CURRICULUM AND INSTRUCTION

Chair: Ruth Morris, Department of Curriculum and Instruction

Programs are designed to provide a strong liberal arts or sciences background, a subject area major, a behavioral/social science sequence, and significant professional preparation for an elementary teacher (K–6), an elementary teacher with subject matter specialization (K–8), and a subject area (K–12) teacher.

Students with aspirations to earn certification as an elementary teacher are required to simultaneously complete the requirements of both the BA program in Education and one of the BA programs in Anthropology, Art, English, English/Creative Writing, Foreign Languages/Spanish, History, History/Political Science, Music, or Political Science; or to simultaneously complete the requirements of both the BS program in Education and one of the BS programs in Biology, Chemistry, or Mathematics. Students in these programs will have two academic advisors—one in each department. Students can also choose to pursue a BA in Interdisciplinary Studies for Elementary Educators. Students in this program will have one academic advisor from the School of Education.

Students with career objectives to earn certification in a subject area, K–12, are required to simultaneously complete the requirements of both the BA program in Education and one of the BA programs in Art, English, English/Creative Writing, Foreign Languages/Spanish, History, History/Political Science, Music, or Political Science; or to simultaneously complete requirements of both the BS program in Education and one of the BS programs in Biology, Chemistry, Chemistry (physical science), Health/Physical Education, or Mathematics. Students will have two academic advisors—one in each department.

Students wishing to enhance their academic program and expand their education may choose an undergraduate endorsement:

- English as a Second Language (ESL);
- Teacher of Students with Disabilities (TSD);
- Middle School (5-8) Endorsement (available to Elementary K-6 majors in English, Math, Science, or Social Studies); or
- Early Childhood - P-3 (available to Elementary K-6 only).

One or more of these endorsements may be combined with a student’s academic program.

Internal Progression Requirements

Students must meet New Jersey State mandated progression requirements beginning an education program at Monmouth University. This will require students to have a 3.0 grade point average (GPA), achieve a passing score on the Praxis Core Academic Skills for Educators (CORE) (or achieve a score as regulated by the State of New Jersey that is “approximately equal to the top third percentile score for all test takers in the year the respective test was taken”) and send a completed assessment of written and oral communication skills to the School of Education. Students must also complete the professional education components at Monmouth University and meet current standards of the Monmouth University School of Education and the New Jersey Department of Education. The program includes field experiences beginning in the sophomore year, increasing in intensity during the junior and senior years, and culminating in full-time clinical practice (i.e., student teaching) in the second semester of their senior year. Students are required to maintain a 3.0 GPA. Undergraduate students in the School of Education must receive a minimum grade of “C” in all required Education courses. If a grade below “C” is earned, that course must be retaken and will follow the rules set forth in this catalog referencing “Repeating a Course (http://catalog.monmouth.edu/undergraduate-catalog/academic-programs-support-services-regulations/academic-regulations/repeat-policy-repeating-course)”. Transfer students must have a minimum GPA of 2.75 and will have one semester of provisional status pending their attainment of a 3.0 GPA. Transfer students will be permitted to take one or two education courses as appropriate in the first semester. Transfer students may transfer a maximum of six (6) professional education credits from a two-year institution. Please refer to the Internal Progression Requirements in the paragraph above for additional State-mandated progression requirements.

Applications for clinical practice (student teaching) must be submitted to the Office of Certification, Field Placements, and School Partnerships for fall and spring placements. At this time, students are screened to ensure that they have met the academic and professional standards required for State certification. Students must pass the appropriate Praxis II examinations prior to student teaching and receive passing scores as a requirement for State certification. Candidates seeking Spanish or Chinese certification must also earn a passing score on the appropriate Official Oral Proficiency Interview (OPI) prior to clinical practice. English as a Second Language (ESL) candidates must earn a passing score on the official English OPI and English Writing Proficiency Test (WPT) for certification.

Programs

Majors

- B.A. in Anthropology and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/anthropology-education-ba-endorsement-elementary-education)
- B.A. in Anthropology and Education with Endorsements in P-3 and Teacher of Students with Disabilities (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/anthropology-education-ba-endorsements-p-3-teacher-students-disabilities)
- B.A. in Art and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/art-education-ba-endorsement-elementary-education)
- B.A. in Art and Education with Endorsement in K-12 Education in Art (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/art-education-ba-endorsement-k-12-education-art)
- B.A. in English and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-education-endorsement-elementary-education)
• B.A. in English and Education with Endorsements in P-3 and Teacher of Students with Disabilities (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-education-ba-endorsements-p-3-teacher-students-disabilities)

• B.A. in English/Creative Writing and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-creative-writing-education-ba-endorsement-elementary-education)

• B.A. in English/Creative Writing and Education with Endorsement in Secondary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-creative-writing-education-ba-endorsement-secondary-education)

• B.A. in English/Creative Writing and Education with Endorsements in P-3 and Teacher of Students with Disabilities (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-creative-writing-education-ba-endorsements-p-3-teacher-students-disabilities)

• B.A. in Foreign Languages/Spanish and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/foreign-languages-spanish-education-ba-endorsement-elementary-education)

• B.A. in Foreign Languages/Spanish and Education with Endorsement in K-12 Education in Spanish (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/foreign-languages-spanish-education-ba-endorsement-k12-education-spanish)

• B.A. in Foreign Languages/Spanish and Education with Endorsements in P-3 and Teacher of Students with Disabilities (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/foreign-languages-spanish-education-ba-endorsements-p-3-teacher-students-disabilities)

• B.A. in History and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/history-education-ba-endorsement-elementary-education)


• B.A. in History and Education with Endorsements in P-3 and Teacher of Students with Disabilities (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/history-education-ba-endorsements-p-3-teacher-students-disabilities)

• B.A. in History/Political Science Interdisciplinary & Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/history-political-science-interdisciplinary-education-ba-endorsement-elementary-education)


• B.A. in Interdisciplinary Studies for Elementary Educators (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/interdisciplinary-studies-education-ba-elementary-educators)

• B.A. in Music and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/music-education-ba-endorsement-elementary-education)

• B.A. in Music and Education with Endorsement in K-12 Education in Music (http://catalog.monmouth.edu/undergraduate-catalog/education/music-education-ba-endorsement-k12-education-music)

• B.A. in Music and Education with Endorsements in P-3 and Teacher of Students with Disabilities (http://catalog.monmouth.edu/undergraduate-catalog/education/music-education-ba-endorsements-p-3-teacher-students-disabilities)

• B.A. in Political Science and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/political-science-education-ba-endorsement-elementary-education)


• B.S. in Biology and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/biology-education-bs-endorsement-elementary-education)


• B.S. of Science in Health/Physical Education and Education with Endorsement in K-12 Education in Health/Physical Education (http://catalog.monmouth.edu/undergraduate-catalog/education/music-education-ba-endorsement-k12-education-physical-education)

• B.S. in Mathematics and Education with Endorsement in Elementary Education (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/mathematics-education-bs-endorsement-elementary-education)


### Additional Endorsements Available

#### Add-On to Elementary

- Teacher of Students with Disabilities (TSD) (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/teacher-students-disabilities-tsd-elementary-endorsement)
Add-On to Secondary

- Teacher of Students with Disabilities (TSD) (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/teacher-students-disabilities-tsd-secondary-endorsement)

Add-On to K-12

- Teacher of Students with Disabilities (TSD) (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/teacher-students-disabilities-tsd-k-12-endorsement)
- English as a Second Language (ESL) (http://catalog.monmouth.edu/undergraduate-catalog/education/curriculum-instruction/english-second-language-esl-k-12-endorsement)

Faculty

Judith Bazler, Professor (Graduate Faculty). BS, Northern Illinois University; MEd, EdD, University of Montana. Specialty is curriculum design and science education and informal science (e.g., museums). Founder of the Smart Discovery Center, Bethlehem, Pennsylvania. jbazler@monmouth.edu

Antonio Estudillo, Assistant Professor (Graduate Faculty). BS, Washington State University; MA, Gonzaga University; MS, PhD, Indiana University. Professional interests include educational foundations and diversity. aestudil@monmouth.edu

John Henning, Professor (Graduate Faculty). Dean of the School of Education. BS, Pennsylvania State University; MEd, Kent State University; AD, Stark State College; PhD, 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. jhenning@monmouth.edu

Jiwon Kim, Assistant Professor (Graduate Faculty). BA, Dong-Guk University; MS, Case Western Reserve University; PhD, Purdue University. Research interests include social studies education and foundations of education with a specific focus on the philosophy of education. jkim@monmouth.edu

Ruth Morris, Lecturer and Chair. BS, Evangel University; MEd, EdD, Walden University. Professional interests include emergent and bilingual writing development, self-efficacy in writing development, and teacher leadership in early childhood.

Kerry Rizzuto, Assistant Professor (Graduate Faculty). MA, Brooklyn College, EdD, 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, Assistant Professor (Graduate Faculty). BS, MEd, East Stroudsburg University, PhD, Indiana University of Pennsylvania. Professional interests include multimodality, multiliteracies, graphic novels in academic contexts, and popular culture. aromagno@monmouth.edu

Lilly Steiner, Associate Professor (Graduate Faculty). BA, University of Wisconsin; MA, University of North Dakota; EdD, Boston University. Research interests include family literacy and creating strong home-school partnerships. lsteiner@monmouth.edu

Chiu-Yin Wong, Associate Professor (Graduate Faculty). BA, Brigham Young University; MA, PhD, 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, Assistant Professor (Graduate Faculty). BS, MS, Bogazici University, Istanbul, Turkey; MS, University of Amsterdam; PhD, Clemson University. vzambak@monmouth.edu

Courses

ED-EDTPA  Educator Preparation Voucher Fee Credits: None
Term Offered: All Terms
Course Type(s): None
Educator Preparation Voucher Fee for Undergraduate Students.

ED-050  English as a Second Language Instruction for Undergraduate International Students Credits: None
Term Offered: All Terms
Course Type(s): None
This is a pass/fail course.

ED-101  Transition to College Credits: 1
Prerequisite: Permission of the instructor.
Term Offered: All Terms
Course Type(s): None
The identification and management of the academic and socio-emotional issues confronting the student during the transitional stage from secondary to post-secondary education.
ED-250  Psychological and Philosophical Foundations of Education
Credits: 3
Prerequisites: sophomore standing, and a minimum G.P.A. of 3.00.
Term Offered: All Terms
Course Type(s): None
Enhances a teacher candidate's background in principles and practices of elementary and secondary education, including curriculum planning, assessment, procedures, instructional technology, culturally and linguistically diverse students, diverse learning needs, classroom management, core curriculum standards, and school organization. Relevant information about national and state standards will be addressed. Social, historical, political, psychological, and philosophical foundations of education are examined. Observation and participation in actual classroom procedures are required through structural experiences. Clinical Experience hours required. Education majors only.

ED-299  Ind Study in Education
Credits: 3
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.

ED-300  Education and Culture
Credits: 3
Prerequisite: A minimum GPA of 3.00.
Term Offered: Spring Term
Course Type(s): GU
Offers students the opportunity to become immersed in educational, cultural, and historical contexts while exploring contemporary issues relevant to various countries or regions. Students will be introduced to cross-cultural issues within that country. They will expand their understanding of the focus country; especially its educational practices, as they gain an immersive experience related to education, history, culture, art, and literature through travel and through participating in volunteer work in a school setting. Students in this course examine another culture in order to gain experience which may transform not only their understanding of that culture, but the way in which they understand culture in general. Not open to freshmen.

ED-319  Content Literacy
Credits: 3
Prerequisites: ED-250; EN-101 and EN-102 or permission of the instructor, and a minimum GPA of 3.00.
Term Offered: All Terms
Course Type(s): EX5, WT
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 included 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-320  Teaching Students with Diverse Needs
Credits: 3
Prerequisites: ED-250; EN-101 and EN-102 or permission of the instructor, and a minimum GPA of 3.00.
Term Offered: All Terms
Course Type(s): RD, WT
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-327  Theories and Practice of ESL Instruction Part I
Credits: 3
Prerequisites: ED-320 and a minimum G.P.A. of 3.00.
Term Offered: All Terms
Course Type(s): None
With an emphasis on teaching English as a Second Language through content, part one of 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 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. Education majors only.

ED-328  Theories and Practice of ESL Instruction Part II
Credits: 3
Prerequisites: ED-327 or ED-374, EN-442 and a minimum G.P.A. of 3.00.
Term Offered: All Terms
Course Type(s): None
A continuation of ED-327 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 standard-based content and ESL teaching program. Reflective practice is an integral part. Clinical Hours required.

ED-331  Music for the Child
Credits: 2
Prerequisites: MU-151 and MU-218.
Term Offered: Fall Term
Course Type(s): None
Focus on methods and materials of teaching in the elementary school (K-8): singing, rhythmic expression, listening, use of simple instruments, and correlating music with other areas of learning. It will include pedagogical strategies related to teaching linguistically diverse students, students with diverse needs, using instructional technology and using data to inform instruction. For Music majors only. Also listed as MU-331. Clinical Hours required.

ED-333  The Teaching of Music in the Secondary School
Credits: 2
Prerequisites: MU-151 and MU-218.
Term Offered: Spring Term
Course Type(s): None
Study and application of appropriate concepts, methods, skills, and materials for secondary-school music teachers. It will include pedagogical strategies for teaching linguistically diverse students, those with special needs using instructional technology and using data to inform instruction. For Music majors only. Clinical Hours required. Also listed as MU-333.
ED-336  Applied Linguistics for the Language Educator  Credits: 3
Prerequisite: A minimum G.P.A. of 3.00.
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. Clinical Hours required.

ED-351  Methods of Teaching Art I  Credits: 3
Prerequisites: AR-114, AR-116, and AR-192 and a minimum GPA of 3.00.
Term Offered: Fall Term
Course Type(s): None
The history and philosophy of art education; the construction of art curricula and the exploration of teaching methods; media and tools appropriate for the educational level. Methods I deals with the needs of the elementary school child. 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 Hours required. Open to Education majors only. Also listed as AR-351.

ED-352  Methods of Teaching Art II  Credits: 3
Term Offered: All Terms
Course Type(s): None
The history and philosophy of art education; the construction of art curricula and the exploration of teaching methods; media and tools appropriate for the educational level. Methods II deals with the needs of the adolescent. 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 Hours required. Open to Education majors only. Also listed as AR-352.

ED-360  Methods of Teaching Elementary Mathematics  Credits: 3
Prerequisites: MA-103 or MA-203, EDL-326, and a minimum G.P.A. of 3.00.
Term Offered: All Terms
Course Type(s): EX5
ED-360 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-361  Methods of Teaching Science for Elementary School  Credits: 3
Prerequisites: EDL-326 and a minimum GPA of 3.00.
Term Offered: All Terms
Course Type(s): EX5
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.

ED-362  Teaching Elementary Social Studies  Credits: 3
Prerequisites: EDL-326 and a minimum G.P.A. of 3.00.
Term Offered: All Terms
Course Type(s): EX5
Introduces elementary teacher certification candidates to the social studies curriculum and methods. Course content will emphasize national and state standards for social studies education, cross-curriculum integration, particularly world languages and culture, personal and social problem solving, and situated cognition in social studies education. The essential elements of planning, instruction using technology, and assessment based on research and data are explored to teach culturally and linguistically diverse learners and students with diverse learning needs in social studies education. Clinical Practice hours required. Not open to Art majors.

ED-365  Secondary Mathematics Methods, Part I  Credits: 3
Prerequisites: ED-319 or EDL-327, EDL-320, and a minimum GPA of 3.00.
Term Offered: Fall Term
Course Type(s): EX5
Focus will be 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 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-366 Secondary Mathematics Methods, Part II Credits: 3
Prerequisites: ED-319 or EDL-327, ED-320, ED-365, and a minimum GPA of 3.00.
Term Offered: Fall Term
Course Type(s): EX5
ED-366 is 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 secondary public school mathematics classroom and provides candidates with opportunities to translate theory into practice. Education majors only. Clinical Practice hours required.

ED-367 Teaching Language Arts at the Secondary Level Part I Credits: 3
Prerequisites: ED-319 or EDL-327, and a minimum G.P.A. of 3.00.
Term Offered: Fall Term
Course Type(s): EX5
As a component of the teacher-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.

ED-368 Teaching Language Arts at the Secondary Level Part II Credits: 3
Prerequisites: ED-367 and a minimum G.P.A. of 3.00.
Term Offered: Fall Term
Course Type(s): EX5
A continuation of ED-367: Teaching Language Arts at the Secondary Level Part I. Part II provides in-depth preparation to teach 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 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 hours required.

ED-369 Methods of Teaching Science for the Secondary Teacher Part I Credits: 3
Prerequisites: ED-319 or EDL-327, and a minimum GPA of 3.00.
Term Offered: Fall Term
Course Type(s): EX5
Science methods for middle- and secondary-education students is designed for those with a background in science. The intent is to provide an integrated perspective of teaching science from grade 5 through grade 12. It also provides 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, it 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.

ED-370 Methods of Teaching Science for the Secondary Teacher Part II Credits: 3
Prerequisites: ED-369 and a minimum G.P.A. of 3.00.
Term Offered: Fall Term
Course Type(s): EX5
Science methods for middle- and secondary-education students is designed for those with a background in science. The intent is to provide an integrated perspective of teaching science from grade 5 through grade 12. Also 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, it 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. Limited to Education majors.

ED-371 Teaching Social Studies at the Secondary Level Part I Credits: 3
Prerequisites: ED-319 or EDL-327 and a minimum G.P.A. of 3.00.
Term Offered: Fall Term
Course Type(s): EX5
Introduces the middle- and secondary-level teacher certification candidate to social studies curriculum and methods. Course content will emphasize 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 provides the candidate 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.
ED-372  Teaching Social Studies at the Secondary Level Part II  Credits: 3  
Prerequisites: ED-371 and a minimum GPA of 3.00.  
Term Offered: Fall Term  
Course Type(s): EX5  
Expands and further develops competencies. 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. Fosters 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. Education majors only.

ED-374  Issues and Practices in World Language Education Part II  Credits: 3  
Prerequisites: ED-320 and a minimum G.P.A. of 3.00.  
Term Offered: Fall Term  
Course Type(s): EX5  
Issues and practices in world language curriculum and instruction. Fieldwork required. Designed to expand future world language teachers' understanding of the complexities of the content-based instruction in curriculum design and strengthen their competencies with a focus on standard-based language instruction that addresses the national and state standards. A wide range of world language instructional materials, instructional technology, services, and assessment measures will be introduced and practiced. The experiential component of the course provides the students with opportunities for hands-on experiences for deepening understanding and strengthening competencies. For Education majors only. Clinical Practice hours required.

ED-377  Integrated K-12 Teaching Methods  Credits: 3  
Prerequisites: ED-319, ED-320 and a minimum GPA 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 utilizing data to inform instruction. Clinical Practice hours required. Education majors only.

ED-378  Methods of Teaching Health K-12  Credits: 3  
Prerequisites: ED-320 and a minimum G.P.A. of 3.00.  
Term Offered: All Terms  
Course Type(s): HEPE  
Focus will be on the planning, development, and teaching of health education in K-12 settings. Emphasis will be placed on using recent data and contextual information to design instruction that focuses on the importance of a skill-based approach to health education. Future professionals 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. Clinical practice hours required in accordance with New Jersey state statues. Education majors only.

ED-379  Methods of Teaching Physical Education K-12  Credits: 3  
Prerequisites: ED-320 and a minimum G.P.A. of 3.00.  
Term Offered: Fall Term  
Course Type(s): HEPE  
Focus will be on methods for teaching physical education in K-12 settings. Future professionals 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. Clinical Practice hours required in accordance with New Jersey state statues. Education majors only.

ED-380  Middle Level Learning and Teaching  Credits: 3  
Prerequisites: ED-250, ED-320, and a minimum GPA of 3.00.  
Term Offered: Spring Term  
Course Type(s): EX5  
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 and to structure and implement learning experiences that effectively promote academic achievement and personal growth for all middle-grade students. 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 Experience hours required.

ED-398  Special Topics in Education (300 Level)  Credits: 1-3  
Prerequisites: As announced in the course schedule and a minimum GPA of 3.00.  
Term Offered: All Terms  
Course Type(s): None  
An intensive study of a particular subject or problem in education to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

ED-399  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.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Requirements</th>
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<tbody>
<tr>
<td>ED-416</td>
<td>Clinical Practice</td>
<td>8</td>
<td>Prerequisites: Passing the appropriate state required teacher examinations, Senior standing, approval of the department, and a minimum GPA of 3.00. Corequisite: ED-EDTPA. Term Offered: All Terms Course Type(s): EX5 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 (NJSL) 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. Limited to Education majors.</td>
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<tr>
<td>ED-416S</td>
<td>Clinical Practice Seminar</td>
<td>1</td>
<td>Prerequisite: A minimum G.P.A. of 3.00. Term Offered: All Terms Course Type(s): None A one-credit seminar to be taken in conjunction with Clinical Practice. Education majors only.</td>
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<tr>
<td>ED-427</td>
<td>The Teaching of World Languages</td>
<td>3</td>
<td>Term Offered: Spring Term Course Type(s): None This course is designed to prepare the World Language teacher candidate's understanding of the ACTFL performance guidelines and standards together with their application and assessment in the classroom. Various modes of teaching language will be explored including meaningful integration of the ACTFL 5 C's and Integrated Performance Assessments into each lesson. Professional development is explored and students must complete a professional Development Plan that includes joining professional affiliations. Preparation for the edTPA is included in this course with one lesson in the target language to be presented and videotaped in class for self and group assessment. This course will include pedagogical strategies related to teaching linguistically diverse students, students with diverse needs, using instructional technology and using data to inform instruction. These components provide the students with valuable pre-teaching experiences that will strengthen understanding of teaching strategies and capabilities. Also listed as FO-427. Clinical Hours are required.</td>
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<tr>
<td>ED-428</td>
<td>Culturally and Linguistically Responsive Teaching</td>
<td>3</td>
<td>Prerequisites: ED-250 and a minimum G.P.A. of 3.00. Term Offered: All Terms Course Type(s): OL Students will focus on two aspects of culturally and linguistically responsive and relevant instruction. The first aspect is the focus on equity and diversity and the second aspect concentrates on pedagogy for infusing culturally and linguistically responsive teaching into instruction. 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 incorporating instructional technology into the classroom and utilizing data to inform instructions.</td>
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<tr>
<td>ED-498</td>
<td>Special Topics in Education (400 Level)</td>
<td>1-3</td>
<td>Prerequisites: As announced in the course schedule and a minimum GPA of 3.00. Term Offered: All Terms Course Type(s): None An intensive study of a particular subject or problem in education to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.</td>
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<tr>
<td>ED-499</td>
<td>Independent Study in Education</td>
<td>1-3</td>
<td>Prerequisite: Prior permission of the directing professor and department chair 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. Application must be filed before registration.</td>
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<tr>
<td>EDL-201</td>
<td>Educational Psychology</td>
<td>3</td>
<td>Term Offered: All Terms Course Type(s): None A foundation course for all education majors. An understanding of the learning and teaching processes is fundamental to future educators. As such, it is essential that educators acquire knowledge regarding cognitive development, prominent educational philosophies and theories, motivation, classroom management, and effective teaching. The purpose of this course is to learn to apply basic research and theories from the field of psychology to the practice of teaching. This course will focus on how the theoretical and empirical knowledge about human development, cognition, and learning can be applied to schools and other educational settings. Given the impact of technology on learning, this course will also include technology applications. The main project for this course involves engaging in service-learning. Service-Learning broadly combines academic knowledge, service activities, and critical reflection. Service Learning hours required. Education majors only. Not open to students who have passed PY-201.</td>
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<tr>
<td>EDL-206</td>
<td>Child and Adolescent Development</td>
<td>3</td>
<td>Prerequisite: A minimum GPA of 3.00. Term Offered: All Terms Course Type(s): None Focuses on the 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. Education majors only.</td>
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<tr>
<td>EDL-280</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
<td>A minimum G.P.A. of 3.00. Clinical Practice hours required.</td>
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<td>This is an introductory course, which examines the historical, philosophical, and theoretical foundations of early childhood education. The course will cover major aspects of the physical, socio-emotional, and cognitive development of young children from birth to 8 years of age. The course addresses major theories and concepts of child development, early childhood ethics and professionalism, developmentally appropriate practice, diverse early childhood curriculum and programs, inclusion and special needs, the use of technology, the use of data (formative and summative) to inform instruction, and home-school partnerships. The course covers the tenets of culturally responsive teaching in order to meet the needs of culturally and linguistically diverse children.</td>
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<tr>
<td>EDL-325</td>
<td>Language and Early Literacy Development, Birth Through Kindergarten</td>
<td>3</td>
<td>A minimum G.P.A. of 3.00.</td>
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<td>This course, which involves a field experience, focuses on language development and early literacy of regular, special education, and young learners from culturally and linguistically diverse backgrounds, birth to kindergarten. The content includes the study of theories and acquisition of language development and literacy, the appropriate development and assessment of language and early literacy, using the results of the assessment and other formative and summative data to inform instruction, methods for engaging and motivating all young learners, the appropriate use of technology with young learners, and strategies for involving families and community members. Clinical Practice required.</td>
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<tr>
<td>EDL-326</td>
<td>Literacy Instruction in K-6 Educational Settings I</td>
<td>3</td>
<td>ED-250 and a minimum G.P.A. of 3.00.</td>
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<td>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 required.</td>
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<tr>
<td>EDL-327</td>
<td>Literacy Instruction in K-6 Educational Settings II</td>
<td>3</td>
<td>EN-101 and EN-102 or permission of the instructor, and a minimum G.P.A. of 3.00.</td>
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<td>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. Clinical Practice hours required. Education majors only.</td>
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<td>EDL-333</td>
<td>Family Partnerships in Early Childhood Settings</td>
<td>3</td>
<td>EN-101 and EN-102 or permission of the instructor, and a minimum G.P.A. of 3.00.</td>
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<td>The course will cover the history and significance of family and community involvement in early childhood education: An overview of perspectives regarding family diversity, parent-professional partnerships and communication, early intervention and special education services, and the legal and ethical rights of diverse contemporary families of young children. Contextual factors, social, cultural, racial, exceptionality, and environment, known to impact learning, will be addressed with an approach to develop the skills and knowledge needed for teachers to create positive working relationships with families and communities. The use of appropriate data to inform instruction and a funds of knowledge (Moll, 1992) will be addressed. The appropriate use of technology in order to assist families in diverse ways to supplement classroom instruction at home will also be discussed. Limited to Education majors.</td>
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<td>EDL-363</td>
<td>Early Childhood Curriculum and Methods</td>
<td>4</td>
<td>A minimum G.P.A. of 3.00.</td>
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<td>This course will examine basic principles and current research on early childhood curricula. The focus of the course is on designing an integrated, developmentally appropriate curriculum in order to strengthen all aspects of all children's development, including cognitive, language, social, emotional, and physical capabilities. The course will also address the appropriate teaching methods that meet children's individual, and developmental needs, with an emphasis on culturally responsive teaching in order to address the needs of linguistically and culturally diverse students as well as any students who have special education needs. The use of technology in order to collect formative summative data will also be addressed. Additionally, the results of the data collected to inform instruction will be addressed. The course will also focus on the importance of observation and authentic assessment in curriculum planning. The course will also address the use of creative play to support children's learning and development in early childhood settings, including the use of technology to support play and learning. Clinical Practice hours required.</td>
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