

ELEMENTARY AND SECONDARY EDUCATION

Professional Studies Building, Room 329
201-200-3421

The Department of Elementary and Secondary Education (<https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments/elementary-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 appropriate 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 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 undergraduate/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 "Undergraduate Degree Requirements (<https://catalog.njcu.edu/undergraduate/undergraduate-degree-requirements/>)."

- Elementary Education Co-major with K-6 Certification (with major in Arts and Sciences) (<https://catalog.njcu.edu/undergraduate/education/elementary-secondary/elementary-education-co-major-arts-sciences-k-6-certification/>)
- Secondary Education Co-major with K-12 Certification (with major in Arts and Sciences) (<https://catalog.njcu.edu/undergraduate/education/elementary-secondary/secondary-education-co-major-arts-sciences-k-12-certification/>)

Elementary and Secondary Education (EDU)

EDU 1XX Elementary & Secondary Education Transfer Credit (0 Credits)

EDU 2XX Elementary & Secondary Education Transfer Credit (0 Credits)

EDU 210 The Social Studies Disciplines (1 Credit)

This course aims to improve the pass rates of education candidates on the Praxis II Secondary Social Studies Content Knowledge exam by building both (multi) disciplinary knowledge and test taking skills. The exam measures candidates' breadth of knowledge in U.S. and world history, political science, geography, economics, and the behavioral sciences.

EDU 250 Education Challenge (3 Credits)

This course is the first step in the process of developing a classroom teacher who is a reflective practitioner in an urban environment. It stresses fundamental, theoretical and practical concepts pertaining to the teaching profession and to the relationships between teachers and other school professionals. It explores the complexity of today's classroom and the knowledge and skills needed to become an effective teacher. The reflective practitioner framework is developed through an examination of the history, theories and practical concepts of the teaching profession. The course examines relationships between teachers and other school personnel and the community. The course is designed to help the student decide whether he/she has the potential, attitudes and interest to become a professional teacher. Corequisite: LTED 330 Focus: Reading, Language and Literacy.

EDU 280 Challenges in Urban Education (3 Credits)

Students examine sociological, historical, philosophical, political, and anthropological foundations of education, to understand how these underpin life in urban classrooms, schools, and school systems. Readings and class work encourage critical perspectives on the social, political, and economic contexts that influence teaching and learning in urban schools.

Co-requisite: LTED 230

EDU 305 Power, Politics, and Schooling: National and Global Contestations (3 Credits)

What is the purpose of education in societies aspiring to democracy? How has that purpose been conceived and realized, across cultures and time? How do current educational practices and policies reflect, achieve, or fail to advance schooling's democratic purposes? Students take up these questions by critically analyzing school reform as a site of political, economic, and cultural struggle, examining the history, players, and ideologies configuring contemporary controversies in national and international education policy. Students evaluate assumptions underlying school reforms; interests of constituencies advancing change; and the likely intended and unintended consequences, especially for historically marginalized groups.

Pre-Requisite(s): 8 Gen Ed Courses across Tier 1 and Tier 2

EDU 313 Development of Educational Thought (3 Credits)

A study of major schools of philosophy which have influenced educational practices. Examination is made of the connection between philosophy, educational philosophy, and the functions of the teacher.

EDU 315 Differentiating Instruction: Mtng Needs of Urban Stdnts from Cultrly, Ling., & Academic Diverse Bckgrnds (3 Credits)

This course is for students seeking teaching certification. The course assists prospective teachers in maximizing learning for students from diverse backgrounds. Emphasis is on culturally respectful and relevant methods for differentiating instruction to meet the needs of students. Common challenges correlated to poverty and supporting students' academic resiliency are examined.

Prerequisites: Matriculation in the teacher preparation program, EDU 280 and LTED 230.

EDU 330 Focus: Development, Behavior and Learning (3 Credits)

The first post-admission course in the teacher education program. This course will emphasize the practical applications for classroom instruction of the major theories, research, concepts and issues in the areas of human learning, development and measurement and evaluation.

Pre-requisite(s): 3.00 CGPA, EDU 280 LTED 230 and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 331 Clinical Practice I (2 Credits)

Taken concurrently with EDU 330 Focus: Development, Behavior and Learning. Clinical Practice I will meet for the entire semester. It consists of a weekly field experience and four seminars. The attributes of the reflective urban practitioner model are discussed and practiced by utilizing real experiences and urban child care and/or educational settings where knowledge of child development can be observed and applied to Early Childhood/Elementary and Secondary Education program practices. Special attention is devoted to the delivery of developmentally appropriate practice to children and their families.

Pre-Requisite(s): 3.00 CGPA, EDU 280, LTED 230, Department Consent, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 361 Elementary Social Studies Methods (2 Credits)

This course is to be taken by candidates seeking elementary teaching certification. This course helps students teach elementary school children about the social world in which they live and how it got that way. It focuses on various teaching methods that help children develop the knowledge, skills and attitudes needed to participate in today's global community. Emphasis is on inquiry, problem solving and discovery. Reflective practice is the goal for the education candidate. Students gain a practical hands-on experience in using current computer technology in the classroom.

Pre-requisite: 3.00 CGPA, EDU 280, LTED 230, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 362 Elementary Science Methods (2 Credits)

This course is to be taken by candidates seeking elementary teaching certification. It focuses on teaching the pedagogy of elementary science and on the development of reflective practitioners. The course will concentrate on the presentation, development and reinforcement of elementary science concepts, skills and applications at each successive grade level. Students gain a practical hands-on experience in using current computer technology in the classroom.

Pre-requisite: 3.00 CGPA; EDU 280, LTED 230, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 363 Elementary Math Methods (2 Credits)

This course is to be taken by candidates seeking elementary certification. It focuses on the teaching of mathematics and on the development of reflective practitioners. The course will focus on the presentation, development and reinforcement of elementary math concepts, skills and applications at each successive grade level. Students gain a practical hands-on experience in using current computer technology in the classroom.

Pre-requisite: 3.00 CGPA, EDU 280, LTED 230 and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 371 Grades 7-12 Methods/Materials (3 Credits)

Offered Fall Semester Only This course prepares prospective middle and secondary urban teachers to select and use research-based instructional materials and strategies. Course work emphasizes acquisition of skills, orientations, and knowledge of reflective urban teachers and focuses on ways to organize instruction and develop materials that make all students' active learners, tapping family and community "funds of knowledge."

Pre-requisite: 3.00 CGPA, EDU 280, LTED 230 and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 470 Concurrent Student Teaching Seminar (2 Credits)

This course is designed to continue the development of the reflective urban practitioner. It is used to help the education candidate analyze and evaluate his/her own student teaching experience and progress. Curriculum concerns of school systems involved are addressed in terms of the teaching experience. Special attention is devoted to methodology unique to the various subject areas, i.e., learning other languages, Science, Math, English, Social Studies, Art, Music and Health. Planning, implementing, assessing and managing unique instructional methods and activities such as field trips, laboratories, workshops and other alternate learning sites are examined.

Pre-Requisite(s): 3.00 CGPA and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 480 Clinical Practice II (8 Credits)

This is a field-based experience course, and students are assigned to local and regional public schools on the full-time basis for a full-semester. Students will observe master teachers in their own field, specialty or grade level and in other field, grade level and specialty areas. They will tutor and teach children in their certification area. They will plan for and evaluate instruction. They will plan for and conduct assessments of student learning. Students will assume the full responsibilities of a classroom teacher during the course of the semester and will be responsible for both in-class and out-of-class activities normally assigned to teachers.

Pre-requisite: 3.00 CGPA, EDU 280, LTED 230, EDU 331 and Department Consent and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 485 Classroom Management and Assessment Internship Seminar (2 Credits)

This course introduces students to strategies and theories for managing classroom behavior through effective instructional techniques and communication. This course will also prepare students to understand and implement both externally imposed standardized methods of assessment and internal authentic assessment techniques.

Pre-Requisite(s): 3.00 CGPA, Phase I, II, and III of the undergrad teacher education program in Elem and Sec education, with Co-Requisite EDU 480, Studen Teach Seminar. Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Math)

Co-Requisite: EDU 480, Studen Teach Seminar. Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Math)

EDU 490 Rethinking Education (3 Credits)

Offered Spring Semester Only As one of the capstone courses in the teacher education program, this course is part of the process of developing a teacher who is a reflective practitioner in an urban environment. The course focuses on the prospective teacher's ability to understand current issues and controversies in American education within a framework of the fundamental sociological, historical, and philosophical concepts as applied to educational theory and practice. It develops the ability of the prospective teacher to be a reflective practitioner by addressing the acquisition of knowledge, reframing of knowledge and the utilization of knowledge about the teaching/learning process from a variety of different perspectives in a variety of classroom settings. Assignments, class discussions, activities and readings are designed to help prospective teachers to be reflective teachers in urban settings.

Pre-Requisite(s): 3.00 CGPA and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 495 Rethinking Teaching (3 Credits)

Offered Spring Semester Only As one of the capstone courses in the teacher education program, this course is part of the process of developing a teacher who is a reflective practitioner in an urban environment. The course focuses on the prospective teacher's ability to use and evaluate a variety of diagnostic, instructional, managerial and effective strategies in the classroom, within specific contexts, and for specific learners. It develops the ability of the practitioner by addressing the acquisition of knowledge, reframing of knowledge and the utilization of knowledge about the teaching/learning process from a variety of different perspectives in a variety of classroom settings. Assignments, class discussions, activities and readings are designed to help prospective teachers to be reflective teachers in urban settings.

Co-Requisite(s): EDU 480, 3.00 CGPA, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

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 1372 Methods and Materials of Teaching English in Middle and Secondary Schools (3 Credits)

Offered Fall Semester Only This course applies the general theories of curriculum and instruction in English language arts to middle and secondary English teachers. The course prepares students to teach the two peer lessons required for EDU 371. The course uses the paradigm of the "reflective practitioner" and aims to teach students how to apply the research and theories of an integrated language arts curriculum to an urban setting, using student-centered instructional strategies. Course work emphasizes acquisition of skills, orientations, and knowledge of reflective urban teachers and focuses on ways to organize instruction and develop materials that make all students active learners, preparing prospective teachers to work with urban students of diverse cultural and national backgrounds and learning abilities.

Pre-requisite: 3.00 CGPA, EDU 280, LTED 230, EDU 331 and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 2372 Methods and Materials of Teaching Mathematics in Middle and Secondary Schools (3 Credits)

Offered Fall Semester Only This course applies the general theories of curriculum and instruction to the teaching and learning of mathematics at the middle and secondary level. The course prepares teacher-candidates to teach the two peer lessons required for EDU 371. The course uses the paradigm of the "reflective practitioner" and aims to teach students how to apply the research and theories of a mathematics curriculum in an urban setting, using student-centered instructional strategies. Coursework emphasizes acquisition of skills, orientations, and knowledge of reflective urban teachers and focuses on ways to organize instruction and develop materials that make all students' active learners, preparing prospective mathematics teachers to work with urban students of diverse cultural and national backgrounds and learning abilities.

Pre-requisite: 3.00 CGPA, EDU 280, LTED 230, EDU 331 and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 3372 Methods and Materials of Teaching Science in Middle and Secondary Schools (3 Credits)

This course applies the general theories of curriculum and instruction to the teaching and learning of science at the middle and secondary level. The course prepares teacher-candidates to teach the two peer lessons required for EDU 371. The course uses the paradigm of the "reflective practitioner" and aims to teach students how to apply the research and theories of a science curriculum in an urban setting, using student-centered instructional strategies. Course work emphasizes acquisition of skills, orientations, and knowledge of reflective urban teachers and focuses on ways to organize instruction and develop materials that make all students active learners, preparing prospective science teachers to work with urban students of diverse cultural and national backgrounds and learning abilities.

Pre-requisite: 3.00 CGPA, EDU 280, LTED 230, EDU 331 and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 4372 Methods and Materials of Teaching in Social Studies in Middle and Secondary Schools (3 Credits)

This course prepares prospective middle and secondary social studies teachers in urban settings to select and use research-based instructional materials and strategies. Coursework emphasizes acquisition of skills, orientations, and knowledge of reflective urban teachers and focuses on ways to organize instruction and develop materials that make all students active learners, tapping family and community "funds of knowledge."

Pre-requisite: 3.00 CGPA, EDU 280, LTED 230, EDU 331, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

EDU 5372 Methods and Materials of Teaching Modern Language in Middle & Secondary Schools (2 Credits)

Offered Fall Semester Only This course is designed to describe the principles of language learning, to provide instruction in planning goals, and utilizing teaching methods and strategies that can maximize opportunities for the development of foreign language proficiency in listening, speaking, reading and writing among students. Ways to integrate the teaching of language and cultures are explored. The course will acquaint students with current textbooks, materials and equipment available for developing and reinforcing language concepts, skills and standards. It is expected that all students will demonstrate a knowledge and understanding of the written and spoken aspects of a foreign language. Students gain practical hands-on experience in using current computer technology in the Modern Language classroom.

Pre-Requisite(s): 3.00 CGPA, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)