessment, facilitating meaningful mathematical discourse, eliciting and using evidence of student thinking, grouping strategies and effective questioning are explored as these are techniques utilized to bring conceptual understanding of mathematics to all learners. Education majors only. Clinical practice hours required.

**ED-566 Methods of Teaching Science at the Secondary Level Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: All Terms

Course Type(s): MAT

Science methods at the secondary level is designed for those with a background in science. The intent of this course is to provide an integrated perspective of teaching science from grade 7-12. This course will provide active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the Next Generation Science Standards and the New Jersey Student Learning Standards for science, this course will utilize projects, cases, and problems in real world settings using a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences. Education majors only.

**ED-578 Methods of Teaching English at the Secondary Level Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: All Terms

Course Type(s): MAT

This course provides in-depth preparation to teacher candidates desiring to teach English/Language Arts at the secondary level by extending the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Teacher candidates will have increased opportunities to apply theory and refine practices in the use of print and non-print texts and in the integration of the English Language Arts. New Jersey Professional Standards for Teachers (NJPSTs) will be an integral part of the course. Field hours are required. Education majors only.

**ED-579 Methods of Teaching Social Studies at the Secondary Level Credits: 3**

Prerequisite(s): ED-550 and EDS-500

Term Offered: All Terms

Course Type(s): MAT

The course will introduce students preparing for middle and secondary level teacher certification to social studies curriculum and methods. Course content will emphasize national and state standards for social studies education across the traditional social science discipline. The course will also explore the philosophical and theoretical foundations of social studies education. It provides the candidate with practical strategies necessary for success in teaching culturally and linguistically diverse students and students with diverse learning needs, using instructional technology, research, and assessment data to inform instruction in the context of social studies. Education majors only.

**ED-582 World Language Education Credits: 3**

Prerequisite(s): ED-529, ED-550, and FO-599

Course Type(s): None

Issues and practices in world language education. Fieldwork is required.

**ED-583 Theories and Practice of ESL Instruction Part I Credits: 3**

Prerequisite(s): ED-529, ED-550, and EN-563

Term Offered: All Terms

Course Type(s): MAT

With an emphasis on teaching English as a Second Language through content, Part I of this two-semester course will introduce the history of ESL teaching and critically explores exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional materials, instructional technology, services, and assessment measures will be introduced and practiced, with an emphasis on standard-based content and ESL teaching. Both instructional design and implementation will be the focus for practice, with embedded language acquisition/learning theories and research studies carefully examined. Clinical hours required.

**ED-584 Theories and Practice of ESL Instruction Part II Credits: 3**

Prerequisite(s): ED-583

Term Offered: All Terms

Course Type(s): None

A continuation of ED-583, this course examines public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. More approaches to ESL instruction will be introduced with an emphasis on various strategies, techniques and instructional technology for teaching specific language skills in a standards-based content and ESL teaching program. Reflective practice is an integral part of this course. Limited to Education majors only. Clinical hours required.



**ED-586 Bilingual Education: Theories and Practices****Credits: 3**

Prerequisite(s): ED-583

Term Offered: Spring Term

Course Type(s): None

Emphasis on teaching content in bilingual/bicultural education, an understanding of bilingual development and available dual-language program models for language and literacy development. How bilingual/bicultural programs based on community needs can be developed, implemented, and assessed will be explored with the embedded theories and research studies in bilingual/bicultural education carefully examined. Clinical experience hours required.

**ED-587 Integrated Teaching Methods in K-12 Inclusive Settings****Credits: 3**

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): None

The course intends to deepen future K-12 teachers' understanding of the complexities of the curriculum and build their competencies at the level of instructional implementation in specific subject areas (e.g., music, arts, world languages). It focuses on a broad spectrum of instructional methodologies and techniques that are workable in today's classrooms and which address the needs of diverse learners. A constructivist approach to planning and instruction will be emphasized. This course will include pedagogical strategies related to teaching linguistically diverse students, students with diverse learning needs, using instructional technology, and using data to inform instruction. Education majors only. Clinical Practice hours required.

**ED-593 Clinical Practice****Credits: 9**

Co-requisite(s): ED-EDTPAGR

Term Offered: All Terms

Course Type(s): None

This full-time, full-semester clinical practice in a school setting required clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the New Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Permission of the MAT director is required to register.

**ED-594 Supervised Clinical Practice****Credits: 9**

Co-requisite(s): ED-EDTPA

Term Offered: Spring Term

Course Type(s): None

This full-time, full-semester clinical practice in a school setting requires clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the New Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Permission of the MAT director is required to register.

**ED-596 Methods of Teaching Elementary Physical Education and Health****Credits: 3**

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00

Term Offered: Spring Term

Course Type(s): None

Focuses on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for PreK-5 students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and PreK-5 students. Clinical practice hours are required in accordance with New Jersey State statutes. Education majors only.

**ED-597 Methods of Teaching Secondary Physical Education and Health****Credits: 3**

Prerequisite(s): ED-550 and EDS-550 and a minimum G.P.A. of 3.00

Term Offered: Fall Term

Course Type(s): None

Focuses on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for 6th-12th grade students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and 6th-12th grade students. Clinical practice hours are required in accordance with New Jersey State statutes. Education majors only.

**ED-598 Special Topics in Education****Credits: 3**

Term Offered: Spring Term

Course Type(s): None

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required. If a prerequisite is required it will be announced in the course schedule.

**ED-599 Independent Study in Education****Credits: 1-3**

Term Offered: All Terms

Course Type(s): MAT

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course.

**ED-601 Principles of Technology and Theoretical Foundations for Instructional Technology****Credits: 3**

Course Type(s): OL, EDFOU

The purpose of this course is to explore the broad and dynamic field of educational technology and how to meaningfully, purposefully, and effectively enhance learning experiences through technology integration. Specifically, the course will examine educational technology plans, current theories, recent research, and trends in the field while also exploring challenges to effective educational technology programs in K-12 settings. This course will also provide an overview of effective technology integration frameworks (SAMR, TPACK, the Digital Use Divide, etc.) used by educational technology specialists/leaders to design transformative learning experiences that enhance instruction.

**ED-606 Diversity in Education****Credits: 3**

Term Offered: All Terms

Course Type(s): MAT, SJEDU

In this course, students will explore the field of multicultural education. The nature of the school as a social system will be analyzed and the diversities of various cultures, communities, and ways of thinking will be examined. Professionals will engage in self-reflection related to racism and other forms of discrimination in order to better understand how identities and ideologies impact everyday school practices and the educational experiences of all students, especially those from culturally and linguistically diverse backgrounds. The course also includes research-based pedagogical strategies for teaching culturally and linguistically diverse students, incorporating instructional technology into the classroom and utilizing data to inform instruction. Education majors only.

**ED-608 Curriculum in the Classroom****Credits: 3**

Course Type(s): EDCUR

Today's practitioners must strike a balance between state and national curriculum standards and the needs and expectations of their own classroom. Candidates will examine various facets of curriculum specific to their professional environment.

**ED-610 Education in a Democratic Society****Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Critical examination of ideas, purposes, and aims of schooling in historical and cultural contexts; explores ethical and research issues related to teaching and learning in ways that enhance democratic practices.

**ED-612 Teacher Leadership****Credits: 3**

Term Offered: Spring Term

Course Type(s): EDCUR

This course is designed to provide an examination of teacher leadership as an opportunity for distributed, school- and district-wide leadership. The course will allow teachers opportunities to develop their own practice and the practices of their colleagues through an understanding of how to use the various leadership lenses of organizational design, strategic decision-making, interpersonal relationships, instructional leadership, and both adaptive and motivational approaches to guiding educators as a teacher to inform the school-improvement work of professional learning communities and job-embedded professional development.

**ED-615 Empowering Students and Educators Through the Design of Blended Learning Opportunities****Credits: 3**

Course Type(s): OL

This course explores the application of theory and research in pedagogy and curriculum design to empower learners through strategic blended learning experiences. Topics include Incorporating Blended Learning into Educational Programs, Streamlining Education Workflow, Technology-Integrated Learning Environments, Video-based Social Learning Platforms, Graphic Visual Representations, Video Screen Capturing, Digital Assessment, eCoaching for Impactful PDs, ISTE standards, Personal Learning Networks, using technology to support personalized learning, and Digital Leadership. The course will be taught in a hybrid format at which students will have experiences with specific instructional technologies and reflect upon the utilization of such innovations for coaching, school transformation, and professional development activities.

**ED-616 Fundamentals of Curriculum Studies****Credits: 3**

Term Offered: Spring Term

Course Type(s): None

The emergence of the field from the early twentieth century. Surveys the foundations of the field of curriculum studies at large, examines the standardization movement of the institutional curriculum and culminates in a critical examination of No Child Left Behind (NCLB). Candidates will consider the importance of study tied to socially responsive curricular design.

**ED-618 Survey of Curricular Paradigms****Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Provides an examination of the field of Curriculum Studies through the lens of key paradigms and perspectives.

**ED-620 Philosophy and Curriculum****Credits: 3**

Course Type(s): None

Serves to extend the examination of the evolution and current conditions of the field of curriculum studies initiated in fundamentals of curriculum studies. Introduces the work of core philosophies that inform contemporary curriculum work and encourage participants' analysis of various influential voices in the field. Primary goals are to engage in critical discussions about the work of various philosophers who have influenced the field of curriculum studies and conceptualize connections between those works and our daily practice in the field.

**ED-624 Research in Teaching Practice****Credits: 3**

Term Offered: All Terms

Course Type(s): EDRES, OL

Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives will be covered. Content will include literature reviews, analysis and implication of existing research, and the role of the teacher as reflective practitioner. In this course, students will use course content on multicultural literature and literacy and their knowledge of research methods to conduct a research project which analyzes and critiques the use of multicultural literature use in the P3 classroom.

**ED-625 Technology Trends in a Global Society****Credits: 3**

Course Type(s): OL

This course will examine how advances in technology have created a global learning environment for today's students. Technologies such as virtual reality (VR), augmented reality (AR), video conferencing, artificial intelligence (AI), smart technologies, online gaming/esports, social media platforms, etc. are connecting people at a global level and allowing educators to bring the world into their classrooms. This course will also provide an overview of crucial skills for success in our global society including coding, robotics, design thinking, digital citizenship, maker education, digital media design, and global competencies.

**ED-626 Assessment Practice Now and When****Credits: 3**

Term Offered: Spring Term

Course Type(s): EDAST

Theory and practice of educational testing, development of and use of tests and alternative forms of assessment, analysis and interpretation of assessment results to monitor student progress, inform instruction, evaluate student achievement, and evaluate programs. Emphasis is placed on alternative and authentic forms of assessment that complement and support the standardized testing system. Through examination of techniques and strategies that characterize quality assessment, students will develop a philosophy of assessment supportive of classroom evaluation and understanding that fosters student growth and learning.

**ED-630 Research in Curriculum Studies****Credits: 3**

Prerequisite(s): ED-624

Term Offered: Spring Term

Course Type(s): None

The possession of effective research skills is an integral and necessary proficiency for success in the field of Curriculum Studies. Candidates will engage in the exploration of both qualitative and quantitative research methodologies. They will then design an investigation, apply for Institutional Research Board approval, and conduct a study relevant to their professional milieu and the field.

**ED-632 Classroom Technologies and Educational Media****Credits: 3**

Term Offered: All Terms

Course Type(s): None

Aims to introduce students to computer science concepts and recent instructional technologies to support teaching and learning processes in K-12 classrooms. The course focuses on students' exploration and evaluation of technology-enhanced applications. Students learn how to use digital media, technologies, and interactive games to support their instructional strategies and student learning, enhance classroom management, aid formative, and summative assessment techniques, and communicate professionally.

**ED-645 Theories and Practice of ESL Instruction****Credits: 6**

Course Type(s): None

With an emphasis on teaching English through content, this two-semester course will introduce the history of ESL teaching and critically explore exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies and assessment measures will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined.

**ED-655 Leveraging Technology to Support the Inclusive Classroom****Credits: 3**

Course Type(s): OL

The purpose of this course is to understand how to effectively use technology to create an equitable classroom environment that thoughtfully approaches students' individual communication and learning differences. The primary focus of this course will be to discover, examine, and utilize strategies, tools, and resources to increase educational access and improve learning for all students. This course will explore adaptive and assistive technologies, as well as various digital resources needed to support students' social, emotional, linguistic, and behavioral needs in an effort to maximize student success.

**ED-658 Advanced Curriculum Studies****Credits: 3**

Course Type(s): EDCUR

A comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.

**ED-667 Leading Technology Transformation****Credits: 3**

Course Type(s): OL

This course will prepare educators to effectively create an instructional technology vision and plan for their school/district. Specifically, this course will address the processes of analyzing and vetting out educational technology hardware and software, creating a technology budget and cost-effective analysis, determining return on instruction, designing innovative learning spaces, and understanding data security and privacy best practices. This course will also prepare future educational technology specialists/leaders to develop a virtual learning and communication plan to build capacity and maintain transparency in their school communities.

**ED-670 Qualitative Research: Principles and Practices****Credits: 3**

Course Type(s): None

An introduction to the methods of qualitative research. A reading-based discussion/seminar focusing on methodological issues and an exploration of the variety of methods used in executing qualitative studies. Offers students a theoretical foundation for this form of inquiry and an opportunity to engage in research. Applicable to a variety of social inquiry disciplines.

**ED-678 Practicum in Educational Technology Supervision****Credits: 3**

Course Type(s): HY

In this course, you will be guided through all aspects of the practicum experience including project pitch, developing a project proposal, project management, project completion, and project presentation. Each student will individually research, propose, develop, implement, and evaluate an educational technology initiative to support student achievement. Each class will cover specific topics to help you achieve the completion of your practicum while guiding you through the project research and implementation process.

**ED-680 Advanced Professional Development Seminar for Teachers****Credits: 3**

Term Offered: Spring Term

Course Type(s): None

This capstone seminar will support candidates for the degree in producing electronic portfolios, teacher research plans for teaching improvement, presentation of research, and self-reflection for future professional growth.

**ED-698 Special Topics in Curriculum and Instruction****Credits: 3**

Course Type(s): EDCUR

The subject matter varies with the interest of the candidates and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated on the candidate's transcript. The course curriculum will include a variety of readings, as well as a research-based summative course assessment. Permission of the program director is required to take this course.

**ED-699 Independent Study in Education****Credits: 3**

Term Offered: All Terms

Course Type(s): None

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

**ED-821 Teaching and Learning Theory Practice****Credits: 3**

Prerequisite(s): OTDP-705

Course Type(s): OL

A study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. It is designed to introduce both the new instructors and the experienced instructor to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Major theories concerning the learning process and their implications for the instructional process are investigated.

**ED-822 Instructional Design, Strategies and Delivery Methods****Credits: 3**

Prerequisite(s): ED-821

Course Type(s): OL

Designed to create a framework for your understanding of instructional strategies and their effective application in a classroom. The course is based and links to previously acquired knowledge in learning theories and evidence-based teaching. Students will learn about various instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Techniques will include the use of simulations as well as teaching at the bedside with a focus on educator behaviors that stimulate achievement of learners. With an appreciation of the diversity of the student body, participants will effectively integrate and apply technology into instruction to develop and deliver health professions curricula including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Evidence of participants' knowledge and application of course topics will be captured in a professional portfolio.

**ED-823 Online Learning: Culture and Theory****Credits: 3**

Prerequisite(s): ED-822

Course Type(s): OL

Designed to give adult educators a robust overview of theory-based techniques for teaching online or technology-enhanced courses. The course covers all aspects of online for teaching and reviews the latest research in cognitive processing and related learning outcomes while retaining a focus on the practical. A simple framework of instructional strategies mapped across a four-phase timeline provides a concrete starting point for both new online teachers and experienced teachers designing or revamping an online course. Essential technologies are explored in their basic and expanded forms, and traditional pedagogy serves as the foundation for tips and practices customized for online learning. The tips cover course management, social presence, community building, integration of new technologies, discussion and questioning techniques, assessment, and debriefing, along with new coverage of intensive or accelerated courses, customizing learning strategies, developing expertise, advanced course design, and assessment techniques.

**EDL-502 Development and Learning in Early Childhood****Credits: 3**

Course Type(s): None

This course focuses on the historical, philosophical, and theoretical bases of early childhood education and practice, recent trends, and issues affecting the education of young children from birth through age 8. This course provides an understanding of typical/atypical development of young children, diverse learning styles, and developing a framework for nurturing diversity and equity. The course covers all the major themes of childhood: social, academic, physical, and speech development, particularly how to screen for speech disorders. The characteristics of developmentally appropriate practice and early childhood programs will be examined. This course incorporates developmentally appropriate instructional technology into the diverse classroom, and the value of modeling and studying the social justice dispositions in very young children from birth through age eight. Additionally, this course addresses the foundations of speech language development, including screening and support of students with speech/language, articulation, and communication disorders in very young children.

**EDL-503 Literacy Instruction in P-6 Educational Settings I****Credits: 3**

Term Offered: All Terms

Course Type(s): None

Focuses on the literacy development and instruction of regular and special education children, including those from linguistically diverse backgrounds in grades P-6. Ongoing assessment and instructional strategies will be explored in various engaging, literate, educational settings. Education majors only. Clinical experience hours required.

**EDL-515 Advanced Literacy Instruction****Credits: 3**

Term Offered: All Terms

Course Type(s): EDFOU, MAT

Focuses on pedagogy and theories that are applicable to teaching literacy to beginning, struggling, and skilled readers. Topics include approaches for teaching literacy to a diverse population of P-12 Learners in a literate environment and assisting and supporting colleagues and paraprofessionals. Word identification, vocabulary, comprehension, and content strategies will be presented. Education majors only.



**EDL-516 Literacy Strategies for All Learners I****Credits: 3**

Term Offered: All Terms

Course Type(s): None

Explores word identification and vocabulary research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group instructional techniques in the area of phonemic awareness, phonics, word recognition, vocabulary, and fluency are explored in environments that promote collaboration and self-regulation. Instructional teaching strategies and techniques for coaching colleagues and paraprofessionals are practiced in real settings.

**EDL-517 Literacy Strategies for All Learners II****Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Addresses comprehension research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group comprehension strategies, metacognition, and student self-evaluation are explored and practiced in collaborative education settings. Instructional teaching strategies and techniques for coaching colleagues and paraprofessionals are practiced in real settings.

**EDL-521 Early Childhood Family, School and Community Collaboration in a Diverse Society****Credits: 3**

Term Offered: All Terms

Course Type(s): None

This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and support in the classroom and community. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture, and society. This course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating appropriate instructional technology into the classroom, and utilizing data from formative and summative assessments to inform instruction. Coursework focuses on developing curriculum and assessments informed by evidence-based strategies to plan and implement strategies that recognize and support families and children. It identifies the members of teams designed to support and optimize children's health, growth, and development, and the network of community services to individuals, families, and groups handicapped by social, environmental, health, and related problems.

**EDL-522 Early Literacy and Language Development****Credits: 3**

Course Type(s): None

This course focuses on the early literacy and language development of regular and special education of children, ages three through eight. The content includes the study of language theories and acquisition of language, the interrelated nature of reading and writing, the appropriate development and assessment of early literacy, methods for engaging and motivating young learners, and the importance of family involvement. This course includes research-based pedagogical strategies for teaching linguistically diverse students and those with diverse learning needs. The course concentrates on developing the pedagogical content knowledge and conceptual framework for teaching early literacy skills for foundational reading skills, including, but not limited to, phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print. This course also addresses the assessment for, and planning of, remedial instruction to address reading problems for early and emergent readers, and assessment and screening of early reading difficulties. Additionally, this course addresses utilization of data from formal and informal assessments and language theories to guide instruction. This course incorporates developmentally appropriate instructional technology into the classroom.

**EDL-525 Multicultural Literature and Literacy****Credits: 3**

Term Offered: All Terms

Course Type(s): None

The content of this course focuses on multicultural literature, multilingual, and diverse literature and how it is integrated into a classroom and/or school wide literacy program. A wide array of multicultural literature for children and young adults will be presented and studied. Additionally, developing the pedagogical content knowledge and conceptual framework for teaching early literacy skills or foundational reading skills, including, but not limited to, phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print. Strategies for teaching reading comprehension, writing, speaking, and listening to preschool and early elementary students.

**EDL-526 Strategies for Teaching Writing, K-12****Credits: 3**

Term Offered: Summer Term

Course Type(s): None

Provides an in-depth study of strategies for teaching various types of writing to elementary and secondary students. It involves assessing and instructing students who require assistance with the development of written expressive language under the direction of a University supervisor.

**EDL-527 Literacy Trends and Issues****Credits: 3**

Term Offered: All Terms

Course Type(s): None

Focuses on issues, problems, and trends in the field of literacy. The content includes the study of divergent viewpoints and research regarding theories, instructional strategies, assessment, classroom environment and professional development.

**EDL-551 The In's and Out's and Do's and Don'ts of Embracing Technology Tools in the Classroom****Credits: 3**

Term Offered: Spring Term

Course Type(s): None

Focuses on the use of educational technology in classroom settings and the strategies, resources, planning, and assessment of an effective program. Addresses collaboration with colleagues regarding the ethical boundaries of excursions, ways to fit in technology that saves time and provides meaningful experiences to learners at all levels and curricular areas. Students will become familiar with relevant text materials and participate in an exploration of resource options for utilizing technology for various purposes during instructional planning and execution of plans. Materials, methods and strategies will be prepared and ready-to-utilize for authentic purposes, upon completion of this course.

**EDL-552 Creative Technology: Utilizing Technology to Ignite a Passion for Learning****Credits: 3**

Course Type(s): None

Through graphic design and the integration of digital photography, Flip Video, software such as PowerPoint, the Print Shop, and multi-media projection devices, the opportunity to use technology for stimulating, engaging and motivating students will be explored. Enables students to explore and develop exciting learning experiences. Includes ways to utilize resources in routine lesson planning and to make technology an exciting aspect of all lesson plans.

**EDL-553 Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom****Credits: 3**

Prerequisite(s): EDL-551 and EDL-552

Term Offered: Spring Term

Course Type(s): None

Expands further upon the various forms of technology available for classroom use. Students will develop engaging learning activities designed to meet the diverse learning needs within a classroom. Opportunities will be provided to explore the various possibilities for modifications and adaptations made possible via specific technology tools. Helps students maximize learning opportunities through the use of Podcasts, instant messaging, text-to-speech capabilities, WebQuests, and more.

**EDL-554 A Proactive Approach to Technology Implementation Across the Curriculum****Credits: 3**

Prerequisite(s): EDL-551 and EDL-552

Term Offered: Spring Term

Course Type(s): None

Focus is on helping students infuse teaching with meaningful technology across the curriculum. Students will have the opportunity to create, share, demonstrate and showcase a portfolio of resources, strategies, methods and varied options for technology integration through the creation of an authentic classroom technology plan. Through collaboration, guidance practice then independent work, students will embrace all aspects of technology integration and work step-by-step to create a ready-to-use plan.

**EDL-560 Early Childhood Curriculum Assessment for Inclusive Environments****Credits: 3**

Course Type(s): None

This course focuses on developmentally appropriate learning environments characterized by curriculum and assessment, foundations of speech and language development, including screening and support of students with speech/language, articulation, and communication disorders' for early childhood programs, serving children in preschool through age eight. Early childhood curriculum and assessment in this course, will be based on the development of learning environments that respect diversity, are challenging, reverent, and create opportunities for active participation of all children. The characteristics of developmentally appropriate curricula are explored through research-based pedagogical strategies for teaching all children, including linguistically diverse students and those with diverse learning needs. This course addresses utilization of data from formal and informal assessments and language theories to guide instruction. Multidimensional, ongoing, and performance-based assessment strategies are addressed. This course incorporates developmentally appropriate instructional technology into the classroom.

**EDL-564 Assessment and Instruction in Literacy I****Credits: 3**

Term Offered: All Terms

Course Type(s): EDAST

Focuses on the principles of ongoing assessment and instruction of K-12 students' reading and writing development. Strategies to select, use, and interpret appropriate standardized, criterion-referenced, and informal assessment measures will be provided. Techniques for analysis of students' literacy strengths and weaknesses and techniques for coaching colleagues and paraprofessionals will be addressed. Individual and group literacy strategies are explored and practiced in public school classrooms and a clinical setting.

**EDL-565 Assessment and Instruction in Literacy II****Credits: 3**

Prerequisite(s): EDL-564

Term Offered: Spring Term

Course Type(s): None

Focuses on assessment and instructional literacy strategies for assisting all learners, including those with diverse backgrounds. The content includes the theory and practice of portfolio assessment and varied instructional strategies as well as the integration of technology. Individual and group literacy and coaching strategies are explored and practiced in public school classrooms and a clinical setting.

**EDL-566 Diagnosis and Remediation of Literacy Problems I, Secondary****Credits: 3**

Course Type(s): None

Involves a field-based component, which focuses on assessing and evaluating secondary students' reading and writing. Strategies to select appropriate standardized, criterion-referenced and informal assessment measures will be provided. Techniques for the analysis of literacy difficulties and the formulation of remediation plans will be addressed.

**EDL-572 Current Topics in Educational Psychology****Credits: 3**

Course Type(s): None

Several important contemporary theoretical, applied, and methodological issues in various areas of educational psychology are selected by the instructor for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

**EDL-575 Methods of Teaching Content Literacy Including ELA and Social Studies****Credits: 3**

Prerequisite(s): ED-550 and EDS-500.

Term Offered: All Terms

Course Type(s): None

This course focuses on the literacy development (reading comprehension, writing, speaking, and listening) of general and special education children in Grades P-6 across the content areas. Using evidence-based strategies, candidates will plan, implement, and research techniques for supporting students' phonics, phonemic awareness, vocabulary, reading comprehension, and fluency with a variety of print and digital texts. In addition, they will engage in action research in the literacy classroom, expanding their repertoire of intentional strategy implementation. Ongoing assessment and instructional planning of modifications, accommodations will be explored in inclusive educational settings. Special attention is noted for students with special needs, including those with high incidence learning disabilities, dyslexia, and exceptional learners.

**EDL-585 Practicum in Literacy****Credits: 3**

Prerequisite(s): EDL-515, EDL-564 and EDL-565

Course Type(s): None

Concentrates on the clinical assessment and instruction of students who have difficulty with reading and writing. The practicum involves instructional sessions, observing colleagues tutoring, and being observed during a seamless assessment and instruction cycle. In addition, self-assessment is encouraged via the use of videotaped teaching sessions and in-depth, collaborative case discussions.

**EDL-593 Administration and Supervision of Literacy Practices and Professional Development for School Leaders****Credits: 3**

Prerequisite(s): EDL-569

Term Offered: All Terms

Course Type(s): None

Focuses on the principles, methods, and materials applicable to the administration, organization, and supervision of literacy programs as well as the coaching of staff and colleagues. Students are involved in observation, supervision, and a long-term staff development program in schools.