

BACHELOR OF ARTS IN ELEMENTARY EDUCATION (K-6) WITH LITERACY FOCUS

The Department of Literacy Education proposes the creation of a new Bachelor of Arts in Elementary Education (K-6) certification with a focus on Literacy. This new program will differ from our current K-6 certification program in the following ways: a) the increased focus on literacy and developing quality teacher candidates who understand the importance and can implement literacy-driven instruction to K-6 students in all elementary content areas; b) the inclusion of a paid teacher intern program for all students beginning in their sophomore year; and c) an intentional, directed focus on the teacher as a lifelong learner through comprehensive professional development,

Completion of this major prepares educators to work with children from Kindergarten through grade six and be eligible to obtain the Elementary Teacher Certificates of Eligibility with Advanced Standing. Candidates for this certification must also complete 60 liberal arts credits offered by the William J. Maxwell College of Arts and Sciences.

NJCU is fully accredited by the Middle States Association of Colleges and Secondary Schools. NJCU Education programs are accredited both by the Council for the Accreditation of Teacher 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 certification areas
Passing scores on appropriate Praxis II Exams
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. Michelle Rosen, Chairperson of the department, as changes may have occurred since publication.

Students with bachelor's degrees in designated areas may be eligible to add middle school extension certifications (grades 6-8). Speak with an advisor for details.

All candidates in the proposed program will complete a Bachelor's Degree with a cumulative 3.0 cumulative GPA or higher and 60 credits in Liberal Arts courses. Candidates will need to demonstrate competencies in Basic Skills, as required by the NJDOE, through PRAXIS Core, GRE, SAT, or ACT scores.

Education Courses: The design of this program utilizes all existing courses with the exception of 4 newly created courses that take a deeper dive into literacy instruction than currently available in our existing Elementary Education program. There are 14 education courses plus Clinical Practice I & II. Five of the courses can be used towards the 10 course requirement for the Teacher of Reading Endorsement. If candidates choose, they have the option to enroll in five of our graduate level courses in our Masters of Arts in Reading program to complete the Supplemental Instruction certification as a Teacher of Reading. At that point of completion, they can choose to enroll in the additional five courses to complete the Masters of Arts in Reading.

Clinical Experiences: The proposed program will allow the interns to complete their required 50 hours in the classrooms they are working as interns. Within the scope, an additional 15-20 hours per week will be spent working in authentic classrooms alongside experienced teachers. They will also complete their CPI experience during the Fall of their senior year and CPII during the subsequent spring semester.

Degree Map is also attached as a separate file and is also included in the final proposal attachment.

Semester 1: Fall Term

Course Credits

Tier I General Education Course (LTED 160 Power of Social Justice) 3

ENG 101 English Composition or ESL 101 English as a Second Language 4

PSYC 110 Introduction to Psychology 3

PHIL 125 Ethics in Everyday Life 3

MATH165 Precalculus 3

Semester Credits 16

Semester 2: Spring Term

2 Bachelor of Arts in Elementary Education (K-6) with Literacy Focus

Course Credits

ENG 102 English Composition II 3
 PSYC 150 Developmental: Birth Through Adolescence 3
 PHIL 102 Critical Thinking 3
 BIO 224 The Human Body or 225 Human Sexual Biology 3
 HIST 152 American History since 1865 or History Elective 3

Semester Credits 15

Semester 3: Fall Term

Course Credits

ENGL 147 Effective Speaking 3
 MATH 140 Statistics 3
 Liberal Arts Elective 4

SPFD 426 Teacher Intern Program 2

LTED240 Professional Practice in Schools 3

Semester Credits 15

Semester 4: Spring Term

Course Credits

WGST110 Diversity and Difference: Identities, Communities, and Cultures or Equivalent 3

Liberal Arts Elective (Tier II General Education) 3

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Liberal Arts Elective 3

SPFD 426 Teacher Intern Program 2

LTED241 Professional Practice in Schools 3

Semester Credits 17

Semester 5: Fall Term

Course Credits

SPEC 210 Communication Disorders in Children 3

EDTC310 Teaching and Learning with Technology 3

LTED 235 Focus: Foundations of Literacy (K-6)* 3

SPFD 426 Teacher Intern Program 2

LTED 242 Professional Practice in Schools 3

LTED 205 Contemporary Literacies 3

Semester Credits 17

Semester 6: Spring Term

Course Credits

SPEC 250 Psychological & Educational Needs of the Exceptional Child 3

LTED 236 Literacy Instruction and Strategies (K-6)* 3

SPFD 426 Teacher Intern Program 2

LTED243 Professional Practice in Schools 3

EDU 305 Power, Politics, and Schooling: National and Global Contestations or Liberal Arts Elective 3

Semester Credits 14

Semester 7: Fall Term

Course Credits

EDU 362 Elementary Science Methods 2

EDU 362 Elementary Math Methods 2

LTED 390 Reading in the Content Areas* 3

EDU 331 Clinical Practice I 2

SPFD 426 Teacher Intern Program 1

LTED244 Professional Practice in Schools 3

Semester Credits 13

Semester 8: Spring Term

Code Course Credits

EDU480 Clinical Practice II 8

EDU470 Internship Seminar 2

LTED 380 Going Public: The History of American Public Education 3

Semester Credits 13

TOTAL CREDITS 120

The College of Education is dedicated to the belief that education is transformative and empowering and that social justice can best be accomplished through an educated citizenry.

- Our candidates demonstrate mastery of the subject matter they plan to teach.
- Our candidates demonstrate their pedagogical knowledge, integrating their understanding of their pupils' developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
- Our candidates demonstrate effective instruction, caring behavior, and reflection to improve practice.
- Our candidates know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.

- Our candidates are able to use appropriate technology in carrying out their professional responsibilities

In addition, the proposed program will satisfy the following Middle States student learning outcomes:

- Critical Reasoning and Research Skills
- Written and Oral Communication
- Information Literacy Skills
- Technology Fluency