

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. Additionally, the department offers integrated five-year programs in early childhood education and special education, as well as early childhood education and education of the deaf and hard of hearing that culminate in a master's degree and eligibility for certification in early childhood and special education, or early childhood education and education of the deaf and hard of hearing (please refer here, <https://specialeducation.tcnj.edu/programs/early-childhood-special-education/ecse-current-students/>, for more details about the early childhood special education and early childhood deaf and hard of hearing programs, including basic information, transfer admission policies, and sample suggested first-year sequences). All programs offer a sequence of coursework in the theory and practice of education and provide students with field experiences. Students who successfully complete the early childhood education program are eligible for certification to teach preschool through grade three and kindergarten through grade six. Students who successfully complete the elementary education program are eligible for certification to teach kindergarten through grade six. Any students who qualify and may be interested in teaching in grades seven and eight may seek an endorsement for middle school certification in addition to the elementary certification. Students who are primarily interested in teaching grades kindergarten through grade three are best served by enrolling in the early childhood education program. All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Student Learning Standards, 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.

The Department of Elementary and Early Childhood Education prepares students to teach in all learning environments and students will be required to engage in preservice experiences in a diverse range of settings, communities, and types of schools.

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 one of the five-year programs: urban education, early childhood/special education, or early childhood/education of the deaf and hard of hearing. Students must also select a second major to satisfy the dual-major requirement. The choices are: art, biology, English, history, mathematics, music, psychology, sociology, Spanish, iSTEM (Integrative-STEM Education), women's, gender and sexuality studies, or African American Studies. [Note: psychology and sociology are not considered "teachable majors" in New Jersey.] Students in the early childhood/education of the deaf and hard of hearing may only choose one of the following 5 second majors: English, history, psychology, sociology and women's, gender and sexuality studies. At the discretion of the Department, 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 interested in the the Self-Designed Major must obtain the department's approval and meet the NJ State Standards for Teachers. Students who wish to explore this option should meet with the chair of the Department of Elementary and Early Childhood Education 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. Additionally, the courses of study for both the elementary and early childhood programs include the following field experiences:

1. The Foundation Courses (Child and Adolescent Development; Literacy Strategies, Assessment, and Instruction; Teaching Math in Early Childhood and Elementary Classrooms; and Methods of Teaching Science, Health, and Technology) each include 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 (preschool) settings.
2. The Advanced Core Block (also referred to as ACB and Clinical Practice I) 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. Students with a minimum 3.0 GPA may be permitted to take ACB upon completion of all prerequisite courses with recommendation for advanced study from their advisor. Additionally, students must take and pass all sections of the Praxis Core Skills for Educators Test of Basic Skills [Praxis Core] (not to be confused with Praxis I or II content exams), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. Students are expected to take and pass all sections of the Praxis Core prior to the start of their third semester in the program or the beginning of Clinical Practice I (ACB), whichever comes first. For more information on this requirement, please contact the Department or Certification Office.
3. The Student Teaching experience (also referred to as Clinical Practice II) provides seniors with the opportunity to participate in a full semester of supervised classroom teaching. Students are generally placed at schools who participate in the College's Professional Development School Network (PDSN) within a 30-35 mile radius of the College. Students are responsible for providing 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. Global placements are available in locations such as South Africa, Spain, Croatia, Italy, France, Switzerland, Holland, and Thailand (Please contact the STEP Office for an updated list of destinations). The global student teaching program is jointly supervised by faculty from The College of New Jersey and the host institution. In order to be considered for a student teaching placement, students in all teacher education programs must possess a minimum 3.0 GPA and demonstrate a qualifying score on the Praxis II Content Knowledge exam(s) which aligns with the student's certification area(s). Students beginning Clinical Practice I (ACB) in the fall of 2018 or later are expected to complete Clinical Practice II (Student Teaching) the semester immediately following Clinical Practice I (ACB).

Any student seeking recommendation by TCNJ for teaching certification in New Jersey must take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete. Additionally, students must complete the relevant EdTPA portfolio assessment before the completion of the program.

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. 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 education program 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 preschools and 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 the junior year, students take advanced pedagogy courses in literacy, social studies/multicultural education, and integrated learning. In the senior year, students teach under the guidance of a classroom teacher and conduct an inquiry project related to their in-classroom experience in conjunction with the capstone seminar. Some students elect to do part of their senior student teaching (Clinical Practice II) abroad as part of the Global Student Teaching Program. Students who are interested in the global student teaching 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 meet with 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 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, US history and Visual/Performing Arts (VPA) course. A grade of C+ or better is required in ECE 102, ECE 201, ECE 202, RAL 222, MST 202, and MTT 202. A grade of C+ is required for all components of Clinical Practice I (ACB: ECE 301, SOM 203, and RAL 322) and Clinical Practice II (Student Teaching: ECE 490 and ECE 498). Please see the department retention policy for more details: <https://eeced.tcnj.edu/department-info/policies/student-retention-policy/>
- Permission to take Clinical Practice I requires a 3.0 GPA, the recommendation of the student's advisor, and successful completion of the following courses (may vary based upon choice of second major): MAT 105, MAT 106, PHY 103, BIO 104, ECE 201, ECE 202, RAL 222, MST 202, MTT 202, and three courses from the student's second major.
- Additionally, students must take and pass all sections of the Praxis Core (not to be confused with Praxis I or II), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. Students are expected to take and pass all sections of the Praxis Core prior to the start of their third semester in the program or the beginning of Clinical Practice I (ACB), whichever comes first. For more information on this requirement, please contact the Certification Office.
- 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 department-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 one of following MAT105, MAT106, PHY103, BIO104, or ECE102 or an approved substitute. General guidelines for internal transfer requirements can be found here: <https://eeced.tcnj.edu/department-info/policies/change-of-major-policy/>. If the student has lower than a 2.75 GPA, with at least 8 units earned, he or she will be immediately subject to the department retention policy upon admission to the program.
- Admission to student teaching (Clinical Practice II) requires a GPA of 3.0 prior to the start of the student teaching semester and satisfactory ratings on the Teacher Performance and Educator Dispositions Assessments. Additionally, all students must be in compliance with the professional standards as outlined in the Educator Dispositions Rubric. Furthermore, students are expected to take the relevant Praxis II content exam prior to the start of student teaching.
- 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 grade of B- in student teaching to be eligible for The College of New Jersey to recommend the teacher candidate to the State for teaching certification.
- Any student seeking to be recommended by TCNJ for teaching certification in New Jersey must take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete. Additionally, students must also complete the relevant EdTPA portfolio assessment before the completion of the program.

- It is expected that dispositional standards, particularly in the area of professionalism, should be upheld by students throughout the program, both within and outside of their coursework and in accordance with the Educator Dispositions Assessment and the TCNJ Student Conduct Code. Satisfactory dispositional standards must be upheld outside of coursework as well, for example, in contexts such as interactions with peers and major cohorts, advising, communication with faculty and staff.

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 Educator Dispositions Assessment as well as fulfilling all other department requirements and expectations. Students must attain a minimum grade of B- in student teaching to be eligible for a teaching certificate that is issued by the State of New Jersey.

Suggested First-Year Sequences (these are subject to change depending on course availability):
Early Childhood Education (*Consult with a departmental advisor to make appropriate selections*)

Early Childhood Education and Art

Fall

ELE 099/Education Seminar
 FSP First Seminar
 AAV 111/Drawing I
 AAV 112/2-D
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II

Spring

Academic Writing (if not exempt) *or* MAT 105 *or* 106
 AAV 102/Visual Thinking
 ECE 102/Multicultural Children's Literature
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ Inquiries in the Life Sciences

Early Childhood Education and Biology

Fall

ELE 099/Education Seminar
 BIO 099/Biology Seminar
 FSP First Seminar
 BIO 201/Foundations of Biological Inquiry
 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 or 106/Mathematical Structures and Algorithms for Educators I or II

**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
 ELE 099/Education Seminar
 LIT 099/English Seminar
 LIT 200/Introduction to Poetry
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 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
 LNG 201/Introduction to English
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/Inquiries in the Life Sciences

Early Childhood Education and History**Fall**

ELE 099/Education Seminar
 HIS 099/History Seminar
 FSP First Seminar
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 HIS 210/Craft of History
 ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) *or* MAT 105 or 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**

ELE 099/Education Seminar
 MAT 099/Orientation to Mathematics and Statistics
 FSP First Seminar
 MAT 127/Calculus A
 MAT 105/Mathematical Structures and Algorithms for Educators (only, not MAT106)
 BIO 104/Inquiry in the Life Sciences (only, not PHY103)

Spring

Academic Writing (if not exempt) *or* Liberal Learning (gender and/or global)
 MAT 128/Calculus B
 MAT 200/Proof Writing through Discrete Mathematics
 ECE 102/Multicultural Children's Literature for Early Childhood

Early Childhood Education and iSTEM**Fall**

ELE 099/Education Seminar
 FSP First Seminar
 TST 161/Creative Design
 MAT 127/Calculus A
 Science Option #1 (by content area advisement; PHY103 or BIO104 or other similar science)

Spring

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

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

ETE 261/Multimedia Design

Math Option (by content area advisement; MAT105 or MAT106 or similar math class)

Early Childhood Education and Music**Fall**

ELE 099/Education Seminar

MUS 099/Music Seminar

FSP First Seminar

MUS 246/Music in Global Perspective

MUS 261/Musicianship I

MUS 124/Diction for Singers [Choral only]

ECE 102/Multicultural Children's Literature

MUS 140/142/145 Large Ensemble

Spring

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

MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II

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

ELE 099/Education Seminar

PSY 096/Orientation to Psychology

PSY 101/General Psychology

MAT 105/Mathematical Structures and Algorithms for Educators I (only, not MAT106)

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 and Psychology advisor before choosing PSY 220 since they should take ECE 201 (which is required for the Early Childhood Education major) in place of PSY 220.

Early Childhood Education and Sociology**Fall**

ELE 099/Education Seminar

SOC 099/Sociology Seminar

FSP First Seminar

SOC 101/Introduction to Sociology

MAT 105/Mathematical Structures and Algorithms for Educators I (only, not MAT106)

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**

ELE 099/Education Seminar

SPA 099/Foreign Language Seminar

FSP First Seminar

SPA 102/103/203 Depending on placement testing

ECE 102/Multicultural Children's Literature for Early Childhood

MAT 105 or 106/Structures and Algorithms for Educators I or II

Spring

Academic Writing (if not exempt) *or* MAT 105/MAT106

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, Gender and Sexuality Studies (With an emphasis in English or history)**Fall**

ELE 099/Education Seminar

WGS 099/WGS Seminar

FSP First Seminar

MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II

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 105 or 106/Mathematical Structures and Algorithms for Educators I or II

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

Early Childhood and African American Studies (with an emphasis in English or history)**Fall**

ELE 099/Education Seminar

HSS 099/AAS Seminar

FSP First Seminar

MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II

Spring

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

AAS 179/African American History to 1865

MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or 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. At the discretion of the Department, 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 interested in the Self-Designed Major must obtain departmental approval and meet the NJ State Standards for Teachers. Students who wish to explore this option should meet with the chair of the Department of Elementary and Early Childhood Education 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, students take advanced pedagogy courses in literacy, social studies/multicultural education, and integrated learning. In their senior year, students 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 associated Praxis II Content Knowledge exam(s) for the middle school content area. Global student teaching (Clinical Practice II) 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, Holland, and Thailand, although the destinations may vary depending on the academic year. The global student 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 meet with 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 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, US history and Visual/Performing Arts (VPA) course. A grade of C+ or better is required in ELE 201, RAL 221, RAL 225, MST 202, and MTT 202. A grade of C+ is required for all components of Clinical Practice I (ACB: ELE 301, SOM 203, and RAL 321) and Clinical Practice II (Student Teaching: ELE 490 and ELE 498). Please see department retention policy for more details: <https://eeced.tcnj.edu/department-info/policies/student-retention-policy/>

- Permission to take Clinical Practice I requires a 3.0 GPA, the recommendation of the student's advisor, and successful completion of the following courses (may vary based upon choice of second major): 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.
- Additionally, students must take and pass all sections of the Praxis Core (not to be confused with Praxis I or II), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. Students are expected to take and pass all sections of the Praxis Core prior to the start of their third semester in the program or the beginning of Clinical Practice I (ACB), whichever comes first. For more information on this requirement, please contact the Certification Office.
- 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 one of MAT105, MAT106, PHY103, BIO104, or an approved substitute. General guidelines for internal transfer requirements can be found here: <https://eeecd.tcnj.edu/departments-info/policies/change-of-major-policy/>. If the student has lower than a 2.75 GPA with at least 8 units earned, he or she will be immediately subject to the department retention policy.
- Admission to student teaching (Clinical Practice II) requires a GPA of 3.0 prior to the start of the student teaching semester and satisfactory ratings on the Teacher Performance and Educator Dispositions Assessment. Additionally, all students must be in compliance with the professional standards as outlined in the Educator Dispositions Rubric. Furthermore, students are expected to take the relevant Praxis II content exam prior to the start of student teaching.
- 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 grade of B- in student teaching to be eligible for The College of New Jersey to recommend the teacher candidate to the State for teaching certification.
- Any student seeking to be recommended by TCNJ for teaching certification in New Jersey must take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete. Additionally, students must also complete the relevant EdTPA portfolio assessment before the completion of the program.
- It is expected that dispositional standards, particularly in the area of professionalism, should be upheld by students throughout the program, both within and outside of their coursework and in accordance with the Educator Dispositions Assessment and the TCNJ Student Conduct Code. Satisfactory dispositional standards must be upheld outside of coursework as well, for example, in contexts such as interactions with peers and major cohorts, advising, communication with faculty and staff.

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 in completing the major components of the program which include, but are not limited to, successful ratings on the Teaching Performance Rubric and the Educator Dispositions Assessment, as well as fulfilling all other department requirements or expectations. Students must

attain a minimum of B- in student teaching to be eligible for a teaching certificate that is issued by the State of New Jersey.

Suggested First-Year Sequence (these are subject to change depending on course availability: Elementary Education (*Consult with a departmental advisor to make appropriate selections*))

Elementary Education and Art

Fall

ELE 099/Education Seminar
 AAV 099/Art Seminar
 FSP First Seminar
 AAV 111/Drawing I
 AAV 112/2-D
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II *or*
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or*
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II *and*
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/Inquiries in the Life Sciences
 AAV 102/Visual Thinking
 Additional AAV class if necessary.

Elementary Education and Biology

Fall

ELE 099/Education Seminar
 BIO 099/Biology Seminar
 FSP First Seminar
 BIO 201/Foundations of Biological Inquiry
 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 or 106/Mathematical Structures and Algorithms for Educators I or II

**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 Education and English

Fall

FSP First Seminar
 ELE 099/Education Seminar
 LIT 099/English Seminar
 LIT 200/Introduction to Poetry
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 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
 LNG 201/Introduction to English
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/Inquiries in the Life Sciences

Elementary Education and History**Fall**

ELE 099/Education Seminar
 HIS 099/History Seminar
 FSP First Seminar
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 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 105 or 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

Elementary Education and Mathematics**Fall**

ELE 099/Education Seminar
 MAT 099/Orientation to Mathematics and Statistics
 FSP First Seminar
 MAT 127/Calculus A
 MAT 105/Mathematical Structures and Algorithms for Educators I (only, not MAT 106)
 BIO 104/Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or* U.S. History (or gender or global requirement)
 RAL 225/Children's Literature
 MAT 128/Calculus B
 MAT 200/Proof Writing through Discrete Mathematics

Elementary Education and iSTEM**Fall**

ELE 099/Education Seminar
 TST 099/Tech Studies Seminar
 FSP First Seminar
 TST 161/Creative Design
 MAT 105*/Mathematical Structures and Algorithms for Educators I
 Science Option #1 (by advisement; PHY 103 or BIO 104 or a similar science)

Spring

Academic Writing (if not exempt) *or* US History (or gender and/or global)
 ETE 261/Multimedia Design
 MAT 127/Calculus A
 RAL 225/Children's Literature

**Or MAT 200 for students with Mathematics Specialization*

Elementary Education and Music**Fall**

ELE 099/Education Seminar
 MUS 099/Music Seminar
 FSP First Seminar
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 MUS 246/Music in the Global Perspective
 MUS 261/Musicianship I
 MUS 3xx/Private Lesson
 MUS 1xx/Large Ensemble
 MUS Diction for Singers [Choral Only]

Spring

Academic Writing (if not exempt) *or* PHY 103
 MAT 105 *or* 106/Mathematical Structures and Algorithms for Educators I or 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
 ELE 099/Education Seminar
 PSY 096/Psychology Seminar
 PSY 101/General Psychology
 MAT 105/Mathematical Structures and Algorithms for Educators I (only, not MAT 106)
 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 and Psychology advisors before choosing PSY 220 since they should take ELE 201 (which is required for the Elementary Education major) in place of PSY 220.*

Elementary Education and Sociology**Fall**

ELE 099/Education Seminar
 SOC 099/Sociology Seminar
 FSP First Seminar
 SOC 101/Introduction to Sociology
 MAT 105/Mathematical Structures and Algorithms for Educators I (only, not MAT 106)
 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**

ELE 099/Education Seminar
 SPA 099/Foreign Language Seminar
 FSP First Seminar
 SPA 203 or SPA 210/Intermediate Oral Proficiency *or* Spanish for Heritage Speakers
 SPA 211/Composition and Grammar Review
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II

Spring

Academic Writing (if not exempt) or MAT 105 or 106
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/Inquiries in the Life 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, Gender and Sexuality Studies (With an emphasis in English or history)**Fall**

ELE 099/Education Seminar
 WGS 099/WGS Seminar
 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 and African American Studies (with an emphasis in English or history)**Fall**

ELE 099/Education Seminar
 HSS 099/AAS Seminar
 FSP First Seminar
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II

Spring

Academic Writing (if not exempt) *or* free elective
 AAS 179/African American History to 1865
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/ / Inquiries in the Life Sciences

Elementary Urban or Early Childhood Urban Education: A five-year program preparing teachers, culminating in a master's degree and eligibility for K-6 and ESL certifications OR P-3 and ESL certifications

The integrated Bachelor's and Master of Arts in Teaching program (urban education) 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 indicate that when they apply for certification through our Certification Office.

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 Pre-K, elementary, and possibly middle school classrooms in urban contexts. During these courses, students learn about children's literature, child & adolescent development, and develop skills in the teaching of math, science, social studies, and language arts. 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 meet with 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, Gender and Sexuality Studies, Spanish, or African American Studies; other majors may be selected by advisement only) and elementary or early childhood 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:

The Foundation Courses (Schooling and the American Dream, Child and Adolescent Development, Literacy, Math, Science, and Social Studies methods) each includes a full-day classroom practicum. Other foundational courses without field placements are Special Education, Exceptional Learners, and the Arts in the Elementary and Early Childhood Classroom, Multicultural Children's Literature, Inquiry into Practice and Critical Pedagogy. Students in the

urban education program have the additional requirement of demonstrating foreign language proficiency to at least the 103 level.

1. Internship I (also referred to as Clinical Practice 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.
2. Internship II, the student teaching experience (also referred to as Clinical Practice 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 are responsible for providing their own transportation to these sites. Global student teaching is also available in locations such as South Africa, Spain, Italy, France, Switzerland, Holland, Puerto Rico, and Thailand. Global sites change often so please consult the STEP Office for an updated list of destinations. Global student teaching placements 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.

Additionally, there are courses such as ELE 300 Urban Schools Seminar that have been developed specifically for students in the urban education program. 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)

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 Educator Dispositions Assessment 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, students must take and pass all sections of the Praxis Core (not to be confused with Praxis I or II), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. For more information on this requirement, please contact the Certification Office.

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 critical content courses: A grade of C+ or better in ELE 203, ELE 201 or ECE 201/202, RAL 221/222, ECE 102, ELE/ECE 113, SOM 203, MST 202, MTT 202, ELE 302, and EFN 427 and achieving the required grade of C in the foundations and critical content courses in the second major. Additionally, 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 department-approved substitute for any required course must also meet the minimum grade requirement, including transfer credit.
- For entry into the fourth year, students must take and pass all sections of the Praxis Core Skills for Educators Test of Basic Skills [Praxis Core] (not to be confused with Praxis I or II content exams), or provide documentation which demonstrates qualifying scores on the SAT or ACT for exemption. Students are expected to take and pass all sections of the Praxis Core prior to the start of their third semester in the program or prior to the start of the 4th year coursework, whichever comes first. For more information on this requirement, please contact the Department or Certification Office.
- At the end of the fourth 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 fourth year, students will refer to the Graduate School Bulletin and adhere to the requirements set forth in that bulletin.
- Admission to Internship I (Clinical Practice 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 one of the following courses: MAT105, MAT106, PHY103, BIO104, ECE102, or an approved substitute. General guidelines for internal transfer requirements can be found here: <https://eeced.tcnj.edu/department-info/policies/change-of-major-policy/>. 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, Clinical Practice II) 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 Educator Dispositions Assessment. All students must be in compliance with the professional standards as outlined in the Educator 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.
- Any student seeking to be recommended by TCNJ for a teaching certificate in New Jersey must take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete. Additionally, students must also complete the relevant EdTPA portfolio assessment before the completion of the program.
- It is expected that dispositional standards, particularly in the area of professionalism, should be upheld by students throughout the program, both within and outside of their coursework and in accordance with the Educator Dispositions Assessment and the TCNJ

Student Conduct Code. Satisfactory dispositional standards must be upheld outside of coursework as well, for example, in contexts such as interactions with peers and major cohorts, advising, communication with faculty and staff.

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. For a complete list of first year recommended sequences, please contact the program coordinator or the EECE Department website.

Elementary (Urban Education) and Biology

Fall

ELE 099/Education Seminar
 BIO 099/Biology Seminar
 FSP First Seminar
 BIO 201/Foundations of Biological Inquiry
 CHE 201/General Chemistry I
 MAT 127/Calculus A*

Spring

Academic Writing (if not exempt) *or* ELE203/Introduction to Urban Education
 PHY 103/Physical, Earth, and Space Sciences
 CHE 202/General Chemistry II*
 Biology Option—Organismal
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II

**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
 ELE 099/Education Seminar
 LIT 099/English Seminar
 LIT 200/Introduction to Poetry
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 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
 LNG 201/Introduction to English
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 PHY 103/Physical, Earth, and Space Sciences *or* BIO 104/Inquiries in the Life Sciences

Elementary (Urban Education) and History**Fall**

ELE 099/Education Seminar
 HIS 099/History Seminar
 FSP First Seminar
 MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II
 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 105 or 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

Elementary (Urban Education) and Mathematics**Fall**

ELE 099/Education Seminar
 MAT 099/Orientation to Mathematics and Statistics
 FSP First Seminar
 MAT 127/Calculus A
 MAT 105/Mathematical Structures and Algorithms for Educators I (only, not MAT 106)
 BIO 104/Inquiries in the Life Sciences

Spring

Academic Writing (if not exempt) *or* U.S. History (or gender or global requirement)
 ECE 102/Multicultural Children's Literature
 MAT 128/Calculus B
 MAT 200/Proof Writing through Discrete Mathematics

Elementary Education and iSTEM**Fall**

FSP First Seminar
 TST 161/Creative Design
 MAT 105*/Mathematical Structures and Algorithms for Educators I
 Science Option #1 (by advisement; PHY 103 or BIO 104 or a similar science)

Spring

Academic Writing (if not exempt) *or* US History (or gender and/or global)
 ETE 261/Multimedia Design
 MAT 127/Calculus A
 ECE 102/Multicultural Children's Literature

**Or MAT 200 for students with Mathematics Specialization*