

Elementary and Early Childhood Education

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The Department of Elementary and Early Childhood Education offers undergraduate majors in elementary education and early childhood education. It also offers an integrated five-year program for students interested in urban education that culminates in a master's degree and eligibility for either early childhood or elementary certification and ESL certification. All programs offer a sequence of course work in the theory and practice of education and provide students with field experiences. Early childhood education students who successfully complete their program are certified to teach pre-kindergarten through grade six. Elementary education students who successfully complete the elementary education program are certified to teach kindergarten through grade six. Any students who qualify and may be interested in teaching in grades 5-8, may seek an endorsement for middle school certification in addition to the elementary certification. Students who are interested in teaching grades K-2 are best served by enrolling in the Early Childhood major. All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Common Core and Next Generation Science Standards. Any student seeking additional endorsements or teaching certificates beyond what is specifically awarded by their academic program should contact the State of New Jersey Department of Education directly for details about any additional courses or standardized tests that may be required.

For admission to the department, students must apply to The College of New Jersey and select a professional program major of either Elementary or Early Childhood Education or the five year Urban Education program. They must also select a second major. The choices are: art, biology, English, history, mathematics, music, psychology, sociology, Spanish, iSTEM (Integrative-STEM Education), or women's and gender studies. [Note: psychology and sociology are not considered "teachable majors" in New Jersey.] Students may also develop an interdisciplinary Self-Designed Major. Consult the section of this Undergraduate Bulletin for the requirements for the Self-Designed Major. Students choosing the Self-Designed Major also must meet the NJ State Standards for Teachers. Students who wish to explore this option should meet with the chair of the Elementary/Early Childhood Department as well as the coordinator of the Self-Designed Major.

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

1. The Foundation Courses: Child and Adolescent Growth and Development, Literacy, Math and Science methods; each includes a full-day classroom practicum. Students in the Early Childhood program have an additional course that includes opportunities to visit, observe, and work in early childhood (Pre-kindergarten) settings.
2. The Advanced Core Block (ACB) builds on the basic material offered in the Foundation courses and includes work on differentiating instruction, integrating technology, long-term curriculum planning, reading across the curriculum, and teaching for social justice. Admission to ACB occurs when a student completes specific courses, has at least a 3.0 grade point average, and is recommended by his/her advisor for advanced work. In addition to the GPA requirement, students must also demonstrate minimum proficiency on a State approved test of basic skills, such as the S.A.T., ACT, or Praxis Core (not the same test as the Praxis I & II). For more information, please contact the certification office on campus or visit our website.

3. The student teaching experience provides seniors the opportunity to participate in a full semester of supervised classroom teaching. Admission to the student teaching semester requires a minimum GPA of 3.0 prior to the start of the semester. Students generally are clustered in small groups at professional development school sites located within a 30 mile radius of the College. Students need to provide their own transportation to these sites. Global student teaching is also available during either the fall or spring semester of a student's senior year. Student teaching is available in such locations as South Africa, Spain, Croatia, Italy, France, Switzerland, the Hague, and Thailand. The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution. Acceptance for student teaching assignment in all teacher education programs requires a 3.0 GPA and a qualifying score on the Praxis II content area test that aligns with the student's certification area.

Transfer Students (from other colleges and universities)

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

Early Childhood Education

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

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

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for Early Childhood Education:

- Retention in the program is based on the following performance standards in these "critical content courses": A grade of C or better is required for all pre-requisite

courses: MAT 105 and 106, PHY 103, and BIO 104. A grade of C+ or better is required in ECE 102, ECE 201, ECE 202, RAL 222, MST 202, and MTT 202. A minimum grade of C+ is required for all components of ACB (ECE 301, SOM 203, and RAL 322) and Senior Student Teaching (ECE 490 and ECE 498). Admission to Advanced Core Block requires a 3.0 GPA, the recommendation of the student's advisor, and successful completion of the following courses as required by your coupling of majors: MAT 105, MAT 106, PHY 103, BIO 104, ECE 201, ECE 202, RAL 222, ECE 102, MST 202, MTT 202, and three courses from the student's second major. In addition to the G.P.A. requirement, students must also demonstrate minimum proficiency on a State approved test of basic skills, such as the S.A.T., ACT, or Praxis Core (not the same test as the Praxis I & II), prior to being enrolled in ACB.

- Students who have taken any of the above courses two times without earning the requisite grades may be dismissed from the program. Any course being used as a departmentally approved substitute for one of the above required courses must also meet the minimum grade requirement, including transfer credit.
- Transfer into the program from another program within the College is based upon the following performance standards in these foundation courses: A grade of C+ or better in ECE 102 and ECE 202. They must also achieve a GPA of 2.5 and the required grade in the foundations and critical content courses in the second major.
- Admission to student teaching requires a GPA of 3.0 prior to the start of the student teaching semester and satisfactory ratings on the Teacher Performance and Teacher Dispositions Assessments. In addition, all students must be in compliance with the professional standards as outlined in the Teacher Dispositions Rubric.
- Graduation requires a GPA of 3.0; completion of all courses in the education major; completion of all courses and meeting all standards in the second major; and fulfilling all liberal learning requirements and the completion of a minimum of 32 course units. Students must attain a minimum of C+ in student teaching to be eligible for a teaching certificate.

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

Suggested First-Year Sequences: Early Childhood Education (*Consult with a departmental advisor to make appropriate selections*)

Early Childhood Education and Art

Fall

FSP First Seminar
 AAV 111/Drawing I
 MAT 105/Mathematical Structures and Algorithms for Educators I
 ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) *or* MAT 106
 AAV 102/Visual Thinking
 AAV 112/2-D
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/Inquiries in the Life Sciences

Early Childhood Education and Biology**Fall**

FSP First Seminar
BIO 201/Themes in Biology
CHE 201/General Chemistry I
MAT 127/Calculus A*

**If student is required to take pre-calculus (MAT 096), then ECE 102 should be taken in the fall semester in place of CHE 201, and CHE 201 should be taken in the spring semester.*

Spring

Academic Writing (if not exempt) **or** U.S. History **or** VPA course
PHY 103/Physical, Earth, and Space Sciences **or** BIO 104/ / Inquiries in the Life Sciences
CHE 202/General Chemistry II*
Biology Option—Organismal
MAT 105/Mathematical Structures and Algorithms for Educators I

**If student is required to take pre-calculus (MAT 096), then ECE 102 should be taken in the fall semester in place of CHE 201, and CHE 201 should be taken in the spring semester.*

Early Childhood Education and English**Fall**

FSP First Seminar
LIT/LNG English program foundation course
MAT 105/Mathematical Structures and Algorithms for Educators I
PHY 103/Physical, Earth, and Space Sciences **or** BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) **or** English major course by advisement
LIT/LNG English program foundation course
MAT 106/Mathematical Structures and Algorithms for Educators II
PHY 103/Physical, Earth, and Space Sciences **or** BIO 104/ / Inquiries in the Life Sciences

Early Childhood Education and History**Fall**

FSP First Seminar
MAT 105/Mathematical Structures and Algorithms for Educators I
HIS 210/Craft of History
ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) **or** MAT 106
Any HIS 100-level course
HIS 260/Themes in American History
PHY 103/Physical, Earth, and Space Sciences **or** BIO 104/ / Inquiries in the Life Sciences

Early Childhood Education and Mathematics**Fall**

FSP First Seminar
MAT 127/Calculus A
MAT 105/Mathematical Structures and Algorithms for Educators
ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) *or* Liberal Learning (gender and/or global)

MAT 128/Calculus B

STA 215/Statistical Inference

MAT 099/Orientation to Mathematics and Statistics

PHY 103/Physical, Earth, and Space Sciences

Early Childhood Education and iSTEM**Fall**

FSP First Seminar

TST 161/Creative Design

MAT 127/Calculus A or ETE 131/Engineering Math (by iSTEM advisement)

ECE 102/Multicultural Children's Literature for Early Childhood Education

Spring

Academic Writing (if not exempt) *or* Liberal Learning (gender and/or global)

MAT 105/Mathematical Structures and Algorithms for Educators I *or* MAT 200 for Math specialization

Science Option (by iSTEM advisement)

ETE 261/Multimedia Design

Early Childhood Education and Music**Fall**

FSP First Seminar

ECE 102/Multicultural Children's Literature for Early Childhood Education

MUS 261/Musicianship I

MUS 251/Music of Our Diverse World

MUS 200-224 *or* MUS 300-324

Large Ensemble

Spring

Academic Writing (if not exempt) *or* free elective

MAT 105/Mathematical Structures and Algorithms for Educators I

MUS 262/Musicianship II

MUS 111/Keyboard Skills I

MUS 200-224 *or* MUS 300-324

Large Ensemble

Early Childhood Education and Psychology**Fall**

FSP First Seminar

PSY 101/General Psychology

MAT 105/Mathematical Structures and Algorithms for Educators I

ECE 102/Multicultural Children's Literature for Early Childhood Education

Spring

Academic Writing (if not exempt) *or* free elective

PSY 121/Methods and Tools of Psychology

Psychology Foundations Course 1*

PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

* Students should consult their Early Childhood Education advisor before choosing PSY 220 since they may want ECE 201 (which is required for the Early Childhood Education major) in place of PSY 220.

Early Childhood Education and Sociology**Fall**

FSP First Seminar
SOC 101/Introduction to Sociology
MAT 105/Mathematical Structures and Algorithms for Educators I
ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) *or* free elective
Sociology elective
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences
STA 115 or 215/Statistical Inference

Early Childhood Education and Spanish**Fall**

FSP First Seminar
SPA 203 or SPA 210/Intermediate Oral Proficiency *or* Spanish for Heritage Speakers
SPA 211/Composition and Grammar Review
ECE 102/Multicultural Children's Literature for Early Childhood Spring
Academic Writing (if not exempt) *or* MAT 105
PHY 103/Physical, Earth, and Space Sciences
SPA 215/Spanish Phonetics
SPA 216 *or* SPA 217/Current Events in the Spanish Speaking World *or* Introduction to Hispanic Culture
ECE 202/Theories and Practices of Early Childhood Education

Early Childhood and Women's and Gender Studies (With an emphasis in History and English)**Fall**

FSP First Seminar
MAT 105/Mathematical Structures and Algorithms for Educators I
WGS 200/Women, Culture, and Society
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or* free elective
WGS English elective
MAT 106/Mathematical Structures and Algorithms for Educators II
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Elementary Education

Elementary school teachers must have a broad academic background as well as practical understanding of the elementary school curriculum. Therefore, they are required to take two majors: one in education and the other in a subject matter (e.g., history, English, mathematics, etc.), along with a broad range of liberal learning courses. Students may also develop an interdisciplinary Self-Designed Major. Consult the section of this Undergraduate Bulletin for the requirements for the Self-Designed Major. Students choosing the Self-Designed Major also must meet the NJ State Standards for Teachers. Students who wish to explore this option should meet with the chair of the Elementary/Early Childhood Department as well as coordinator of the Self-Designed Major.

During their first year at the College, students planning to be elementary school teachers take liberal learning courses as well as courses in their second major. Beginning in their sophomore

year, students take elementary education courses that allow them to observe and participate in elementary classrooms in rural, suburban and urban contexts. During these courses, students learn about child and adolescent development and develop skills in the teaching of math, science and literacy. In their junior year, they take advanced pedagogy courses in literacy, social studies/multicultural education, and integrated learning. In their senior year, they student teach in an elementary school under the guidance of a classroom teacher and conduct an inquiry project related to their student teaching experience in conjunction with the senior capstone course. Elementary education majors with a second major in a content discipline (math, biology, history, English, iSTEM) may also seek endorsement for middle school certification upon completion of all program requirements and after passing the appropriate Praxis II content exam(s). Global student teaching is also available during either the fall or the spring semester of a student's senior year. Student teaching is available in locations such as South Africa, Spain, Croatia, Italy, France, Switzerland, the Hague, and Thailand. The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution. Students spend seven weeks at an American school abroad and finish their semester at a local elementary school in New Jersey.

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

Program Entrance, Retention, and Exit Standards: Elementary Education

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for Elementary Education:

- Retention in the program is based on the following performance standards in these "critical content courses": A grade of C or better is required for all pre-requisite courses: MAT 105, 106 PHY 103, and BIO104. A grade of C+ or better is required in ELE 201 and RAL 221, RAL 225, MST 202, MTT 202 .A minimum grade of C+ is required for all components of ACB (ELE 301, SOM 203, and RAL 321) and Senior Student Teaching (ELE 490 and ELE 498).
- Students who have taken any of the above courses two times without earning the requisite grades may be dismissed from the program. Any course being used as a departmentally approved substitute for one of the above required courses must also meet the minimum grade requirement, including transfer credit.
- Admission to the Advanced Core Block requires a 3.0 GPA, the recommendation of the student's advisor, and successful completion of the following courses: MAT 105, MAT 106, PHY 103, BIO 104, ELE 201, RAL 221, MST 202, MTT 202, and three courses from the student's second major. In addition to the GPA requirement, students must also demonstrate minimum proficiency on a State approved test of basic skills, such as the S.A.T., ACT, or Praxis Core (not the same test as the Praxis I & II), prior to being enrolled in ACB.
- Transfer into the program from another program within the College is based upon the following performance standards in these foundation courses: A grade of C+ or better in ELE 201 and RAL 221, achieving a GPA of 2.75, and the required grade in the foundations and critical content courses in the second major.
- Admission to student teaching requires a GPA of 3.0 prior to the start of the student teaching semester and satisfactory ratings on the Teacher Performance and Teacher

Disposition Assessments. In addition, all students must be in compliance with the professional standards as outlined in the Teacher Dispositions Rubric.

- Graduation requires a GPA of 3.0; completing all courses in the education major; completing all courses and meeting all standards in the second major; and fulfilling all liberal learning requirements and earning a minimum of 32 course units. Students must attain a minimum of B-in student teaching to be eligible for a teaching certificate.

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

Suggested First-Year Sequence: Elementary Education (*Consult with a departmental advisor to make appropriate selections*)

Elementary Education and Art

Fall

FSP First Seminar
 AAV 111/Drawing I
 MAT 105/Mathematical Structures and Algorithms for Educators I
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) or PHY 103 or BIO 104
 MAT 106/Mathematical Structures and Algorithms for Educators II
 AAV 102/Visual Thinking
 AAV 112/2-D

Elementary Education and Biology

Fall

FSP First Seminar
 BIO 201/Themes in Biology
 CHE 201/General Chemistry I
 MAT 127/Calculus A*

**If student is required to take pre-calculus (MAT 096) then MAT 105 or a Liberal Learning-Visual/Performing Arts course should be taken in the fall semester in place of CHE 201, and CHE 201 should be taken in the spring semester.*

Spring

Academic Writing (if not exempt) *or* MAT 127 or VPA course
 History Course: U.S. History
 CHE 202/General Chemistry II
 Biology Option—Organismal
 BIO 104/ Inquiries in the Life Sciences

Elementary Education and English

Fall

FSP First Seminar
 LIT/LNG English program foundation course

MAT 105/Mathematical Structures and Algorithms for Educators I
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or* U.S. History
LIT/LNG English program foundation course
MAT 106/Mathematical Structures and Algorithms for Educators II
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Elementary Education and History**Fall**

FSP First Seminar
MAT 105/Mathematical Structures and Algorithms for Educators I
HIS 210/Craft of History
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or* MAT 106
Any HIS 100-level course
HIS 260/Themes in American History
RAL 225/Multicultural Children's Literature

Elementary Education and Mathematics**Fall**

FSP First Seminar
MAT 127/Calculus A
MAT 105/Mathematical Structures and Algorithms for Educators
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences
MAT 099/Orientation to Mathematics

Spring

Academic Writing (if not exempt) *or* U.S. History
RAL 225/Multicultural Children's Literature
MAT 128/Calculus B
STA 215/Statistical Inference

Elementary Education and iSTEM**Fall**

FSP First Seminar
TST 161/Creative Design
MAT 127/Calculus A
ETE 261/Multimedia Design

Spring

Academic Writing (if not exempt) *or* Liberal Learning (gender and/or global)
Science Option by Advisement
MAT 105*/Mathematical Structures and Algorithms for Educators I
Math Option (by iSTEM advisement)

**Or MAT 200 for students with Mathematics Specialization*

Elementary Education and Music**Fall**

FSP First Seminar

MAT 105/Mathematical Structures and Algorithms for Educators I
MUS 261/Musicianship I
MUS 251/Music of Our Diverse World
MUS 200-224 or MUS 300-324
Large Ensemble

Spring

Academic Writing (if not exempt) *or* PHY 103
MAT 106/Mathematical Structures and Algorithms for Educators II
MUS 262/Musicianship II
MUS 111/Keyboard Skills
MUS 200-224 or MUS 300-324
Large Ensemble

Elementary Education and Psychology**Fall**

FSP First Seminar
PSY 101/General Psychology
MAT 105/Mathematical Structures and Algorithms for Educators I
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or* PHY 103 or BIO 104
PSY 121/Methods and Tools of Psychology
Approved Visual and Performing Arts course
Psychology Foundations Course 1*

**Students should consult their Elementary Education advisor before choosing PSY 220 since they may count ELE 201 (which is required for the Elementary Education major) in place of PSY 220.*

Elementary Education and Sociology**Fall**

FSP First Seminar
SOC 101/Introduction to Sociology
MAT 105/Mathematical Structures and Algorithms for Educators I
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or* STA 115 or STA 215
RAL 225/Multicultural Children's Literature
Sociology elective
PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Elementary Education and Spanish**Fall**

FSP First Seminar
SPA 203 or SPA 210/Intermediate Oral Proficiency *or* Spanish for Heritage Speakers
SPA 211/Composition and Grammar Review
MAT 105/Mathematical Structures and Algorithms for Educators I

Spring

Academic Writing (if not exempt) or MAT 106
PHY 103/Physical, Earth, and Space Sciences
SPA 215/Spanish Phonetics

SPA 216 *or* SPA 217/Current Events in the Spanish Speaking World or Introduction to Hispanic Culture

Elementary Education and Women's and Gender Studies (With an emphasis in History and English)

Fall

FSP First Seminar

MAT 105/Mathematical Structures and Algorithms for Educators I

WGS 200/Women, Culture, and Society

PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or* free elective

WGS English Elective

MAT 106/Mathematical Structures and Algorithms for Educators II

PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Elementary or Early Childhood Education (Urban Option): A five-year program preparing teachers, culminating in a master's degree and eligibility for both K-6 and ESL certifications

The integrated Bachelor's and Master of Arts in Teaching program (Urban Education Option) is designed for students who have completed high school and who have not yet earned a bachelor's degree. The program is based on the School of Education's conceptual framework for preparing exemplary professionals. All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Common Core and Next Generation Science Standards. Any students seeking additional endorsements or teaching certificates beyond what is specifically awarded by their academic program should contact the State of New Jersey Department of Education directly for details about any additional courses or standardized tests that may be required.

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

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

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

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

1. *The Foundation Courses*: Introduction to Urban Education, Child and Adolescent Growth and Development, Literacy, Math, Science, and Social Studies methods each includes a full-day classroom practicum. Other foundational courses without field placements are Introduction to Teacher Research and Gender Equity in the Classroom. Students in the Urban Education program have the additional requirement of demonstrating foreign language proficiency to at least the 103 level.
2. *Internship I* builds on the basic material offered in the foundation courses and includes work on differentiating instruction, integrating technology, long-term curriculum planning, reading and writing across the curriculum, and teaching for social justice. Admission to Internship I occurs when a student completes specific courses, has at least a 3.0 grade point average, and is recommended by foundation course faculty members for advanced work.
3. The student teaching experience (*Internship II*) provides students the opportunity to participate in a full semester of supervised classroom teaching. Students generally are clustered in small groups at professional development school sites located within a 30-mile radius of the College. Students need to provide their own transportation to these sites. Global student teaching is also available in such locations as South Africa, Spain, Italy, France, Switzerland, the Hague, and Thailand. Global sites change often. Global programs are available in both fall and spring semesters. The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution.

In addition, three other courses (ELE 300 Urban Schools Seminar and ELE 515 Conflict Resolution in Education) have been developed specifically for students in the Urban Education option within the major. These courses connect learning in the classroom to practice in the field. These courses are elective but closely connected to the urban program.

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

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

- In compliance with the State of New Jersey's regulations, a student must have a grade point average of 3.0 prior to enrolling in the pre-professional experience block of courses. At the completion of the third year of study, the student's grade point average will be assessed to determine if the standard for graduate study, as part of the five-year program at TCNJ, will be met (overall GPA of 3.0). Students must repeat a required departmental or professional education course in which a grade of D or F has been received. Such a course may be repeated only once. In the case of PHY 103, BIO 104, MAT 105, MAT 106, the minimum grade requirement is a C. Students

unable to meet departmental criteria as noted will be dismissed from the department. Furthermore, prior to entry into the fourth year of study, the student must demonstrate a passing score on a State approved test of basic skills, such as the SAT, ACT, or Praxis Core (not the same test as the Praxis I & II).

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

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for Elementary Education/Early Childhood (Urban Education):

- Retention in the program is based on the following performance standards in these “critical content courses”: A grade of C+ or better in ELE 203, ELE 201 or ECE 201/202, RAL 221/222, ECE 102, SOM 203, MST 202, MTT 202, ELE 302, and WGS 350 and achieving the required grade of C in the foundations and critical content courses in the second major. In addition, students must receive grades of C or better in order to demonstrate language proficiency in each of their foreign language courses.
- Students who have taken any of the above courses two times without earning the requisite grades will be dismissed from the program. Any course used as a departmentally approved substitute for any required course must also meet the minimum grade requirement.
- For entry into the 4th year, students must demonstrate a passing score on a state approved test of basic skills such as the SAT, ACT, or Praxis Core.
- At the end of their 4th year, students must have a minimum GPA of 3.0 for admission to graduate study at TCNJ. It is important to note that after the 4th year, students will refer to the Graduate School Bulletin and adhere to the requirements set forth in that bulletin.
- Admission to Internship I requires a 3.0 GPA and the recommendation of the student’s advisor.
- Transfer into the program from another program within the College is based upon the following performance standards in these foundation courses: A grade of C+ or better in ELE 203 and ECE 102. They must also achieve a minimum GPA of 2.75 and the required grade in the foundations and critical content courses in the subject matter major.
- Admission to Internship II (student teaching) requires a GPA of 3.0 and the recommendation of the student’s advisor. In addition, the student must attain satisfactory ratings on the Teacher Performance and Teacher Dispositions Assessment. All students must be in compliance with the professional standards as outlined in the Teacher Dispositions Rubric.
- Graduation requires a GPA of 3.0; completion of all courses in the education major; completion of all courses and meeting all standards in the subject matter major; and fulfilling all liberal learning requirements.

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

Suggested First-Year Sequences: Elementary Education (Urban Education) (*Consult with a departmental advisor to make appropriate selections*)

Elementary (Urban Education) and Biology

Fall

FSP First Seminar
BIO 201/Themes in Biology
CHE 201/General Chemistry I
MAT 127/Calculus A*

Spring

Academic Writing (if not exempt) **or** Introduction to Urban Education
PHY 103/Physical, Earth, and Space Sciences **or** BIO 104/ / Inquiries in the Life Sciences
CHE 202/General Chemistry II*
Biology Option—Organismal
MAT 105/Mathematical Structures and Algorithms for Educators I

**If student is required to take pre-calculus (MAT 096), then ECE 102 should be taken in the fall semester in place of CHE 201, and CHE 201 should be taken in the spring semester.*

Elementary (Urban Education) and English

Fall

FSP First Seminar
LIT/LNG English program foundation course
MAT 105/Mathematical Structures and Algorithms for Educators I
PHY 103/Physical, Earth, and Space Sciences **or** BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) **or** Introduction to Urban Education
LIT/LNG English program foundation course
MAT 106/Mathematical Structures and Algorithms for Educators II
PHY 103/Physical, Earth, and Space Sciences **or** BIO 104/ / Inquiries in the Life Sciences

Elementary (Urban Education) and History

Fall

FSP First Seminar
MAT 105/Mathematical Structures and Algorithms for Educators I
HIS 210/Craft of History
PHY 103/Physical, Earth, and Space Sciences **or** BIO 104/ / Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) **or** ELE 203/Intro to Urban Education
Any HIS 100-level course
HIS 260/Themes in American History
RAL 225/Multicultural Children's Literature

Elementary (Urban Education) and Mathematics

Fall

FSP First Seminar
MAT 127/Calculus A
MAT 200/Discrete Mathematics
ECE 102/ Multicultural Children's Literature

Spring

Academic Writing (if not exempt) *or* ELE 203/Intro to Urban Education

MAT 128/Calculus B

STA 215/Statistical Inference

MAT 099/Orientation to Mathematics and Statistics

PHY 103/Physical, Earth, and Space Sciences

Elementary (Urban Education) and iSTEM

Fall

FSP First Seminar

TST 161/Creative Design

MAT 127/Calculus A

ECE 102/Multicultural Children's Literature

Spring

Academic Writing (if not exempt) *or* ELE 203/Intro to Urban Education

MAT 105/Mathematical Structures and Algorithms for Educators I (*or* MAT 200 for Math specialization)

Science Option by advisement

ETE 261/Multimedia Design

Requirements for the Early Childhood Deaf Education Major

- Students must complete the liberal learning requirements as defined by The College of New Jersey. This includes a course in US history; a course in children's literature (ECE 102, LIT 310 or WGS 225); a course in music, art or theatre (IDS 401); and a lab science. Students must complete a second major from the list provided above.
- Students must complete the following coursework at the undergraduate level: DHH 105, ECE 201, RAL 222, ECE 202, ECE 203, SPE 326, DHH 303, RAL 322, DHH 350, ECE 302, ECE 490.
- All Deaf Education majors are required to show proficiency in American Sign Language (ASL). Satisfactory evidence of proficiency is completion of the 103 level of language study (equivalent to three semesters). Students who are beginning the study of American Sign Language as a new foreign language should enroll at the 101 level. All Deaf Education majors who are continuing the study of ASL based on courses taken at another institution must take the TCNJ ASL Placement Test for placement in the appropriate course level. Native users of ASL must also take the placement test. The TCNJ ASL Placement Test is offered two times per year. It is an in-person interview which requires that an appointment be made for the test. Dates for the ASL Placement Test are announced at <http://specialeducation.pages.tcnj.edu/programs/american-sign-language/>
- Students should complete MAT 105 or MAT 106 as part of their liberal learning requirements.
- Students must complete the following coursework at the graduate level in order to gain teacher certification: SPED 621, ELEM 520, ECED 530, SPED 622, ECED 560, EDUC 513, DFHH 522, DFHH 700, DFHH 690, DFHH 530, DFHH 597 See [Graduate Bulletin](#) for further information.
- Prior to placement in a field experience, students must receive Harassment, Intimidation and Bullying Prevention (HIB) training.
- Students must complete a minimum of 32 undergraduate course units while fulfilling all requirements of both majors and of the Liberal Learning program to be eligible for the BS degree. Graduate courses completed during the undergraduate course of study do not apply toward the BS degree.

Admission

1. The EECE and SELL departments reserve the right to limit enrollments in the program when necessary or desirable.
2. Formal admission to the program is granted at the end of Spring semester, Sophomore year, only to those students who have met the departmental requirements as well as those of the School of Education and of the College. A student must have a minimum of 16 earned course units, a grade of B- or higher in ECE 202 and in ECE 203, and a minimum GPA of 2.75 or higher. Praxis core scores are required of students based upon the cutoff scores on the SAT or ACT tests as determined by the State. Students are required to provide evidence of passing scores on the praxis core before receiving formal admission into the program.
3. Departmental application forms must be filed by students desiring to transfer from other departments in the College. The application process includes completing an application and a written response to a designated topical question. Interviews of applicants are required. A minimum GPA of 2.75 is required to transfer into the program.

4. Proficiency level of all students admitted to the major will be continually assessed. Students not meeting acceptable proficiency levels in the areas of oral language, spelling, writing, reading, and mathematics skills may not be permitted to continue in the program. In addition, students must evidence satisfactory performance in the Disposition Assessment (*) administered in DHH 105, ECE 201, RAL 222, and SPE 324. Student dispositions are also assessed throughout the program and will be used as a criterion for admission and retention in the program.
(*) Habits of Thinking and Action Toward Learning, Teaching, Professional Conduct, Interpersonal Relationships, and Self Awareness.
5. Students transferring from another department should check the early childhood special education website (<http://specialeducation.pages.tcnj.edu/>) for specific information pertaining to transfer students.

Academic Regulations

In compliance with the State of New Jersey's regulations, a student must have met the following requirements before enrolling in the pre-professional experience block of courses, beginning the third year:

- earned a "B-" or higher in ECE 202 and ECE 203
- hold a grade point average of 2.75
- completed the Praxis Core Academic Skills for Educators exams and earned at least the State-mandated minimum scores or have been exempt from taking the exams based on SAT or ACT scores
- demonstrated acceptable dispositions and teaching proficiency

Students wishing to take 5 courses in one semester must have permission of an academic adviser and have a GPA of 3.3 or higher.

Any course in which a student receives a grade lower than the program criteria may be repeated only once. Students unable to meet departmental criteria as noted will be dismissed from the department. Dismissal will be made at the end of a Fall or Spring semester.

At the completion of the fourth year of study, the student's grade point average will be assessed to determine if the standard for graduate study at TCNJ has been met.

Transfer Students

The program is sequential in nature and structured with courses offered only during certain semesters. Potential transfer students must realize that this may prolong their programs by as much as one year in some cases. Transfer students who are accepted into the program must schedule courses with advisement of the program coordinator.

Outside transfers must complete an admissions process through the College admissions office. Departmental review of external transfer applications occurs immediately subsequent to the date published by the College. Interview of applicants may be required. A minimum grade of B is required in English Composition. Students transferring from other schools should check the special education website for specific information pertaining to transfer students.

Program Entrance, Retention, and Exit Standards

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the five-year program in the Early Childhood Education and Education of the Deaf or Hard of Hearing. Minimum grades are noted in parentheses.

- Retention in the program is based on the following academic performance standards in these “critical content courses”: ASL 101 (B), ASL 102 (C), ASL 103 (C), DHH 105 (B-), DHH 303 (B-), DHH 350 (C), ECE 201 (B-), ECE 203 (B-), and RAL 22 (B-). Students who have taken any of the above courses two times without earning the requisite grades will be dismissed from the program. Also see the retention requirements for individual majors in the Schools of the Arts and Communications; Humanities and Social Sciences; Engineering; and Science.
- In addition, students must evidence satisfactory performance in Professional Disposition Standards and/or Teaching Performance standards as measured in DHH 105, ECE 201, ECE 203, SPE 214 (B-), RAL 222, RAL 322 (B-), ECE 302 (B-), ECE 490 (B-).
- In addition, students are required to get a minimum grade of B- in all graduate courses.
- Transfer into the program from another program within The College is based upon the following performance standards in these “foundation” courses: WRI 102, if not exempted (B-); FSP (B-); SPE 103 (B-).
- To graduate, the student must earn a minimum grade of C- in MAT 105 or MAT 106, B- in all critical content courses (see list above), as well as a B- in all other required education courses.
- Graduation requires completion of all courses and requirements in the deaf education major; completion of all courses and meeting all standards in the second major; fulfilling all liberal learning requirements; and the completion of a minimum of 32 undergraduate course units.
- At the end of their 4th year, students must have a minimum GPA of 3.0 for admission to graduate study at TCNJ. Additionally, in order to take graduate level classes during the fourth year, students must have a GPA of 3.0.
- In addition, students are required to get a minimum grade of C- on their Education major breadth distribution courses (U.S. History, and Lab science).
- A student’s other course work will depend in part on his or her second major. See requirements for individual majors in the Schools of the Arts and Communications; Humanities and Social Sciences; Engineering; and Science.
- At the end of their 4th year, students must have a minimum overall GPA of 3.0 for admission to graduate study at TCNJ.
- In order to be eligible for undergraduate student teaching (ECE 490), a student needs to meet the following criteria:
 - Minimum GPA of 3.0 or higher.

- Demonstrate satisfactory levels of teaching performance and professional dispositions, and minimum grade of “B-“ in SPE 214, SPE 326, RAL 322, ECE 302. A rating of satisfactory on Teaching performance is defined as: No concerns have been indicated on the student’s teaching performance either by the instructor, field supervisor, and cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria. Overall satisfactory performance on the Professional Dispositions Assessment is being defined as: No concerns have been indicated on the student’s dispositions either by the instructor, field supervisor, and cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria.
- Student has taken the Praxis II for Early Childhood Education (currently test # 5001). See the following URL for more information on this test.
<http://www.ets.org/praxis/nj/requirements/>
- The Departments of Elementary and Early Childhood Education (EECE) and Special Education, Language and Literacy (SELL) maintain the right and have the responsibility to dismiss students from the major who have not made satisfactory progress completing the major components of the program which includes successful ratings on the Teaching Performance Assessment Rubric and the Professional Dispositions Rubric as well as fulfilling all other department requirements or expectations.

Requirements for the Early Childhood Special Education major

- Students must complete the liberal learning requirements as defined by The College of New Jersey. This includes a course in US history; a course in children's literature (ECE 102, LIT 310 or WGS 225); a course in music, art or theatre (IDS 401); and a lab science. Students must complete a second major from the list provided above.
- Students must complete the following coursework at the undergraduate level: SPE 103, ECE 201, SLP 102, RAL 222, ECE 202, ECE 203, SPE 324, SPE 326, SPE 214, RAL 322, ECE 302, ECE 490, ECE 498.
- Students should complete MAT 105 or MAT 106 as part of their liberal learning requirements.
- Students must complete the following coursework at the graduate level in order to gain teacher certification. This coursework includes the following required courses: SPED 621, ECED 530, ELEM 520, SPED 662, ECED 560, EDUC 513, SPED 521, SPED 700, SPED 695, SPED 648, SPED 597.
- Prior to placement in a field experience, students must receive Harassment, Intimidation and Bullying Prevention (HIB) training.
- Students must complete a minimum of 32 undergraduate course units while fulfilling all requirements of both majors and of the Liberal Learning program to be eligible for the BS degree. Graduate courses completed during the undergraduate course of study do not apply toward the BS degree.

Admission

1. The EECE and SELL departments reserve the right to limit enrollments in the program when necessary or desirable.
2. Formal admission to the program is granted at the end of Spring semester, Sophomore year, only to those students who have met the departmental requirements as well as those of the School of Education and of the College. A student must have a minimum of 16 earned course units, a grade of B- or higher in ECE 202 and in ECE 203 and a minimum GPA of 2.75 or higher. Praxis core scores are required of students based upon the cutoff scores on the SAT or ACT tests as determined by the State. Students are required to provide evidence of passing scores on the praxis core before receiving formal admission into the program.
3. Departmental application forms must be filed by students desiring to transfer from other departments in the College. The application process includes completing an application and a written response to a designated topical question. Interviews of applicants are required. A minimum GPA of 2.75 is required to transfer into the program.
4. Proficiency level of all students admitted to the major will be continually assessed. Students not meeting acceptable proficiency levels in the areas of oral language, spelling, writing, reading, and mathematics skills may not be permitted to continue in the program. In addition, students must evidence satisfactory performance in the Disposition Assessment (*) administered in SPE 103, ECE 201, RAL 222, and SPE 324. Student dispositions are also assessed throughout the program and will be used as a criterion for admission and retention in the program.

(*) Habits of Thinking and Action Toward Learning, Teaching, Professional Conduct, Interpersonal Relationships, and Self Awareness.
5. Students transferring from another department should check the early childhood special education website (<http://specialeducation.pages.tcnj.edu/>) for specific information pertaining to transfer students.

Academic Regulations

In compliance with the State of New Jersey's regulations, a student must have met the following requirements before enrolling in the pre-professional experience block of courses, beginning the third year:

- earned a "B-" or higher in ECE 202 and ECE 203
- hold a grade point average of 2.75
- completed the Praxis Core Academic Skills for Educators exams and earned at least the State-mandated minimum scores or have been exempt from taking the exams based on SAT or ACT scores
- demonstrated acceptable dispositions and teaching proficiency

Students wishing to take 5 courses in one semester must have permission of an academic adviser and have a GPA of 3.3 or higher.

Any course in which a student receives a grade lower than the program criteria may be repeated only once. Students unable to meet departmental criteria as noted will be dismissed from the department. Dismissal will be made at the end of a Fall or Spring semester.

At the completion of the fourth year of study, the student's grade point average will be assessed to determine if the standard for graduate study at TCNJ has been met.

Transfer Students

The program is sequential in nature and structured with courses offered only during certain semesters. Potential transfer students must realize that this may prolong their programs by as much as one year in some cases. Transfer students who are accepted into the program must schedule courses with advisement of the program coordinator.

Outside transfers must complete an admissions process through the College admissions office. Departmental review of external transfer applications occurs immediately subsequent to the date published by the College. Interview of applicants may be required. A minimum grade of B is required in English Composition. Students transferring from other schools should check the special education website for specific information pertaining to transfer students.

Program Entrance, Retention, and Exit Standards

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the Early Childhood Special Education program. Minimum grades are noted in parentheses.

- Retention in the program is based on the following academic performance standards in these "critical content courses": SPE 103 (B-), ECE 201 (B-), SLP 102 (B-), ECE 203 (B), RAL 222 (B-) and SPE 326 (B-). Students who have taken any of the above courses two times without earning the requisite grades will be dismissed from the program. Also see the retention requirements for individual majors in the Schools of the Arts and Communications; Humanities and Social Sciences; Engineering; and Science.

- In addition, students must evidence satisfactory performance in Professional Disposition Standards and/or Teaching Performance standards as measured in SPE 103, ECE 201, SLP 102, ECE 203, SPE 214 (B-), SPE 324 (B-), RAL 322 (B-), ECE 302 (B-), ECE 490 (B-), ECE 498 (B-).
- In addition, a minimum grade of B- is required in all graduate courses.
- Transfer into the program from another program within The College is based upon the following performance standards in these “foundation” courses: WRI 102, if not exempted (B-); FSP (B-); SPE 103 (B-).
- To graduate, the student must earn a minimum grade of C- in MAT 105 or MAT 106, B- in all critical content courses (see list above), as well as a B- in all other required education courses.
- In addition, students are required to get a minimum grade of C- on their Education major breadth distribution courses (U.S. History, and Lab science).
- A student’s other course work will depend in part on his or her second major. See requirements for individual majors in the Schools of the Arts and Communications; Humanities and Social Sciences; Engineering; and Science.
- At the end of their 4th year, students must have a minimum overall GPA of 3.0 for admission to graduate study at TCNJ.
- In order to be eligible for undergraduate student teaching (ECE 490), a student needs to meet the following criteria:
 - Minimum GPA of 3.0 or higher.
 - Demonstrate satisfactory levels of teaching performance and professional dispositions, and minimum grade of “B-“ in SPE 214, SPE 326, RAL 322, ECE 302. A rating of satisfactory on Teaching performance is defined as: No concerns have been indicated on the student’s teaching performance by the instructor, field supervisor, or cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria. Overall satisfactory performance on the Professional Dispositions Assessment is being defined as: No concerns have been indicated on the student’s dispositions by the instructor, field supervisor, or cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria.
 - Student has taken the Praxis II for Early Childhood Education (currently test # 5025). See the following URL for more information on this test.
<http://www.ets.org/praxis/nj/requirements/>
- The Departments of Elementary and Early Childhood Education (EECE) and Special Education, Language and Literacy (SELL) maintain the right and have the responsibility to dismiss students from the major who have not made satisfactory progress completing the major components of the program which includes successful ratings on the Teaching Performance Assessment Rubric and the Professional Dispositions Rubric as well as fulfilling all other department requirements or expectations.