CURRICULUM AND INSTRUCTION

Chair: Ruth Morris, Department of Curriculum and Instruction

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, Foreign Language, History, Mathematics) 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) (http://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) (http://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 (http://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) (http://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 (http://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-endorsements-k-12-education-health-physical-education)
- MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Spanish or Chinese (http://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-endorsements-k-12-certification-subject-endorsement-spanish-chinese)
- MAT Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language (http://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-secondary-track-9-12-certification-subject-endorsement-english-second-language)
- MAT Initial Certification, Spanish or Chinese (K-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language (http://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/mat-initial-certification-endorsements-spanish-chinese-k-12-subject-specific-endorsement-english-second-language-esl)
- MSEd Literacy (http://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/literacy-msed)
- Master of Education (MED) (http://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/master-of-education-med)

Certificate

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

Endorsements

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

• Subject Endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) Graduate Endorsement (http://catalog.monmouth.edu/graduate-catalog/education/curriculum-instruction/subject-endorsement-chinese-certificate-eligibility-advanced-standing-ceas-graduate-endorsement)

Faculty

Judith Bazler, Professor (Graduate Faculty). B.S., Northern Illinois University; M.Ed., Ed.D., University of Montana. Specialty is curriculum design and science education and informal science (e.g., museums). Founder of the Smart Discovery Center, Bethlehem, Pennsylvania.

Antonio Estudillo, Assistant Professor (Graduate Faculty). B.S., Washington State University; M.A., Gonzaga University; M.S., Ph.D., Indiana University. Professional interests include educational foundations and diversity.

John Henning, Professor (Graduate Faculty).

Dean of the School of Education. B.S., Pennsylvania State University; M.Ed., Kent State University; A.D., Stark State College; Ph.D., Educational Psychology, Kent State University, Ohio. Dr. Henning has more than 50 publications; including three books, over thirty refereed journal articles, and seven book chapters. His primary research interests include practice-based teacher education, teacher development, instructional decision-making, and classroom discourse. These interests developed from more than twenty years of experience as a high school teacher.

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.

Kerry Rizzuto, Associate Professor (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.

Alex Romagnoli, Assistant Professor (Graduate Faculty). 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.

Lilly Steiner, Associate Professor (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.

Chiu-Yin Wong, Associate Professor (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.

Vecihi S. Zambak, Assistant Professor (Graduate Faculty). B.S., M.S., Bogazici University, Istanbul, Turkey; M.S., University of Amsterdam; Ph.D., Clemson University.

Courses

ED-EDTPAGR  Education Preparation Voucher Fee for Graduate Students
Credits: None
Term Offered: All Terms
Course Type(s): None

Education Preparation Voucher Fee for Graduate Students.

ED-507  Issues and Problems in Education
Credits: 3
Term Offered: All Terms
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-510  Psychological and Philosophical Foundations of Teaching
Credits: 3
Term Offered: All Terms
Course Type(s): EDFOU

An introduction to education in the United States. Principles and practice for instructional delivery, including curriculum planning, assessment, procedures, instructional technology, culturally and linguistically diverse students, diverse learning needs, classroom management, core curriculum standards, and school organization, are presented. The history of education and philosophical, political, psychological, and social perspectives related to educational practice are explored. Contemporary issues and controversies in American education are highlighted. Clinical experience hours required.

ED-524  Research in Teaching Practice
Credits: 3
Term Offered: All Terms
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-510 and ED-550
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
Term Offered: All Terms
Course Type(s): None
Designed to focus on the development of literacy through the integration of literature and literate thinking across the curriculum for academic-content learning at the secondary level. It emphasizes the implementation of both teaching and learning strategies to develop independent learners. The course includes research-based pedagogical strategies for teaching linguistically diverse students, students with diverse learning needs, and incorporating instructional technology into the classroom. Clinical Practice is required. Limited to Education majors.

ED-533 Contemporary Issues in Science Education
Term Offered: All Terms
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
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
Term Offered: All Terms
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 Diverse Populations
Prerequisite(s): ED-510
Term Offered: All Terms
Course Type(s): MAT, SJEDU
Addresses two issues in today's field of education: ESL students in mainstream classrooms and students with special needs in inclusion classrooms. The relevant topics will be explored to provide teacher candidates with a theoretical foundation, an understanding of their legal responsibility, and an opportunity to design instruction addressing various needs of diverse students in an inclusive setting. Limited to Education majors. Clinical Experience hours required.

ED-552 Child and Adolescent Development
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 Supplemental Instruction in Reading and Mathematics
Prerequisite(s): ED-556 and EDL-575
Term Offered: All Terms
Course Type(s): MAT
Focuses on supplemental instruction for reading and mathematics in educational settings from grades 6-8 but draws heavily on assessment and analysis of student errors from Pre-K to grade five as well. Extensive opportunities for diagnosis and planning for remedial intervention in reading and mathematics will be provided.

ED-556 Teaching Elementary Mathematics
Prerequisite(s): ED-510, ED-550, and ED-552
Term Offered: All Terms
Course Type(s): None
ED 556 is designed to provide a profound understanding of the concepts taught in elementary school mathematics. Teacher candidates participate in activities and learn techniques to foster conceptual development in young learners, thus producing confidence and success in the learning of mathematics. The essential elements of instruction, assessment, grouping strategies, and effective questioning are illustrated and honed when planning to address the instructional needs for diverse learners in mathematics. This course contains foundational knowledge which will be used during the clinical practice performance assessment. It will include research-based pedagogical strategies for teaching linguistically diverse students, those with special needs, using instructional technology and using data to inform instruction. Clinical Practice hours required.
ED-562 Methods of Teaching Science at the Elementary Level  Credits: 3
Prerequisite(s): ED-510, ED-550, and ED-552
Term Offered: All Terms
Course Type(s): None
Science methods for elementary education students is designed for those without a strong background in science (although those with a strong background will also benefit greatly from this course). The intent of this course is to provide an integrated perspective of teaching science from pre-kindergarten through grade 5. 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 Core Curriculum Content 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. 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. Clinical practice hours required. Education majors only.

ED-563 Assessment and Treatment of Literacy Problems  Credits: 3
Prerequisite(s): EDL-503
Term Offered: All Terms
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 Secondary Mathematics Methods, Part I  Credits: 3
Prerequisite(s): ED-510, ED-550, and ED-552 and a minimum G.P.A. of 3.00
Term Offered: Fall Term
Course Type(s): None
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. The fieldwork component of the course requires clinical practice hours in a secondary public school mathematics classroom and provides candidates with opportunities to translate theory into practice. "Clinical practice hours required."

ED-565 Secondary Mathematics Methods Part II  Credits: 3
Prerequisite(s): ED-564 and a minimum G.P.A. of 3.00
Term Offered: Fall Term
Course Type(s): None
The second course in a sequence 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 instruction. 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. The fieldwork component of the course requires clinical practice hours in a secondary public school mathematics classroom and provides candidates with opportunities to translate theory into practice. Clinical practice hours required.

ED-566 Methods of Teaching Science at the Secondary Level I  Credits: 3
Prerequisite(s): ED-510, ED-550, and ED-552
Term Offered: Fall Term
Course Type(s): None
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 Core Curriculum Content Standards for science, this course will utilize projects, cases, and problems in real work 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. 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.

ED-567 Methods of Teaching Science at the Secondary Level II  Credits: 3
Prerequisite(s): ED-566
Term Offered: Fall Term
Course Type(s): None
Science methods for initial M.A.T. students at the secondary level is designed for those with a strong background in science. The intent of this course is to 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 Core Curriculum Content 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. This 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. Clinical Practice hours required.
ED-576  Teaching Social Studies at the Elementary Level  Credits: 3
Prerequisite(s): ED-510, ED-550, and ED-552
Term Offered: All Terms
Course Type(s): None
Introduces the P-8 teacher certification candidates to the social studies curriculum and methods. Emphasizes national and state standards for social studies education, cross-cultural integration, particularly world languages and culture, personal and social problem solving, situated cognition in social studies education learning. The essential elements of planning, instruction using technology, and assessment are explored to address the needs of culturally and linguistically diverse learners in social studies education. Clinical Practice is required. Education majors only.

ED-578  Methods of Teaching English at the Secondary Level  Credits: 3
Prerequisite(s): ED-510, ED-550, and ED-552
Term Offered: Fall Term
Course Type(s): None
As a component of the teach-education program, the intention is to introduce to future secondary English/Language Arts teachers the fundamental concepts of curriculum design and instructional planning. To also introduce a variety of approaches to curriculum design with an emphasis on the two distinct but important goals of language arts education: developing general literacy skills and discovering the inner joy of reading literature and using language as a tool for communication. Topics related to decision-making, classroom management, and instructional planning are treated in depth to help prospective teachers master the base competencies at the level of planning to fulfill the requirement for state and national certification. The course includes research-based pedagogical strategies for utilizing data to inform instruction. Education majors only.

ED-579  Teaching Social Studies and Cultural Education at the Secondary Level  Credits: 3
Prerequisite(s): ED-510, ED-550, and ED-552
Term Offered: Fall Term
Course Type(s): None
Introduces the middle-and secondary-level teacher certification candidate to social studies curriculum and methods. Emphasizes national and state standards for social studies education curriculum across the traditional social science disciplines. The course will also explore the philosophical and theoretical foundations of social studies education. It offers the candidates with practical strategies necessary for success in teaching culturally and linguistically diverse students and students with diverse learning needs, utilizing instructional technology, and using research and data to assess and inform instruction in the context of social studies. Education majors only.

ED-580  Secondary Social Studies Education Part II  Credits: 3
Prerequisite(s): ED-579
Term Offered: Fall Term
Course Type(s): None
Expands and further develops competencies covered in Part I. Instructional methodologies focusing on a constructivist and student-centered approach, using instructional technology, will be explored. Targets strategies for future secondary teachers to teach culturally and linguistically diverse students and students with diverse learning needs and to meet the New Jersey Core Curriculum Content Standards for Social Studies to include: infusing Economics and Geography into the curriculum, developing greater technology coalescence, extending cross-curriculum lesson plans, embracing a pluralistic approach, and expanding multicultural themes. Course design will foster the development of effective inquiry-based curriculum activities making active use of community-based resources and using research and assessment data to inform instruction in the context of social studies. Clinical Practice hours required.

ED-582  World Language Education  Credits: 3
Prerequisite(s): ED-529, ED-550, and FO-599
Term Offered: Fall Term
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-585 Methods of Teaching English at the Secondary Level Part II
Credits: 3
Prerequisite(s): ED-578
Term Offered: Fall Term
Course Type(s): None
A continuation of ED-578: Methods of Teaching English at the Secondary Level Part I. Part II 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 practice in the use of print and non-print texts and in the integration of the English Language Arts through clinical practice. The NCTE/ILA and the New Jersey Core Content Curriculum Standards will be an integral part of the course. The course includes research-based pedagogical strategies for teaching students with diverse needs, incorporating instructional technology into the classroom, and utilizing data to inform instruction. Clinical practice is required.

ED-586 Bilingual Education: Theories and Practices
Credits: 3
Prerequisite(s): ED-583
Term Offered: All Terms
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 Methods in K-12 Education
Credits: 3
Prerequisite(s): ED-510, ED-550, and ED-552 and a minimum G.P.A. of 3.00
Term Offered: Fall Term
Course Type(s): None
Deepens future K-12 school teachers’ understanding of the complexities of the curriculum and builds their competencies at the level of instructional implementation in specific subject areas. Focuses on a broad spectrum of instructional methodologies and techniques that are workable in today’s classroom. A constructivist approach to planning and instruction will be emphasized. The experiential component of the course provides the students with opportunities for clinical work in the classroom, strengthening competencies and deepening understanding. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilization data to inform instruction. Education majors only. Clinical Practice hours required.

ED-589 Methods of Teaching Elementary Physical Education and Health
Credits: 3
Prerequisite(s): ED-510, ED-550, and EDS-500 and a minimum G.P.A. of 3.00
Term Offered: All Terms
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. 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-510, ED-550, and EDS-550 and a minimum G.P.A. of 3.00
Term Offered: All Terms
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 statues. Education majors only.

ED-598 Special Topics in Education
Credits: 3
Term Offered: All Terms
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-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
Term Offered: All Terms
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: All Terms
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-616 Fundamentals of Curriculum Studies
Credits: 3
Term Offered: Fall 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
Term Offered: Summer Term
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
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.

ED-626 Assessment Practice Now and When
Credits: 3
Term Offered: All Terms
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  
**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:** Spring Term  
**Course Type(s):** None  
Emphasis on commercially available computer software; analysis and evaluation of software design and documentation. Continuation of children’s programming languages and word processing. Access to a microcomputer provided.

**ED-645 Theories and Practice of ESL Instruction**  
**Credits:** 6  
**Term Offered:** All Terms  
**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-658 Advanced Curriculum Studies**  
**Credits:** 3  
**Term Offered:** All Terms  
**Course Type(s):** ED CUR  
A comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.

**ED-670 Qualitative Research: Principles and Practices**  
**Credits:** 3  
**Term Offered:** Fall Term  
**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-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  
**Term Offered:** All Terms  
**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  
**Term Offered:** All Terms  
**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  
**Term Offered:** All Terms  
**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.
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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDL-502</td>
<td>Development and Learning in Early Childhood</td>
<td>3</td>
<td>None</td>
<td>All Terms</td>
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<tr>
<td>EDL-503</td>
<td>Literacy Instruction</td>
<td>3</td>
<td>None</td>
<td>All Terms</td>
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<tr>
<td>EDL-515</td>
<td>Advanced Literacy Instruction</td>
<td>3</td>
<td>EDFOU, MAT</td>
<td>All Terms</td>
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<tr>
<td>EDL-516</td>
<td>Literacy Strategies for All Learners I</td>
<td>3</td>
<td>None</td>
<td>Fall Term</td>
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<tr>
<td>EDL-517</td>
<td>Literacy Strategies for All Learners II</td>
<td>3</td>
<td>None</td>
<td>Spring Term</td>
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<tr>
<td>EDL-521</td>
<td>Early Childhood Family, School and Community Collaboration in a Diverse Society</td>
<td>3</td>
<td>None</td>
<td>All Terms</td>
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<tr>
<td>EDL-522</td>
<td>Early Literacy and Language Development</td>
<td>3</td>
<td>None</td>
<td>All Terms</td>
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<tr>
<td>EDL-525</td>
<td>Multicultural Literature and Literacy</td>
<td>3</td>
<td>None</td>
<td>Spring Term</td>
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<tr>
<td>EDL-526</td>
<td>Strategies for Teaching Writing, K-12</td>
<td>3</td>
<td>None</td>
<td>Summer Term</td>
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<tr>
<td>EDL-527</td>
<td>Literacy Trends and Issues</td>
<td>3</td>
<td>None</td>
<td>Fall Term</td>
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</table>

*Course Type(s) definitions:
- **EDFOU**: Educational Foundations and Pedagogical Understandings
- **MAT**: Mathematics and Technology
- **OL**: Online Learning

**Prerequisites:**
- **ED-822**: Required for EDL-516
- **Prerequisite(s): EDL-516** for EDL-517

**Course Descriptions:**
- **EDL-502 Development and Learning in Early Childhood**: Studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age eight. Typical and atypical development of young children is addressed through a multicultural perspective. Developmental factors that impact learning in preschool and the primary grades are emphasized. Approaches to learning grounded in developmental theory are presented with an emphasis on developmentally appropriate practice.
- **EDL-503 Literacy Instruction**: 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**: 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**: 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**: 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**: Focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. 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. 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**: Focuses on the early literacy and language development of regular and special education children, ages three through eight. The content includes the study of the 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.
- **EDL-525 Multicultural Literature and Literacy**: Focuses on multicultural literature and how it is integrated into a classroom and/or school-wide literacy program. A wide array of multicultural literature and other genres for children and young adults will be presented, studied and integrated into a Teacher Work Sample. Coaching colleagues and paraprofessionals is emphasized.
- **EDL-526 Strategies for Teaching Writing, K-12**: 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**: 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.
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<tbody>
<tr>
<td>EDL-551</td>
<td>The In's and Out's and Do's and Don'ts of Embracing Technology Tools in the Classroom</td>
<td>3</td>
<td>All Terms</td>
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<td>EDL-552</td>
<td>Creative Technology: Utilizing Technology to Ignite a Passion for Learning</td>
<td>3</td>
<td>All Terms</td>
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<td>EDL-553</td>
<td>Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom</td>
<td>3</td>
<td>Spring Term</td>
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<td>EDL-551 and EDL-552</td>
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<tr>
<td>EDL-554</td>
<td>A Proactive Approach to Technology Implementation Across the Curriculum</td>
<td>3</td>
<td>Spring Term</td>
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<td>EDL-551 and EDL-552</td>
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<tr>
<td>EDL-555</td>
<td>Early Childhood Curriculum Assessment for Inclusive Environments</td>
<td>3</td>
<td>All Terms</td>
<td>None</td>
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<tr>
<td>EDL-556</td>
<td>Diagnosis and Remediation of Literacy Problems I, Secondary</td>
<td>3</td>
<td>All Terms</td>
<td>None</td>
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<tr>
<td>EDL-557</td>
<td>Current Topics in Educational Psychology</td>
<td>3</td>
<td>All Terms</td>
<td>None</td>
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<tr>
<td>EDL-558</td>
<td>Methods of Teaching Language Arts and Content Literacy at the Elementary Level</td>
<td>3</td>
<td>All Terms</td>
<td>None</td>
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</table>

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.

Focuses 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.

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.

Focuses on the literacy instruction of regular and special education children, including those from linguistically diverse backgrounds in grades P-6, across various content areas. Ongoing assessment and instructional strategies will be explored in various engaging, literate, educational settings. Education majors only. Clinical practice hours required.
EDL-585 Practicum in Literacy  Credits: 3
Prerequisite(s): EDL-515, EDL-564 and EDL-565
Term Offered: All Terms
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.