

EARLY CHILDHOOD EDUCATION WITH P-3 TEACHER CERTIFICATION

Completion of this major prepares educators to work with children from birth through eight years of age in a variety of child-development and school settings. Candidates will also be eligible to apply for Certificate of Eligibility in Advanced Standing in P3. Emphasis is placed on current theory and research in child development and application to early childhood education practice. Candidates for this certification must also complete one of the following liberal arts majors offered by the William J. Maxwell College of Arts and Sciences.

- Art, Biology, Chemistry, Computer Science, Economics, English, Geoscience, History, Mathematics, Media Arts, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, or Women and Gender Studies.

NJCU is fully accredited by the Middle States Association of Colleges and Secondary Schools. NJCU Education programs are accredited both by the Council for Accreditation of Educator Preparation (CAEP) and the New Jersey State Department of Education.

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 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 TRACK ARE:

Completion of NJCU General Education requirements or equivalent
Successful completion of courses in intended majors and area/areas of certification

Passing scores on appropriate Praxis II Exam

A minimum cumulative GPA of 3.0

Successful completion of clinical practice 1 and 2

Obtaining a passing score of 37 or above on 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 Dr. Sai Jambunathan, Chairperson of the department, as changes may have occurred since publication.

Code	Title	Credits
General Education Requirements (Must be taken prior to Phase II)		
ECE 212	Human Development: Prenatal through Adolescence	3
or PSYC 150	Developmental: Birth Through Adolescence	
BIOL 224	The Human Body	3
or BIOL 225	Human Sexual Biology	
WGST 110	Diversity and Difference: Identities, Communities, and Cultures	3
or MCC 218	Learning, Teaching, and Succeeding in Diverse Communities	
MATH 215	Problem Solving in Mathematics	3
Phase I Requirements ¹		
ECE 200	Introduction to Early Childhood Education	3
ECE 210	Young Children's Development Behavior & Learning	3
LTED 270	Emerging Literacy at Home & School	3
SPEC 250	Psychological & Educational Needs of the Exceptional Child	3
Phase II Requirements ²		
ECE 331	ECE Clinical Practice I (All students will be placed for their clinical practice experience in professional development schools associated with NJCU)	2
ECE 350	Early Childhood Integrated Curriculum	3
LTED 350	Early Childhood Reading & Language	2
ECE 300	Early Primary Curriculum grades 1-3: Methods of Content Delivery	3
ECE 305	Math, Science and Technology in Early Childhood Education	2
ECE 460	Working with Families of Young Children	3
Phase III Requirements ^{2, 3, 4}		
ECE 1480	ECE Clinical Practice II (All students will be placed for their clinical practice experience in professional development schools associated with NJCU)	8
ECE 475	Reflecting on Knowledge & Practice	3
ECE 400	Classroom Management, Classroom Behavior and Positive Behavior Supports	3

¹ Students may take up to 6 credits in Phase I prior to passing all three sections of the Praxis CORE. Transfer courses are applicable only to Phase I or II. However, it is strongly recommended that students pass all three sections of the CORE or meet the exemption requirements prior to taking any education classes to prevent any disruption of taking education classes in a sequence while meeting the testing requirements.

² Prerequisites: Satisfactory completion of Phase I and passing score on all three sections of the Praxis CORE (unless exempt). ECE 331, ECE 350, and LTED 350 are offered only in fall semesters and have to be taken together. ECE 300, ECE 305, and ECE 460 will potentially be offered every semester.

³ You must take these courses consecutive to ECE 350, ECE 331, and LTED 350.

⁴ Students must pass the Early Childhood Content Knowledge Praxis II (5025) prior to Phase III.

Freshman

Semester 1		Credits
ENGL 101 or ESL 101	English Composition I or English Composition I for English as a Second Language Students	4
INTD 101	Orientation to College <small>First time freshmen only</small>	1
MATH 114	Contemporary Mathematics	3
LTED 160	Languages of Power and Social Justice	3
	General Education Tier I course	3
	General Education Tier I course	3
Credits		17

Semester 2		Credits
ENGL 102	English Composition II	4
ECE 212	Human Development: Prenatal through Adolescence	3
BIOL 224	The Human Body	3
MATH 215	Problem Solving in Mathematics	3
	General Education Tier I course	3
Credits		16

Sophomore

Semester 1		Credits
ECE 200	Introduction to Early Childhood Education	3
SPEC 250	Psychological & Educational Needs of the Exceptional Child	3
	General Education II course	3
	General Education II course	3
	Liberal Arts Major Course	3
Credits		15

Semester 2		Credits
LTED 270	Emerging Literacy at Home & School	3
ECE 210	Young Children’s Development Behavior & Learning	3
	General Education II course	3
	Liberal Arts Major course	3
	Liberal Arts Major course	3
	Liberal Arts Major course	3
Credits		18

Junior

Semester 1		Credits
ECE 300	Early Primary Curriculum grades 1-3: Methods of Content Delivery	3
	General Education Tier III Capstone course	3
	Liberal Arts Major course	3
	Liberal Arts Major course	3
	Liberal Arts Major course	3
Credits		15

Semester 2		Credits
ECE 460	Working with Families of Young Children	3
ECE 305	Math, Science and Technology in Early Childhood Education	2
	Liberal Arts Major course	3
	Liberal Arts Major course	3
	Liberal Arts Major course	3
Credits		14

Senior

Semester 1		Credits
LTED 350	Early Childhood Reading & Language	2
ECE 331	ECE Clinical Practice I	2
ECE 350	Early Childhood Integrated Curriculum	3
(ECE 331, ECE 350, LTED 350 MUST BE TAKEN TOGETHER)		
	Liberal Arts Major course	3
	Liberal Arts Major course	3
Credits		13

Semester 2		Credits
ECE 1480	ECE Clinical Practice II	8
ECE 400	Classroom Management, Classroom Behavior and Positive Behavior Supports	3
ECE 475	Reflecting on Knowledge & Practice	3
(ECE 400, ECE 475, ECE 1480 MUST BE TAKEN TOGETHER)		
Credits		14
Total Credits		122

Student Learning Outcomes

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

- 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.
- 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.
- 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.
- 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.