

Elementary and Early Childhood Education

Faculty: Carroll, Conte, Frank, Frede, Galen, Hinitz, Hornberger, Kern, Konzal, Leake, Pan, Prince, Sherman, Smith, Thompson

Both the elementary and the early childhood programs offer a sequence of course work 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 five; the elementary education program with teachable subject matter specialization focuses on nursery through grade 8; the early childhood program focuses on infancy through grade three. Early childhood students who successfully complete the elementary and early childhood programs are certified nursery through grade five.

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. [Note: Psychology and sociology are not considered teachable subjects in New Jersey.] In art, biology, English, history, mathematics, music and Spanish, students are eligible to take a state certification examination, that will enable them to teach at the secondary level in New Jersey.

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

1. The introductory course, which includes a community-based learning experience or placement in the field.
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 currently available in Puerto Rico, Spain, Ireland or Thailand. Global sites change often. The global teaching program 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, and Venezuela. Global programs are available in the spring semester only.

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

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 component of the program or fulfilling department requirements or expectations.

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

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. Actual participation in the schools begins in the freshman year. In the sophomore course, the teacher candidate 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 teacher candidate engages in professional experiences. While studying and learning the techniques of teaching mathematics, reading, writing, language arts, science, social studies, creative arts, and multicultural education, the teacher candidate also observes children and teachers as they engage in the process of learning and teaching. Students participate in activities and gain experience in planning, organizing, and directing the learning experiences of children. In the junior year, teacher candidates study developmental growth as a determiner of learning. In the senior year, student teaching takes place under the direction of a college supervisor and a cooperating teacher in a school.

Teacher candidates' programs of study are set out below. They should consult with their departmental advisers in planning the remainder of their academic program. These plans should take into account requirements for the major, liberal learning, professional courses, and state certification. The department requires that teacher candidates 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 often change.

ECE 102/Multicultural Children's Literature (Early Childhood)

1 course unit

Prerequisites: None

This course explores the use of children's literature in literacy instruction as a vehicle to help children learn about themselves and their place in the world. Students develop skills in selecting and critiquing various genres, as well as how to incorporate children's literature in the classroom in a developmentally appropriate manner. Through this course students will be exposed to a variety of award winning and multicultural literature.

This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching from pre-birth through middle childhood. Topics of theories of human development, process, and changes of human development with a focus on the cognitive, social, and emotional aspects and the interplay of each domain are included in the course. Additionally, the course covers topics of individual variations and adapting instruction to meet students' individual differences-social differences, emotional differences, and cognitive differences. Simultaneously, through the assignments designed for the course, students will develop skills of observation, application, and analysis.

ECE 201/Child Development and Learning (Early Childhood)

1 course unit

Prerequisite: ECE 102

This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching from pre-birth through middle childhood. Topics of theories of human development, process, and changes of human development with a focus on the cognitive, social, and emotional aspects and the interplay of each domain are included in the course. Additionally, the course covers topics of individual variations and adapting instruction to meet students' individual differences-social differences, emotional differences, and cognitive differences. Simultaneously, through the assignments designed for the course, students will develop skills of observation, application, and analysis.

ECE 202/Theories and Practice of Early Childhood Education

1 course unit

Prerequisites: ECE 102 and ECE 201

The course focuses on education during the early childhood years, specifically examining the profession and programs of early childhood education, with emphasis upon developmentally appropriate practice, including anti-bias curriculum, inclusion of young children with disabilities, and developing ethical standards. Introduction to play and its impact on development along with influences of family on child's development and education will be included in the course. Simultaneously, through the assignments designed for the course, students will develop skills of observation, application, and analysis.

MST 202/Methods of Teaching Science, Health and Technology **1 course unit**

Corequisite: MTT 202

This course examines the purposes, scope, sequences, materials, and methodology of teaching science in early childhood, elementary school and middle schools. It develops skill in planning, instructing, and assessing understanding of content. It links instruction and assessment in science and covers relevant content topics in chemistry, biology, physics, and earth and space science. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.

SOM 203/Methods of Teaching Social Studies and Multiculturalism **1 course unit**

Corequisites: ECE 301 and RAL 322

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the early childhood, elementary and middle school classroom. Using knowledge and data-gathering processes from history and the social sciences, appropriate and meaningful social studies experiences will be created for teacher candidates. Course content includes anthropology, economics, geography, political science, history, sociology, anti-harassment, human rights, multicultural education, international and global education. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.

ECE 301/Junior Professional Experience:

Integrating and Differentiating Instruction for All Learners

2 course units

Prerequisites: ECE 102, ECE 201, ECE 202, MAT 202, MST 202

Corequisites: SOM 203 and RAL 322

This is the culminating teaching methods course teacher candidates take as early childhood education majors. It requires them to expand the knowledge and skills gained in previous courses and field experiences, which addressed child growth and development, discipline specific pedagogical strategies, lesson design and classroom management skills. It develops their proficiency in both integrating this prior knowledge in long-term teaching projects and in planning differentiated instruction to meet the varying needs of learners, including those with special challenges. College seminars and in-depth field experiences are provided. A 2.50 grade point average is required for entrance into ECE 301.

ECE 498/Student Teaching

2 course units

Prerequisites: All courses in the early childhood education sequence

This course supports students in developing an open-minded, inquiring approach to their own practice as teachers and increases their awareness of the issues that affect this practice. Weekly seminars deal with issues of importance to teachers and allow students to share questions and concerns that arise in the field. The course is the culminating experience for all early childhood education majors and serves to link their existing student teaching experience with the theoretical frameworks they have studied in prior courses. A 2.75 grade point average is required for entrance into ECE 490.

Suggested First-Year Sequences

Early Childhood Education and Art

Fall

First Seminar
AFA 111
MAT 105
SCI 103 or 104

Spring

Multicultural Children's Literature for Early Childhood ECE 102
AFA 112
MAT 106
Academic Writing (if not exempt) or Science Course SCI 103 or 104

Early Childhood Education and Biology

Fall

First Seminar
BIO 185
General Chemistry I
History Course; U.S. History

Spring

Academic Writing (if not exempt) or Free Elective
Multicultural Children's Literature for Early Childhood ECE 102
General Chemistry II
Biology Option—Organismal

Early Childhood Education and English

Fall

First Seminar
LIT 201
MAT 105
SCI 103 or 104

Spring

Academic Writing (if not exempt) or Science Course SCI 103 or 104
LIT 200 Level
MAT 106
Multicultural Children's Literature for Early Childhood ECE 102

Early Childhood Education and History

Fall

First Seminar
MAT 105
HIS 210
SCI 103 or 104

Spring

Multicultural Children's Literature for Early Childhood ECE 102
Academic Writing (if not exempt) or MAT 106

HIS 220
HIS 230

Early Childhood Education and Mathematics

Fall

First Seminar
MAT 127
MAT 200
SCI 103

Spring

Academic Writing (if not exempt) or Free Elective
Multicultural Children's Literature for Early Childhood ECE 102
MAT 128
STAT 215

Early Childhood Education and Mathematics, Science, and Technology

Fall

First Seminar
TST 171
Math Option in Major
Creative Design

Spring

Academic Writing (if not exempt)
TST 181
Math Option in Major
Science Option in Major
Multicultural Children's Literature for Early Childhood Education ECE 102

**If not exempt from Academic Writing it is recommended that one course be taken in the May semester or summer session.*

Early Childhood Education and Psychology

Fall

First Seminar
BIO 185
PSY 101
MAT 105
SCI 103 or 104

Spring

Academic Writing (if not exempt)
PSY 121
MAT 106
Psychology Foundations Course 1
Multicultural Children's Literature for Early Childhood Education

**If Child Development for Early Childhood is approved as a course in the psychology major, MAT 106 will move to the first semester of the sophomore year. If not, it is recommended that one course be taken in the May semester or summer session.*

Early Childhood Education and Sociology

Fall

First Seminar
SOC 101
Mat 125 or MAT 127 or STAT 115
SCI 103 or 104

Spring

Academic Writing (if not exempt) or Free Elective
Multicultural Children's Literature for Early Childhood ECE 102
Sociology or Anthropology (Elective) Option
SCI 103 or 104

Early Childhood Education and Spanish

Fall

First Seminar
SPA 203 or SPA 210
SPA 211
MAT 105

Spring

Academic Writing (If not Exempt) or MAT 106
Multicultural Children's Literature for Early Childhood ECE 102
SPA 215 or SPA 216 or SPA 217
Science Course if exempt from Academic Writing. MAT 106 if not exempt from Academic Writing.

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. During the first year at the College students planning to be elementary school teachers take a broad range of liberal learning courses. Beginning in their second 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 become proficient 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 a teacher inquiry project. Some students elect to do part of their senior student teaching abroad in places as varied as Thailand and South Africa.

Students should consult with their departmental advisors in both the education and subject matter departments in planning their programs. These plans should take into account requirements for the subject matter major, liberal learning, professional education major, and state certification. The department requires that teacher candidates 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 often change.

ELE 201/Child and Adolescent Development

Corequisite: RAL 221

1 course unit

This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching from pre-birth through adolescence. It is a systematic study of children in the elementary and middle school environment focusing on the whole child. Through an analysis of child development theories and research on learning and cognition, students will gain a deeper understanding of how children and adolescents grow and learn. The course includes instruction in the college classroom plus a weekly field experience.

ELE 301/Junior Professional Experience:

Integrating and Differentiating Instruction for All Learners

2 course units

Prerequisites: ELE 201, RAL 221, MST 202, MTT 202

This advanced pedagogy course, consisting of seminars and an extensive field experience, requires teacher candidates to develop knowledge and skills that will enable them to: 1) continue developing their teaching performance skills; 2) plan long-term instructional units that use computer technology, children's literature, and the creative and performing arts as vehicles for content integration; 3) differentiate instruction for children with different needs, including children learning English and those with disabilities (including those with behavioral disorders); 4) demonstrate reflective practice by reflecting on lessons taught and designing and implementing an inquiry project. Students will have two 3 hour seminars on campus and spend 1 and 1/2 days/per week for 8 weeks, and all day, every day for two weeks in an elementary classroom practicum. A 2.50 grade point average is required for entrance into ELE 301.

MST 202/Methods of Teaching Science, Health and Technology

1 course unit

Corequisite: MAT 202

This course examines the purposes, scope, sequences, materials, and methodology of teaching science in early childhood, elementary school and middle schools. It develops skill in planning, instructing, and assessing understanding of content. It links instruction and assessment in science and covers relevant content topics in chemistry, biology, physics, and earth and space science. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.

SOM 203/Methods of Teaching Social Studies and Multiculturalism

1 course unit

Corequisite: ELE 301 and Literacy 2

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the early childhood, elementary and middle school classroom. Using knowledge and data-gathering processes from history and the social sciences, appropriate and meaningful social studies experiences will be created for the students. Course content includes anthropology, economics, geography, political science, history, sociology, anti-harassment, human rights, multicultural education, international and global education. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.

ELE 498/Student Teaching

2 course units

Prerequisites: All courses in the early childhood education sequence

This course supports teacher candidates in developing an open-minded, inquiring approach to their own practice as teachers and increases their awareness of the issues that affect this practice. Weekly seminars deal with issues of importance to teachers and allow students to share questions and concerns that arise in the field. This course is the culminating experience for all elementary and early childhood education majors and serves to link their existing student teaching experience with the theoretical frameworks they have studied in prior courses.

Suggested First-Year Sequence

Elementary Education and Art

Fall

First Seminar
AFA 111
MAT 105
SCI 103 or 104

Spring

Academic Writing (if not exempt)
MAT 106
AFA 112
AFA 113

Elementary Education and Biology

Fall

First Seminar
BIO 185
General Chemistry I
History Course: U.S. History

Spring

Academic Writing (if not exempt) or Free Elective
Multicultural Children's Literature Chemistry Course
General Chemistry I
Biology Option—Organismal

Elementary Education and English

Fall

First Seminar
LIT 201
MAT 105
SCI 103 or 104

Spring

Academic Writing (if not exempt)
LIT 200 Level
MAT 106
SCI 103 or 104

Elementary Education and History

Fall

First Seminar
MAT 105
HIS 210
SCI 103 or 104

Spring

Multicultural Children's Literature Academic Writing (if not exempt) or MAT 106
HIS 220
HIS 230

Elementary Education and Mathematics

Fall

First Seminar
MAT 127
MAT 200
SCI 103

Spring

Academic Writing (if not exempt)
Multicultural Children's Literature
MAT 128
STAT 215

Elementary Education and Mathematics, Science, and Technology

Fall

First Seminar
TST 171
Math Option in Major
Creative Design

Spring

Academic Writing (if not exempt)
TST 181
Math Option from
Science Option from major

Elementary Education and Psychology

Fall

First Seminar
PSY 101
MAT 105
SCI 103 or 104

Spring

Academic Writing (if not exempt) or Science Course XX2
PSY 121
MAT 106
Psychology Foundations Course 1

Elementary Education and Sociology

Fall

First Seminar
SOC 101
Mat 125 or MAT 127 or STAT 115
SCI 103 or 104

Spring

Academic Writing (if not exempt) or Free Elective
Multicultural Children's Literature
Sociology or Anthropology (Elective) Option
SCI 103 or 104

Elementary Education and Spanish

Fall

First Seminar
SPA 203 or SPA 210
SPA 211
MAT 105

Spring

Academic Writing (if not exempt) or Free Elective or Science Course
SCI 103 or 104
MAT 106
SPA 215 or SPA 216 or SPA 217
MAT 106

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 in ECE 202 or ECE 201; achieving the required grade in the foundations and critical content courses in the subject matter 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 ECE 202 or ECE 201; achieving the required grade in the foundations and critical content courses in the subject matter 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 subject matter major.

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 component of the program or fulfilling department requirements or expectations.

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 in ELE 201; achieving the required grade in the foundations and critical content courses of the subject matter 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 ELE 201; achieving the required grade in the foundations and critical content courses in the subject matter 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 subject matter major.