

EARLY CHILDHOOD AND SPECIAL EDUCATION (P-3 AND TEACHER OF STUDENTS WITH DISABILITIES), M.A.T.

The graduate programs in early childhood education are completely online and are designed to deepen the understanding and perfect the skills of teacher candidates who plan to work with children from birth through eight years of age in a variety of child-development and school settings. Emphasis is placed on current theory and research in child development and application to early childhood education practice. This is a 39 credits program. Those candidates who successfully complete this program will be eligible for the New Jersey Preschool through grade Three Certificate of Eligibility with Advanced Standing and an endorsement in Teacher of Students with Disabilities..

THE REQUIREMENTS FOR ADMISSION TO THIS PROGRAM ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- Passing scores on all three sections of the Praxis CORE, or 560 verbal, 540 Math on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733 Passing Score 150
- Reading Test #5713 Passing Score 156
- Writing Test #5723 Passing Score 162

Students who meet the score levels below are not required to take the Praxis CORE:

SAT Scores

- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, 610 Evidence-Based Reading and Writing or 30 Reading Section

ACT Scores

- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

GRE Scores

- If taken before 8/1/2011: Quantitative 720, Verbal 530
- If taken on or after 8/1/2011: Quantitative 156, Verbal 155

For more information on Praxis exams: <https://www.ets.org/praxis/nj/requirements>

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE ARE:

- Completion of all education courses with B- or higher grades
- Passing scores on Praxis Core and Praxis II Exam
- A minimum cumulative GPA of 3.0
- Successful completion of clinical practice 1 and 2

- Obtaining a passing score of 37 on the performance assessment, edTPA, as required by the New Jersey Department of Education.
- 60 Liberal Arts credits

Note: For the most updated information on this teaching certification program, students are directed to contact the Department Chairperson, Dr. Sai Jambunathan (sjambunathan@njcu.edu) as changes may have occurred since publication.

All master's degree candidates must have a bachelor's degree with a liberal arts major or 60 liberal arts credits, including the following courses or their equivalents:

Code	Title	Credits
MATH 215	Problem Solving in Mathematics	3
WGST 110	Diversity and Difference: Identities, Communities, and Cultures	3
or MCC 218	Learning, Teaching, and Succeeding in Diverse Communities	
BIOL 225	Human Sexual Biology (OR Candidates can take the Physiology and Hygiene Test administered in the county office of education. Please go to http://www.nj.gov/education/counties/ in order to contact a county office of education)	3
or BIOL 224	The Human Body	
ECE 212	Human Development: Prenatal through Adolescence	3
or PSYC 150	Developmental: Birth Through Adolescence	

Program Requirements*

Code	Title	Credits
Phase I (6 credits)¹		
ECE 610	Child Study Basis Educational Planning	3
ECE 624	Introduction to Early Childhood Special Education: Establishing a Positive Urban Educational Envir	3
Phase II (6 credits - Prerequisites: Satisfactory completion of Phase I and passing scores on all three sections of Praxis Core or meet exemption requirements with SAT/ACT/GRE scores. However, it is strongly recommended that students pass the Core exams prior to Phase I in order to prevent disruption in taking education classes in case you do not pass the exams in a timely manner)		
ECE 631	Early Childhood Curriculums & Programs	3
ECE 634	Family, Child and School Interaction	3
Phase III (6 credits)		
SPEC 620	Early Childhood Special Education Curriculum and Program Development I (including Clinical Field Experience)	3
ECE 656	Building Meaningful Curriculum/ Developmentally Appropriate Practice in Mathematics and Science	3

Phase IV (6 credits - Students must pass the Praxis Early Childhood Exam (5025) before or during Phase IV. You must take these courses prior to ECE 623 and these courses have to be taken together.

ECE 638	Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum Pre K-K	3
SPEC 669	Developing Communication Skills in Atypical Learners	3

Phase V (5 credits - The following courses are offered only in the Fall and have to be taken together)

ECE 623	ECE Graduate Clinical Practice I	2
ECE 639	Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum	3

Phase VI (10 credits - All courses have to be taken together)

ECE 633	Seminar & Practicum in Early Childhood Education	3
ECE 605	ECE SPEC GRAD Clinical Practice II	4
ECE 655	Classroom Management, Classroom Behavior and Positive Behavior Supports	3

Total Credits 39

¹ Students may take up to 6 credits in Phase I prior to passing the Praxis CORE.

* All courses are offered online except clinical courses.

Important: The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education requirements. Please contact Department Chairperson Dr. Sai Jambunathan (sjambunathan@njcu.edu) for most current requirements.

First Year

Semester 1		Credits
ECE 610	Child Study Basis Educational Planning	3
ECE 624	Introduction to Early Childhood Special Education: Establishing a Positive Urban Educational Envir	3

Credits 6

Semester 2

Prerequisites: Satisfactory completion of ECE 610, 624 and obtain passing scores on all three sections of the Praxis Core or meet exemption requirements with SAT/ACT/GRE scores

ECE 631	Early Childhood Curriculums & Programs	3
ECE 634	Family, Child and School Interaction	3

Credits 6

Second Year

Semester 1

ECE 656	Building Meaningful Curriculum/ Developmentally Appropriate Practice in Mathematics and Science	3
SPEC 620	Early Childhood Special Education Curriculum and Program Development I	3

Credits 6

Semester 2

Students must pass the Praxis Early Childhood Exam (5025) before or during this semester. You must take these courses prior to ECE 623 and these courses have to be taken together.

ECE 638	Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum Pre K-K	3
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SPEC 669	Developing Communication Skills in Atypical Learners	3
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Credits 6

Third Year

Semester 1

The following courses are offered only in the Fall and must be taken together

ECE 623	ECE Graduate Clinical Practice I	2
ECE 639	Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum	3

Credits 5

Semester 2

The following courses must be taken together:

ECE 633	Seminar & Practicum in Early Childhood Education	3
ECE 605	ECE SPEC GRAD Clinical Practice II	4
ECE 655	Classroom Management, Classroom Behavior and Positive Behavior Supports	3

Credits 10

Total Credits 39

Students also have to obtain a passing score on edTPA in order to be able to apply for certification

Important: The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education requirements. Please contact Department Chairperson Dr. Sai Jambunathan (sjambunathan@njcu.edu) for most current requirements.

Student Learning Outcomes

Learning outcomes are aligned to the INTASC Model Core Teaching Standards:

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor

learner progress, and to guide the teacher's and learner's decision making.

7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.