

## Elementary Education and Early Childhood Education

*Faculty:* Sherman, *Chair*; Carroll, Conte, Eberly, Frank, Frede, Galen, Hinitz, Hornberger, Joshi, Kern, Konzal, Leake, Norris, Pan, Prince, Smith, Thompson

The Conceptual Framework for Creating Exemplary Professionals serves as the philosophical foundation for all courses in elementary and early childhood education, the two programs offered by the department.

Both elementary and early childhood programs offer a sequence of coursework in the theory and practice of education and provide students with field experiences beginning with the first course. The elementary education program focuses on nursery through grade eight; the early childhood program specializes in infancy through grade three. Elementary education students who successfully complete either program are certified kindergarten through grade eight. Early childhood education students who successfully complete either program are certified preschool through grade three and nursery through grade eight.

For admission to the department, students must apply to The College of New Jersey and select a professional program of elementary or early childhood education. They must also select an academic major. The choices are art; biology; English; history; mathematics; music; psychology; sociology; Spanish or mathematics/science/technology. In art, biology, English, history, mathematics, music and Spanish, students are eligible to take a state certification examination which will enable them to teach at the secondary level.

The courses of study for both elementary and early childhood programs include the following field experiences:

1. An introductory course with on-site visits to public, nonpublic, philosophically driven, and charter schools.
2. The sophomore professional experience where students observe and begin to teach in classrooms. This experience includes a child study.
3. The junior professional experience block (JPE), which includes courses that cover learning theories, teaching strategies, classroom practices, and classroom management in a one-semester practicum. Admission to the JPE block occurs when a student completes specific courses and has at least a 2.50 grade point average.
4. The senior student-teaching experience where seniors participate in a full semester of supervised classroom teaching. Students generally are clustered in small groups at professional development school sites located a short distance from The College of New Jersey. Student teaching is also available in San Juan, Puerto Rico. There also is a global teaching program that is jointly supervised by faculty from The College of New Jersey and the host institution. Countries that have participated in this program include Botswana, England, Germany, Ireland, the Netherlands, South Africa, Spain, The Gambia, United Arab Emirates, and Venezuela. International programs are available in the spring semester only. Admission to student teaching requires at least a 2.75 grade point average.

All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Core Curriculum Content Standards.

In addition to the departmental entrance, retention, and graduation requirements, the Department of Elementary and Early Childhood Education maintains the right and the responsibility to dismiss from the major, students who have not fulfilled department requirements or professional expectations.

## Academic Majors in Elementary and Early Childhood Education

The following academic majors are available:

**ELEM/ECED—Art**  
**ELEM/ECED—Biology**  
**ELEM/ECED—English**  
**ELEM/ECED—History**  
**ELEM/ECED—Mathematics**  
**ELEM/ECED—Music**  
**ELEM/ECED—Psychology**  
**ELEM/ECED—Sociology**  
**ELEM/ECED—Spanish**  
**ELEM/ECED—M/S/T (Mathematics/Science/Technology)**

Consult advisors in the Department of Elementary and Early Childhood Education and in the academic major department for requirements in both the professional and the academic majors.

### Elementary Education

Elementary school teachers must have a broad academic background as well as practical understanding of the elementary school curriculum. In the freshman year, students study the functions and organization of the elementary school. Field visits to elementary schools enable students to apply theory to practice. During the sophomore year, students observe and participate in an elementary classroom and study teacher and student behaviors and interactions. In the junior year, one semester is devoted to professional experiences that relate theory and practice in the teaching of reading, language arts, social studies, science (with focus on teaching environmental science), mathematics, health and physical education, and safety. Student teaching in the senior year offers the student an opportunity to teach under the guidance of a classroom teacher in an elementary or middle school.

The first year of a student's program of study is set out below. Students should consult with their departmental advisers in both the education and academic content majors in planning the remainder of the academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification. The department requires that students visit both the education adviser and the academic content major adviser each semester. This is the responsibility of the student, as requirements and course offerings often change.

### Program Entrance, Retention, and Exit Standards for 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 in ELEM 203 or ELEM 292; achieving the required grades in the critical content courses of the academic content major.
- 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 ELEM 203 or ELEM 292; achieving the required grades in the foundation courses in the academic content major.
- Graduation requires a GPA of 2.75 in courses for the program; completing all courses in the education major; and completing all courses and meeting all standards in the academic content major.

### Suggested Course Sequence for the Professional Major in Elementary Education

*During academic year 2003-2004, The College of New Jersey is in the process of transformative curricular change. Therefore only a suggested course of study for first-year students entering in 2003-2004 is set out below. These students should consult their advisors when planning courses for future years. Supplements to this online bulletin also will be available on an ongoing basis.*

#### Freshman Year

ELEM	099/Departmental/School of Education Seminar	0
WRI	102/Academic Writing	4
MAT	105/Math Structures and Algorithms for Educ. I	4
MAT	106/Math Structures and Algorithms for Educ. II	4
IDSC	151/Athens to New York	3
	<i>or</i>	
FSP	101/First Year Seminar	4
=====		
ELEM	103/Introduction to Elementary Education	1
	<i>and</i>	

SPED	101/Exceptional Populations in Society	3
	<i>or</i>	
INCD	240/Computer Literacy	3
=====		
<i>select one or two courses</i>		
	World Language	3
	<i>or</i>	
HIS	230/United States in World History	4
	<i>or</i>	
STEC	161/Creative Design	3
	<i>or</i>	
	Art course	2/3
	<i>or</i>	
	Music course	3
=====		
	1-2 courses in your academic major	
	<i>or</i>	
	1-2 courses in your in an academic major your want to explore	
=====		

A five-year dual certification in education of the deaf and hard of hearing and elementary education leading to a Master of Arts in Teaching is available. Students will earn a bachelor's degree in their academic, without teacher certification, at the end of their fourth year. The degree will be in education of the deaf and hard of hearing and elementary education with an academic major. The course of study continues through the following summer and academic year and culminates with the earning of a master's degree and two certifications.

**Junior Professional Experience for Elementary Education Majors**

(every semester)

*Prerequisite:* Junior standing in elementary education

Successful completion of previous professional courses is required before admission to the JPE block. A GPA of 2.50 is also required for admission. The following courses are taken as a 15-credit block:

- ELEM 301/Observation and Participation
- RDLA 304/Reading/Language Arts in Elementary Education
- ELEM 326/Social Studies/Science in Elementary Education
- ELEM 483/Creative Arts in the Elementary School
- ELEM 484/Diversity and Multiculturalism in Elementary Education
- MATH 342/Teaching Mathematics in the Elementary School
- PHED 496/Survey of Teaching Health, Physical Education, and Safety in Elementary Grades

**ELEM 103/Introduction to Elementary Education 1 cr.**

(every semester)

In this introductory course, students are asked to examine their prior beliefs about elementary schools. The course examines the purposes of schooling; how decisions are made concerning curriculum and pedagogy; the roles teachers, students, parents, administrators, school boards and community members play; how schools are organized; and current trends in elementary education. Visits to a variety of elementary schools (i.e., urban, suburban, rural, nonpublic, philosophically driven) will provide a practical framework for the examination of educational theories and current professional literature. Field trips may be required at student expense.

**ELEM 203/Child Growth and Learning 5 cr.**

(every semester)

This course is a systematic study of child development in the elementary and middle school years. Through an analysis of developmental theories and research on learning and cognition, students will gain a deeper understanding of core developmental processes. Emphasis is placed on concepts and principles such as individual and group differences, interpreting tests and measurements, motivation in the classroom, behavioral approaches to learning and cognitive approaches to learning. Methods of observation and assessment of children will culminate in an original case study.

**ELEM 292/Analysis of Classroom Behavior 2 cr.**

(every semester)

This inquiry-based course examines current theory and practice in teaching in the elementary school. Emphasis is placed on analyzing specific teacher and student behaviors in the classroom and exploring the elements that create a positive classroom climate that supports and encourages learning. The course introduces core methods of instruction. Students plan and teach a lesson at the field site.

**ELEM 301/Observation and Participation** 5 cr.  
(every semester)

This course consists of two related activities that help students integrate theory and practice: 1) an intensive seminar in general teaching methods and issues related to elementary education; and 2) a practicum in the elementary grades in which the students apply the methods from the seminar and related courses and make observations relevant to issues studied in the course. Students plan, conduct, and evaluate individual lessons, a unit of study, and long-term projects across all subjects using a variety of teaching methods. Field trips may be required at student expense.

**ELEM 307/Environmental Awareness** 3 cr.  
(every semester)

*Prerequisite:* Non-departmental majors require permission of instructor

This course includes study of the environment and methods of expanding educational activities to the out-of-doors. It includes observation and participation in classrooms, readings, discussions, and action research projects. Research projects may be presented as part of the Celebration of Student Achievement. Field trips may be required at student expense. P/U grading.

**ELEM 326/Social Studies/Science in Elementary Education** 3 cr.  
(every semester)

This course brings principles of developmental, behavioral, and cognitive psychology into practice in planning and teaching inquiry-based science and social studies lessons and developing integrated thematic units; links instruction and assessment in a constructivist setting; focuses on creating performance-based assessments; provides extensive opportunities for collaborative planning and team teaching. Prepares teachers to implement New Jersey Core Curriculum Content Standards. The course includes a field placement as well as instruction in the college classroom.

**ELEM 483/Creative Arts in the Elementary School** 1 cr.  
(every semester)

This course emphasizes the integration and application of the creative arts to the elementary school curriculum and demonstrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.

**ELEM 484/Multiculturalism in Elementary Education** 1 cr.  
(every semester)

This course focuses on incorporating multiculturalism and diversity in the elementary school classroom. (Formerly ELEM 497/Seminar in diversity and multiculturalism)

**ELEM 489/Student Teaching** 10 cr.  
(every semester)

The student-teaching experience takes place in a professional development school or in other schools. The student teacher gradually assumes responsibility for planning, teaching, and directing the learning activities of the class. Each student teacher is supervised by college supervisors and cooperating teachers. A minimum GPA of 2.75 is required for entrance into student teaching.

**Senior Professional Experience**

(every semester)

ELEM 489/Student Teaching

RDLG 422/Diagnosis of Reading Difficulties

**ELEM 497/Topics in Elementary Education** 1–6 cr.  
(every semester)

This course includes in-depth study and/or field experience in current or specialized topics in elementary education selected by the faculty and approved by the department.

**ELEM 498/Independent Study in Elementary Education** 1–3 cr.  
(every semester)

*Prerequisite:* Departmental approval

An independent study of an aspect of elementary education chosen through consultation between the student and a faculty adviser.

**Early Childhood Education**

Effective teachers must have a broad background of knowledge. In addition to providing the specific training for a teacher of young children, the College seeks to enable each student 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. Actual participation in the schools begins in the freshman year. In the sophomore course Guiding the Learning Experiences of Young Children, the student not only learns about young children but also observes and participates in the activities of a nursery school.

For one semester in the junior year, each student engages in professional experiences. While studying and learning the techniques of teaching mathematics, reading, science, social studies, creative arts, and multicultural education, the student also will observe children and teachers as they engage in the process of learning and teaching. The students will participate in the activities and gain experience in planning, organizing, and directing the learning experiences of children. In the junior year, study of developmental growth as a determiner of learning, and of psychological principles as a basis for classroom procedures, are covered.

Student teaching in the senior year is under the direction of a college supervisor and a cooperating teacher in a school.

The first year of a student's program of study is set out below. Students should consult with their departmental advisers in planning the remainder of their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification. The department requires that students visit both the education adviser and the academic content major adviser each semester. This is the responsibility of the student, as requirements and course offerings often change.

### Requirements for the Professional Major in Early Childhood Education

Thirty (30) credits in professional courses including an introductory course, ECED 105 and the sophomore professional experience, ECED 206. The junior professional experience is a block of courses including ECED 314, ECED 319, RDLG 316, MATH 342 and PHED 496, ECED 491 and ELEM 484. RDLG 422 may be taken with ELEM 489 Student Teaching. Additionally, RDLG 205 and ECED 340 are taken in the sophomore year.

As part of their degree program, students in elementary education and early childhood education must complete both a professional and academic major. A single degree is awarded. Academic majors are: art, biology, English, history, mathematics, mathematics/science/technology, music, Spanish, psychology, or sociology.

Upon graduation with a professional major in early childhood education, the student receives the Bachelor of Science degree and is eligible for certification to teach preschool through grade three and kindergarten through grade eight in the public schools of New Jersey. Upon graduation with a professional major in elementary education, the student receives the Bachelor of Science degree and is eligible for certification to teach kindergarten through grade eight in the public schools of New Jersey. Candidates for a teacher certificate must have a 2.75 cumulative grade point average to successfully complete their teacher education program. They also must meet the state hygiene/physiology requirement, and pass the PRAXIS before the New Jersey Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a mentoring fee during his or her first year of teaching.

### Program Entrance, Retention, and Exit Standards for 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 in ECED 206 or ECED 340; achieving the required grades in the critical content courses of the academic content major.
- 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 ECED 206 or ECED 340; achieving the required grades in the foundations courses in the academic content major.
- Graduation requires a GPA of 2.75 in courses for the program; completing all courses in the education major; and completing all courses and meeting all standards in the academic content major.

### Suggested Course Sequence for the Professional Major in Early Childhood Education

*During academic year 2003-2004, The College of New Jersey is in the process of transformative curricular change. Therefore only a suggested course of study for first-year students entering in 2003-2004 is set out below. These students should consult their advisors when planning courses for future years. Supplements to this online bulletin also will be available on an ongoing basis.*

#### Freshman Year

ECED	099/Departmental/School of Education Seminar	0
WRI	102/Academic Writing	4
MAT	105/Math Structures and Algorithms for Educ. I	4
MAT	106/Math Structures and Algorithms for Educ. II	4
IDSC	151/Athens to New York	3
	<i>or</i>	
FSP	101/First Year Seminar	4

*(for Spring, 2004)*

ECED	10101 Development, Learning & Teaching of Young Children	4
ECED	10102 Field-based Language & Literature	3
ECED	10103 Field-based Language & Literature	1

---



---

<i>select one or two courses</i>		
World Language		3
	<i>or</i>	
HIS	230/United States in World History	4
	<i>or</i>	
STEC	161/Creative Design	3
	<i>or</i>	
Art course		2/3
	<i>or</i>	
Music course		3

---



---

1-2 courses in your academic major

*or*

1-2 courses in your in an academic major your want to explore

---



---

**Junior Professional Experience for Early Childhood Education Majors**

*Prerequisite:* Junior standing in early childhood education. Successful completion of previous professional courses is required before admission to the JPE block. Courses ECED 314, RDLG 316, ECED 319, ECED 491, ELEM 484, MATH 342 and PHED 494 are to be taken as a block of study. ECED 340 is taken in the sophomore year. A GPA of 2.50 is also required for admission.

**ECED 105/Introduction to Early Childhood Education** **1 cr.**

(spring)  
 Overview of the profession and programs of early childhood education with emphasis on current trends; explores the range and types of developmentally appropriate early education programs in the United States; includes guided observation coordinated with theoretical background and readings from contemporary professional literature. Required field trips at student expense.

**ECED 206/Guiding the Learning Experiences of Young Children** **2 cr.**

(fall)  
 Study of the needs of young children; significance of experience to development; organization of an early education facility; importance of indoor and outdoor materials and equipment; the role of teacher; basic principles and practices in teaching young children; history of early childhood education; and observation and participation in a child-care setting.

**ECED 314/Observation and Participation** **5 cr.**

(every semester)  
*Prerequisites:* Junior standing in early childhood education; successful completion of previous professional courses is required before admission to the JPE block. Courses ECED 314, ECED 319, RDLG 316, PHED 494, and MATH 340, ELED 491, and ELEM 484 are to be taken as a 13-credit block of study  
 Theory and experience in teaching the nursery-kindergarten primary grades. Demonstrations, observations, and guided participation. An interdepartmental seminar with faculty of the teaching center and several college departments. Focus on addressing state and national standards. Field trips may be required at student expense.

**ECED 319/Social Science and Science in Early Childhood Education** **3 cr.**

(every semester)  
 Examines the purpose, scope, and sequence of social science and science instruction in early childhood education. Develops methods of teaching social science and science to the young child at the preschool, primary and intermediate (pre K–Grade 6) with a focus on pre-K–3 school levels. Focus on addressing state and national standards.

**ECED 340/Development and Learning of Young Children** **4 cr.**

(3 class hours, 2 lab hours)  
 (spring)  
 The young child in the educational setting; developmental growth as a determiner of human learning; socialization, motivation, individual differences; and psychological principles as a basis for classroom procedures. Field trips may be required at student expense.

**ECED 489/Student Teaching****10 cr.**

(every semester)

*Prerequisites:* Senior standing in early childhood education; successful completion of previous professional courses before admission to the senior professional experience block

Student teaching during the senior year is under the direction of a college supervisor and a cooperating teacher. The student-teaching experience will be completed in a professional development school or in other schools. The student teacher gradually assumes responsibility for planning, teaching, and directing the learning activities of the class culminating in two weeks of full-time classroom management. A minimum GPA of 2.75 is required for entrance into student teaching.

**ECED 491/Creative Learning Experience  
for Young Children****2 cr.**

(every semester)

Emphasizes the integration and application of the creative arts to the early childhood school curriculum and illustrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.

**ECED 498/Independent Study in Early  
Childhood Education****1–3 cr.**

(every semester)

*Prerequisite:* Departmental approval

An in-depth independent study of an aspect of early childhood education chosen through consultation between the student and a faculty adviser.

**Instructional Computing Development****INCD 240/Computer Literacy****3 cr.**

(3 class hours)

(every semester)

This course integrates computer use with inquiry and design-based education for all learners; develops computer literacy in use of hardware, software, and applications for providing solutions to real-world situations in teaching and learning; builds competencies in the creation of files for word processing, mail merge, databases, spreadsheets, graphics, e-mail, Internet research, and Web/homepage development; examines the historical, ethical, and social aspects of computer technology.

---