

# ELEMENTARY AND SECONDARY EDUCATION

Professional Studies Building, Room 329  
201-200-3421

<http://www.njcu.edu/department/elementary-secondary-education>  
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The Department of Elementary and Secondary Education prepares distinguished educators for the state of New Jersey, the country, and many foreign countries. Our programs emphasize critical thinking and analytical skills for problem solving in urban and other school settings. We are dedicated to graduating knowledgeable, capable, and articulate educators who are reflective about their own teaching. We are also committed to the belief that education is transformative and empowering and that social justice can be best accomplished through an educated citizenry.

THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses
- Passing scores on 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> (<https://www.ets.org/praxis/nj/requirements/>)

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:

- Completion of NJCU General Education requirements or equivalent
- Successful completion of major in intended content area

- Passing scores on appropriate Praxis exams
- A minimum cumulative GPA of 3.0
- Successful completion of Clinical Practice 1 and Clinical Practice 2 (student teaching)
- Students will be required to complete a sequence of 50 observation hours in Phase I as per New Jersey Department of Education guidelines

This includes successful submission of the performance assessment, edTPA, as required by the New Jersey Department of Education.

*Note:* For the most updated information on this teaching certification program, students are directed to contact the College of Education as changes may have occurred since publication.

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Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (<https://catalog.njcu.edu/graduate/academic-requirements-policies-procedures/>)."

- Elementary Education—Teacher Certification, M.A.T. (<https://catalog.njcu.edu/graduate/education/elementary-secondary/elementary-education-teacher-certification-mat/>)
- Secondary Education—Teacher Certification, M.A.T. (<https://catalog.njcu.edu/graduate/education/elementary-secondary/secondary-education-teacher-certification-mat/>)

## Elementary and Secondary Education (EDU)

### EDU 500 Classroom Management Workshop (1 Credit)

EDU 500 Classroom Management (1) This course improves and evaluates students' ability to create a learning environment which encourages both individual and group learning and conflict resolution among peers. It provides opportunities to role-play and analyze teaching decisions meant to prevent classroom disruptions, encourage student interest, make positive the experience of diversity in the classroom, and diffuse crises.

**Co-Requisite(s):** EDU 655

**EDU 501 English Content Praxis Review (1 Credit)**

This course prepares students to take the English Content PRAXIS, the subject assessment in English required to obtain certification to teach secondary language arts in New Jersey. The course offers a broad review of different topics in English as well as strategies for effective test taking and time management.

**EDU 604 New Curriculum Approach Strategies in Elementary/Middle School Mathematics (3 Credits)**

This course is designed primarily for in-service elementary school teachers. It stresses the study of modern mathematics: its organization, its underlying psychological and philosophical principles, and the creative teaching techniques important to the teacher of mathematics. Students are exposed to some of the significant research programs currently being undertaken by mathematics educators.

**EDU 606 Community Agencies Organizations and Resources (3 Credits)**

This course offers a survey of the referral resources available to the counselor and social worker in the northern New Jersey metropolitan area. Public and private agencies, educational, vocational, mental health, and medical resources and their interaction are included. Techniques of contact, referral, and follow up are studied. Students are expected to visit a number of local agencies and work through the referral process in sample cases.

**EDU 607 Techniques of Elementary Curriculum Building (3 Credits)**

This course offers a study of K-8 curriculum projects and school improvement programs. Particular attention is devoted to: activity and inquiry based curricula, the use of technology and its impact on teaching and learning, and collaborative models for instruction and learning.

**EDU 608 Demonstrating Knowledge of Teaching in Urban Schools (1 Credit)**

Students who complete a Professional Development Series consisting of five (5) 3-credit courses in a specified area of teaching and learning in urban schools may elect to take this course to demonstrate their mastery of the series' focus. Students who complete this capstone course will be awarded a departmental Certificate of Proficiency in the focus of the series.

**EDU 610 Rethinking Canonical Literature in the Middle School and Secondary Classroom (3 Credits)**

This course focuses on the teaching of the traditional literary canon in the urban middle school and secondary English language arts classroom. The course will explore the history and politics of the literary canon, as well as strategies for successfully using the traditional canon in an urban classroom. The bulk of class time will be spent 1) reading and analyzing new theoretical approaches to literature and 2) reading and analyzing new and diverse approaches to canonical literary texts. The course will also focus on pedagogical strategies for bringing new critical/theoretical approaches to canonical literature into the urban classroom.

**EDU 611 Adding Excitement to the Teaching of Science:Recent Developments in Elementary School Sciences (3 Credits)**

This is a hands-on laboratory course that touches upon fourteen science content topics. It is activity and media oriented. This course is for the "science shy" teacher and for those who are comfortable teaching science but want to do it better.

**EDU 612 Learning Theories for Teachers (3 Credits)**

This course, designed for teachers, administrators, and other education professionals, examines modern/contemporary learning and cognitive development theories in conjunction with motivation and instruction theories and their application in the classroom. It provides students, who bring to the course a wealth of experience as learners, teachers, trainers, curriculum planners, and designers of instruction, with many coherent explanatory frameworks within which they may solve teaching and learning problems that are of interest to them. The course enables students to develop a fine-tuned, informed view of learning and to take a stand on the merits and faults of a particular theory, practice or research findings as they might be applied to various instructional problems—in effect a theory of learning may function as an analytical tool with which to reflect on practices.

**EDU 613 The Teaching of Shakespeare for the Urban Secondary Classroom (3 Credits)****EDU 614 Multicultural Literature for the Urban Middle School and secondary Classroom (3 Credits)****EDU 615 Critical Issues In Urban Education (3 Credits)**

Attention is given to the role of the school in American society and to the issues attendant upon the interest in and the controversy about present day education. The content covered in this course reflects the needs and interests of class members.

**EDU 616 Innovations in Teaching in the Urban Setting I (3 Credits)**

This course deals with the changes that are taking place in education today. It examines current and innovative methods of teaching in a variety of settings that include urban studies. This course addresses what students are learning, the relationship between theory, research, and educational practices, and expectations of the professional educator. Master's students learn the art of grant writing as a part of this course. This basic professional course is open to all majors.

**EDU 618 Innovations in Teaching in the Urban Setting II (3 Credits)**

Students learn how to critique their own classroom practice, to promote their continued learning. Readings and class activities help students to apply current research on a variety of topics, including cooperative learning. With guidance from the instructor, students select a topic of interest to investigate and use recent scholarship to the performance of students who are not achieving to their potential. Web-based activities are integrated into course activities.

**EDU 619 Research Seminar (3 Credits)**

The purpose of this course is to enable students to use the knowledge acquired in the research course to design and carry out their own research investigation on an approved topic of professional interest.

**Pre-Requisite(s):** EDU 621 Research Methods in Education

**EDU 621 Research Methods in Education (3 Credits)**

This course introduces students to the nature of educational research and provides essential information and research methods needed to understand the research process. The emphasis throughout is to show students how to set up a research study on a question of interest and importance. Students identify a research question and conduct a literature review.

**EDU 622 Introduction to Middle Level Education (3 Credits)**

This course prepares graduate students to teach in grades 5-8, and is focused on understanding the development characteristics of the 10 to 14 year old in order to teach them effectively. Participants learn to create learning activities responsive to the emotional, cognitive, physical, and social needs of early adolescents.

**EDU 628 Learning and Motivation (3 Credits)**

Students explore theoretical principles of learning and related practices, which provide appropriate individualized instruction for pupils who, in a multicultural community, exhibit widely divergent educational abilities and values.

**EDU 629 Individualizing the Learning Experience (3 Credits)**

Students explore theoretical principles of learning and their application in the practice of leadership. The focus of the course is on developing a climate that supports individualized instruction for pupils in a multicultural community who exhibit widely divergent educational abilities and values.

**EDU 630 Doing Teacher - Research (3 Credits)**

Required of candidates completing the MA in Urban Education – Teaching and Learning in Urban Schools Specialization and a prerequisite for Teacher- Research Seminar using the paradigm of teacher- research, classroom teachers learn principles of planning, conducting, and assessing educational research, carrying out a small-scale study as they learn. Both qualitative and quantitative methodologies are explained, preparing students to complete the culminating research projects.

**EDU 631 Teacher - Research Seminar (3 Credits)**

Required of candidates completing the MA in Urban Education–Teaching and Learning in Urban Schools Specialization. With support and direction, teachers work independently to design a teacher-research project on their classrooms, implement the study, and evaluate the results. Students apply the knowledge and skills acquired in the pre-requisite research methods course (EDU 630 or an approved alternative) using concepts and skills associated with the teacher-research paradigm. To complement their research projects, students complete either an annotated bibliography or a traditional literature review.

**EDU 632 Teachers' Work (3 Credits)**

Introduction to theory and research on the school as a workplace and its effects on classroom teaching, teachers' constructions of their work and of their career commitments. Readings focus on individual and institutional factors that reflect society and schooling's stratification by gender, race and class.

**EDU 645 Curriculum and Methods (3 Credits)**

This course focuses on organization and presentation of subject matter including instructional planning, teaching methods, curriculum development, evaluation, selection of instructional materials, and the appropriate use of textbooks and teacher's guides. The course familiarizes students with national and New Jersey Core Curriculum Content Standards (e.g., visual and performing arts, health education, and physical education). Students have an opportunity to experience and to express themselves through the arts by designing and implementing learning environments and curricula that support self-expression and foster creativity. Unit plans, lesson plans, and materials for classroom use are developed integrating subject areas across disciplines by use of thematic units, group activities, etc.

**EDU 649 Secondary and Middle School Curriculum (3 Credits)**

This course offers a survey of the status and trends of the curricula in American middle and secondary schools. After a consideration of the foundations of the curriculum, the course investigates the differing roles and purposes of middle and secondary schools and how their curricula carry out these roles and purposes. Students consider the place of the various disciplines in the curricula including: vocational occupational, and career education, physical education, guidance, the extra curriculum design and organization, learning in the community programs, and alternative programs. Emphasis is on the curriculum as it relates to the problems and future development of urban schools.

**EDU 651 Clinical Practice I (1 Credit)**

This course takes place throughout the semester and consists of weekly one and a half day field experiences in elementary or secondary school classrooms appropriate to the area of teaching licensure. Students participate in classroom activities, develop lessons and provide instruction supported by a clinical supervisor and cooperating teacher.

**EDU 652 Student Teach Int & Seminar (2 Credits)****EDU 654 Urban Challenge (3 Credits)**

This course focuses on the bureaucratic/social structure of urban public education. It provides the opportunity for students to examine the manner in which urban issues affecting education (e.g., intercultural relations, crime, poverty) are researched and responded to by way of policies, legislation procedures, and work with communities (e.g., parents, parent groups, social service agencies). The course includes twelve hours of students observing teachers in their urban classrooms.

**EDU 655 Clinical Practice II (4 Credits)**

A full-semester field experience in an urban school with reputable programs, the internship assigns students to work with a co-operating teacher certified in their field of specialization. Students observe and tutor, and then teach the class under the supervision of the cooperating teacher. They assume the full responsibilities of a classroom teacher during the course of the semester and are responsible for in-class and out-of-class activities normally assigned to teachers. In the weekly seminar portion of this course, students share, analyze, and plan improvements for their student teaching experiences.

**EDU 660 Middle School Field Experience (1 Credit)**

This course helps students to understand developmental characteristics of the 10 to 14 year olds. Participants observe in a middle school classroom, examining adolescent learning and effective classroom settings. The reflective urban practitioner model is also examined in the context of real classroom experiences.

**Pre-Requisite(s):** Matriculation and completion of Phase I courses or NJ State Certification and EDU 622

**Co-Requisite(s):** EDU 672.

**EDU 672 Internship Seminar (2 Credits)****EDU 680 Adv Curric in World Lang & Cul (3 Credits)****EDU 681 Independent Study in Education (1 Credit)**

Independent study consists of projects, which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by university courses.

**EDU 682 Independent Study in Education (2 Credits)**

Independent study consists of projects, which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by university courses.

**EDU 683 Independent Study in Education (3 Credits)**

Independent study consists of projects, which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by university courses.

**EDU 684 Integrated Curriculum and Instruction including Diverse Populations (3 Credits)**

This course focuses on teaching diverse populations (e.g. special education students, Section 504 students, ESL students) in inclusive elementary school settings. Students are familiarized with the characteristics and educational needs of diverse students, federal and state legislation and litigation, modification of curriculum methods, materials assessment, classroom behavior, and the classroom environment for individuals with special needs. Home, school, and community relationships are examined. The course addresses the knowledge base and the interpersonal skills necessary for collaboration among general educators, special educators, staff members and parents. Students apply their knowledge of learning and technology to design, manage, and facilitate a student-centered, multidimensional learning environment. Software products and Internet resources are included as teaching tools.

**EDU 685 Adv Curr in Social Studies (3 Credits)****EDU 686 Advanced Curriculum Development in Mathematics (3 Credits)****EDU 687 Advanced Curriculum Development in English Language Arts (3 Credits)****EDU 691 Curriculum Integrating Social Studies World Cultures Literature (3 Credits)**

This course familiarizes students with national and state content standards for social studies, world cultures, and literacy. Students create unit and lesson plans for several elementary grade levels and design materials for the classroom. Students experiment with integrating subjects across disciplines using thematic units, group activities, the world wide web, etc. There is a focus on integrating literacy instruction and content areas in the upper grades of elementary school. Special attention is given to teaching learning strategies (e.g., KWL, question-answer relationships, concept mapping, and guided writing procedures). Software products and Internet resources are included as teaching tools.

**EDU 692 Urban Curriculum I (3 Credits)****EDU 693 Educational Assessment (3 Credits)**

This course provides an overview of the multidimensional nature of measurement and evaluation in education. It focuses on the construction and implementation of various tools for formal and informal assessment. Students develop their questioning techniques, tests, and other forms of content assessment. The consequences of poor assessment are identified along with strategies for obtaining valid and reliable assessment for sound classroom decision-making. Included are standardized tests used in K-12 settings (e.g., ESPA, GEPA, HSPT and SAT), research on testing, the use of test results in decision-making/teaching goals, and communication of results to stakeholders.

**EDU 694 Curriculum: Math Science Technology (3 Credits)**

This course familiarizes students with national and state content standards for science (e.g., the use of the scientific inquiry process by children and their understanding of the laws of nature) and math (e.g., the development of skill in numeric operations and reasoning ability in children). Students develop ability to make effective use of content knowledge in teaching the sciences, mathematics and computer utilization by creating unit plans and lesson plans for several elementary grade levels. Classroom methods and materials are designed and modified to suit children with special needs. Students integrate the teaching of math and science through the study of culturally different numeration systems, writing assignments, database management tools, technology based strategies, library research, group presentation, and project based explorations.

**EDU 2655 Alternate Route Internship & Seminar in World Language Education (2 Credits)**

Full semester field experience in an urban school with reputable programs, the internship assigns students to work with a co-operating teacher certified in their field of specialization.

**Co-Requisite(s):** EDU 500

NOTE: No more than three 500-level courses can be counted towards a master's degree.