

EDUCATION (ED)

ED-050 English as a Second Language Instruction for Undergraduate International Students **Credits: None**

Term Offered: Spring Term
Course Type(s): None
This is a pass/fail course.

ED-101 Transition to College **Credits: 1**

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. Permission of the instructor is required to take this course.

ED-250 Psychological and Philosophical Foundations of Education **Credits: 3**

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. Service learning hours required. Education majors only.

ED-299 Independent Study in Education **Credits: 3**

Term Offered: Summer Term
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.

ED-300 Education and Culture **Credits: 3**

Term Offered: Spring Term
Course Type(s): ADS, 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. This course may be repeated once for credit. A minimum G.P.A. of 3.00 is required to take this course.

ED-315 Digital Media and Instructional Technology Skills for Teachers **Credits: 3**

Term Offered: All Terms
Course Type(s): TL
Aims to introduce teacher-candidates to computer science concepts and recent instructional technologies to support teaching and learning processes in K-12 classrooms. The course focuses on teacher-candidates' exploration and evaluation of technology-enhanced applications. Teacher-candidates learn how to use digital media, technologies, and interactive games to support their instructional strategies and student learning, enhance classroom management, aid formative and summative assessment techniques, and communicate professionally.

ED-319 Content Literacy and Assessment **Credits: 3**

Prerequisite(s): ED-250; EN-101 and EN-102, Clinical Experience Hours Required, and a minimum G.P.A. of 3.00.
Term Offered: All Terms
Course Type(s): EX5, WT
Designed to focus on the development of students' reading, writing, and speaking skills as they are used in specific K-12 and secondary academic content areas, this course uses a backward design model to integrate discussions of assessment with content area literacy. It emphasizes the implementation of both teaching and learning strategies to develop K-12 students' gradual disciplinary language development, fostering their abilities to be independent learners and disciplinary communicators. The course includes research-based pedagogical strategies for teaching linguistically diverse students and teaching students with diverse learning needs. Limited to Education majors.

ED-320 Teaching Emergent Multilinguals in an Inclusive Classroom **Credits: 3**

Prerequisite(s): ED-250, EN-101 and EN-102, and a minimum G.P.A. of 3.00
Term Offered: All Terms
Course Type(s): RD, WT
This Writing Intensive course is offered to address issues and research-based pedagogical strategies of teaching Emergent Multilingual Students in today's mainstream classrooms. Teacher candidates will explore a variety of instructional strategies and develop cultural knowledge and its application in teaching Emergent Multilingual Learners. The course also includes incorporating instructional technology into the classroom, and utilizing data to inform instruction. Clinical Experience Hours Required. Education majors only. Prerequisites: ED-250, EN-101 and 102, and a minimum G.P.A. of 3.00

ED-327 Theories and Practice of ESL Instruction Part I **Credits: 3**

Prerequisite(s): ED-320 and a minimum GPA 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

Prerequisite(s): 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

Prerequisite(s): MU-151 and MU-218

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

Prerequisite(s): 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

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. Students must have a minimum G.P.A. of 3.00 to register for this course.

ED-351 Methods of Teaching Art I Credits: 3

Prerequisite(s): AR-114, AR-116, AR-192, and ED-320 and a minimum G.P.A. of 3.00.

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 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. Also listed as AR-351.

ED-352 Methods of Teaching Art II Credits: 3

Prerequisite(s): ED-351 or AR-351 and Minimum G.P.A. of 3.0.

Term Offered: Spring 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 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. Also listed as AR-352.

ED-360 Methods of Teaching Elementary Mathematics Credits: 3

Prerequisite(s): 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

Prerequisite(s): ED-320, EDL-326 and a minimum G.P.A. 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-365 Methods of Teaching Mathematics at the Secondary Level**Credits: 3**

Prerequisite(s): ED-319 or EDL-327, and ED-320 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): EX5

ED-365 focuses on the teaching of secondary mathematics. It is intended to deepen future secondary school teachers' understanding of the secondary mathematics curriculum and build their competencies at the level of instructional implementation. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instructions. Essential elements of effective instruction, including inquiry-based learning, implementing tasks that promote reasoning and problem-solving, assessment, facilitating meaningful mathematical discourse, eliciting and using evidence of student thinking, grouping strategies and effective questioning are explored as these are techniques utilized to bring conceptual understanding of mathematics to all learners. Education majors only.

ED-367 Methods of Teaching English at the Secondary Level Credits: 3

Prerequisite(s): ED-319 or EDL-327 and a minimum G.P.A. of 3.00,

Education Majors Only

Term Offered: All Terms

Course Type(s): EX5

Provides in-depth preparation to teacher candidates desiring to teach English/Language Arts at the secondary level by extending the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Teacher candidates will have increased opportunities to apply theory and refine practices in the use of print and non-print texts and in the integration of the English Language Arts. New Jersey Professional Standards for Teachers (NJPSTs) will be an integral part of the course. Candidates are required to complete a 100 hour practicum in a local school. Education Majors Only.

ED-369 Methods of Teaching Science at the Secondary Level Credits: 3

Prerequisite(s): ED-319 or EDL-327 and a minimum G.P.A. of 3.00

Term Offered: Fall Term

Course Type(s): EX5

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

ED-371 Methods of Teaching Social Studies at the Secondary Level**Credits: 3**

Prerequisite(s): ED-319 or EDL-327 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): EX5

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

ED-374 Issues and Practices in World Language Education Part II**Credits: 3**

Prerequisite(s): 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**

Prerequisite(s): ED-319, ED-320 and a minimum G.P.A. of 3.00

Term Offered: All Terms

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 Elementary Physical Education and Health Credits: 3

Prerequisite(s): ED-320 either as a prerequisite or corequisite, and a minimum G.P.A. of 3.00
 Term Offered: Spring Term
 Course Type(s): HEPE
 Focus on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for PreK-5 students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and PreK-5 students. Clinical practice hours are required in accordance with New Jersey state statutes. Education majors only.

ED-379 Methods of Teaching Secondary Physical Education and Health Credits: 3

Prerequisite(s): ED-320 as either a prerequisite or corequisite, and a minimum G.P.A. of 3.00
 Term Offered: Fall Term
 Course Type(s): HEPE
 Focus on the planning, implementing, and assessing of competency-based physical education and skill-based health in secondary 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 secondary 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 6-12 grade students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and 6th-12th grade students. Clinical practice hours are required in accordance with New Jersey state statutes. Education majors only. Prerequisite: a minimum G.P.A of 3.00. Prerequisite or corequisite: ED-320.

ED-380 Middle Level Learning and Teaching Credits: 3

Prerequisite(s): ED-250, ED-320 and a minimum G.P.A. 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

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. A minimum G.P.A. of 3.00 is required to take this course. If a prerequisite is required it will be announced in the course schedule.

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. Students must have a minimum G.P.A. of 2.75 to take this course, along with prior permission of the directing professor and department chair.

ED-416 Clinical Practice Credits: 8

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 (NJSLs) the NEW Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Limited to Education majors. A minimum G.P.A. of 3.00 is required to take this course. Passing the appropriate state required teacher examinations, Senior standing, and approval of the department, are also required.

ED-416S Clinical Practice Seminar Credits: 1

Term Offered: All Terms
 Course Type(s): None
 A one-credit seminar to be taken in conjunction with Clinical Practice. Education majors only. A minimum G.P.A. of 3.00 is required to take this course.

ED-427 The Teaching of World Languages Credits: 3

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.

ED-428 Culturally and Linguistically Responsive Teaching Credits: 3

Prerequisite(s): ED-250 and a minimum G.P.A. of 3.00

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.

ED-498 Special Topics in Education (400 Level) Credits: 1-3

Term Offered: Spring Term

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. A minimum G.P.A. of 3.00 is required to take this course. If a prerequisite is required it will be announced in the course schedule.

ED-499 Independent Study in Education Credits: 1-3

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 and a minimum G.P.A. of 2.75 are required to take this course. Application must be filed before registration.