

## Elementary and Early Childhood Education

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The Department of Elementary and Early Childhood Education offers two undergraduate majors: Elementary Education and Early Childhood Education. Both programs offer a sequence of course work in the theory and practice of education and provide students with field experiences beginning with the first course. Early childhood education students who successfully complete their program are certified to teach pre-kindergarten through grade five. Elementary education students who successfully complete the elementary education program are certified to teach kindergarten through grade five. Those students who are interested in teaching grades K-2 are best served by enrolling in the Early Childhood major. Students in both programs who choose a “teachable major” (art, biology, English, history, mathematics, music, Spanish, or mathematics/science/technology) as their second major are eligible to apply for middle school endorsement and to take a state certification examination that will enable them to teach at the secondary level in New Jersey. The department is developing interdisciplinary major options. Students who choose an interdisciplinary major will be eligible to apply for middle school endorsement for any “teachable major” in which they have a minimum of four course units. For example, the women’s and gender studies second major typically will allow students to apply successfully for middle school endorsements in both history and English. All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Core Curriculum Content Standards.

For admission to the department, students must apply to The College of New Jersey and select a professional program major of either Elementary or Early Childhood Education. They must also select a second major. The choices are: art; biology; English; history; mathematics; music; psychology; sociology; Spanish, mathematics/science/technology, or women’s and gender studies. [Note: psychology and sociology are not considered “teachable majors” in New Jersey.]

Elementary and early childhood teachers must have a broad academic background as well as practical understanding of the early childhood and elementary school curricula. Therefore, along with their two majors, students must take a broad range of liberal learning courses. In addition, the courses of study for both the elementary and early childhood programs include the following field experiences:

1. The Foundation Courses: Child and Adolescent Development, Literacy, Math and Science methods each include a full-day classroom practicum. Students in the Early Childhood program have two additional courses that include opportunities to visit, observe and work in early childhood (Prekindergarten through grade 3) settings.
2. The Advanced Core Block (ACB) builds on the basic material offered in the Foundation courses and includes work on differentiating instruction, integrating technology, long-term curriculum planning, reading across the curriculum and teaching for social justice. Admission to ACB occurs when a student completes specific courses, has at least a 2.50 grade point average, and is recommended by foundation course faculty members for advanced work.
3. The student teaching experience provides seniors the opportunity to participate in a full semester of supervised classroom teaching. Students generally are clustered in small groups at professional development school sites located within a 30 mile radius of the College. Students need to provide their own transportation to these sites. Global student teaching is also available. Student teaching is currently available in South Africa, Spain, Ireland, Croatia and Thailand. Global sites

change often. Countries that have participated in this program in the past include Botswana, England, Germany, the Netherlands, The Gambia, and Venezuela. Global programs are available in the spring semester only. The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution.

### **Early Childhood Education**

Effective early childhood teachers must have a broad background of knowledge. In addition to providing the specific training for a teacher of young children, the College seeks to enable each teacher candidate to acquire a liberal education. The early childhood specialization courses are designed to increase knowledge in specific areas as well as to prepare for future teaching. Beginning in their first year, students take early childhood education courses that allow them to observe and participate in nursery schools and in elementary classrooms in rural, suburban and urban contexts. During these courses, students learn about children's literature and child and adolescent development, and develop skills in the teaching of math, science and literacy. In their junior year, they take advanced pedagogy courses in literacy, social studies/multicultural education, and integrated learning. In their senior year, they student teach under the guidance of a classroom teacher and conduct a teacher inquiry project. Some students elect to do part of their senior student teaching abroad in places as varied as Thailand and South Africa. During all course work and field experiences students participate in activities and gain experience in planning, organizing, and directing the learning experiences of young children. Students should consult with their departmental advisors in both the education and second major departments in planning their programs. These plans should take into account requirements for the second major, liberal learning, the professional education major, and state certification. The department requires that students visit both the education advisor and the subject matter major advisor each semester. This is the responsibility of the student, as requirements and course offerings often change.

### **Program Entrance, Retention, and Exit Standards: Early Childhood Education**

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for Early Childhood Education:

- Retention in the program is based on the following performance standards in these "critical content courses": A grade of C+ or better in ECE 102, 201, and ECE 202, and achieving the required grade in the foundations and critical content courses in the second major
- Admission to Advanced Core Block requires a 2.5 GPA and the recommendation of the student's foundation course professors.
- Transfer into the program from another program within The College is based upon the following performance standards in these foundation courses: A grade of C+ or better in ECE 102 and ECE 202. They must also achieve a GPA of 2.5 and the required grade in the foundations and critical content courses in the subject matter major.
- Admission to student teaching requires a GPA of 2.75 and the recommendation of the student's advanced course professors.
- Graduation requires a GPA of 2.75; completion of all courses in the education major; completion of all courses and meeting all standards in the subject matter major; and fulfilling all liberal learning requirements.

The Department of Elementary and Early Childhood Education maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress completing the major component of the program or fulfilling department requirements or expectations.

### **Suggested First-Year Sequences: Early Childhood Education**

#### ***Early Childhood Education and Art***

##### **Fall**

First Seminar  
AFA 111  
MAT 105  
SCI 103 or 104

##### **Spring**

Multicultural Children's Literature for Early Childhood ECE 102  
AFA 112  
MAT 106  
Academic Writing (if not exempt) or Science Course SCI 103 or 104

#### ***Early Childhood Education and Biology***

##### **Fall**

First Seminar  
BIO 185  
General Chemistry I  
SCI 103 or 104

##### **Spring**

Academic Writing (if not exempt) or SCI 103 or 104  
Multicultural Children's Literature for Early Childhood ECE 102  
General Chemistry II  
Biology Option—Organismal  
STA 215

#### ***Early Childhood Education and English***

##### **Fall**

First Seminar  
LIT 201  
MAT 105  
SCI 103 or 104

##### **Spring**

Academic Writing (if not exempt) or Liberal Learning (gender and/or global)  
LIT 217  
MAT 106  
SCI 103 or 104

#### ***Early Childhood Education and History***

##### **Fall**

First Seminar

MAT 105  
HIS 210  
SCI 103 or 104

**Spring**

Multicultural Children's Literature for Early Childhood ECE 102  
Academic Writing (if not exempt) or MAT 106  
HIS 220  
HIS 230

***Early Childhood Education and Mathematics***

**Fall**

First Seminar  
MAT 127  
MAT 200  
SCI 103

**Spring**

Academic Writing (if not exempt) or Liberal Learning (gender and/or global)  
Multicultural Children's Literature for Early Childhood ECE 102  
MAT 128  
STA 215  
MAT 099

***Early Childhood Education and Mathematics, Science, and Technology***

**Fall**

First Seminar  
TST 161  
MAT 127  
TST 171

**Spring**

Academic Writing (if not exempt) or Liberal Learning (world views/ways of knowing;  
gender and/or global)  
TST 181  
MAT 128 or STA 215  
Multicultural Children's Literature for Early Childhood Education ECE 102

*\*If not exempt from Academic Writing it is recommended that one course be taken in the May semester or summer session.*

***Early Childhood Education and Music***

**Fall**

First Seminar  
MAT 105  
MUS 261  
MUS 251  
MUS 200-224 or MUS 300-324  
Large Ensemble

**Spring**

Academic Writing (if not exempt) or MAT 106

MUS 262  
MUS 111  
MUS 200-224 or MUS 300-324  
Multicultural Children's Literature for Early Childhood Education ECE 102  
Large Ensemble

***Early Childhood Education and Psychology***

**Fall**

First Seminar  
PSY 101  
MAT 105  
SCI 103 or 104

**Spring**

Academic Writing (if not exempt) or SCI 103 or 104  
PSY 121  
Psychology Foundations Course 1  
Multicultural Children's Literature for Early Childhood Education ECE 102

***Early Childhood Education and Sociology***

**Fall**

First Seminar  
SOC 101  
MAT 105  
SCI 103 or 104

**Spring**

Academic Writing (if not exempt) or STA 115 or 215  
Multicultural Children's Literature for Early Childhood ECE 102  
Sociology or Anthropology (Elective) Option  
SCI 103 or 104

***Early Childhood Education and Spanish***

**Fall**

First Seminar  
SPA 203 or SPA 210  
SPA 211  
MAT 105

**Spring**

Academic Writing (if not exempt) or SCI 103  
Multicultural Children's Literature for Early Childhood ECE 102  
SPA 215  
SPA 216 or SPA 217

***Early Childhood and Women's and Gender Studies (With an emphasis in History and English)***

**Fall**

First Seminar  
MAT 105  
WGS 200  
SCI 103 or SCI 104

**Spring**

WGS Children's Lit.

MAT 106

SCI 103 or SCI 104

Academic Writing (if not exempt) or free elective

**COURSES****Early Childhood Education****ECE 102/Multicultural Children's Literature (Early Childhood) 1 course unit***Prerequisites:* None

This course explores the use of children's literature in literacy instruction as a vehicle to help children learn about themselves and their place in the world. Students develop skills in selecting and critiquing various genres, as well as how to incorporate children's literature in the classroom in a developmentally appropriate manner. Through this course, students will be exposed to a variety of award winning and multicultural literature.

**ECE 201/Infant through Adolescent Development for Early Childhood 1 course unit**

This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching from pre-birth through adolescence. Topics of theories of human development, process, and changes of human development with a focus on the cognitive, social, and emotional aspects and the interplay of each domain are included in the course. Additionally, the course covers topics of individual and cultural variations and adapting instruction to meet students' individual differences-social differences, emotional differences, and cognitive differences. Simultaneously, through the assignments designed for the course, students will develop skills of observation, application, and analysis.

**ECE 202/Theories and Philosophies of Early Childhood Education 1 course unit***Prerequisite:* ECE 201

The course focuses on theories and philosophies of education during the early childhood years, specifically examining the profession and programs of early childhood education, with emphasis upon developmentally appropriate practice, including anti-bias curriculum, inclusion of young children with disabilities, and developing ethical standards. Introduction to play and its impact on development along with influences of family on child's development and education will be included in the course. Simultaneously, through the assignments designed for the course, students will develop skills of observation, application, and analysis.

**MST 202/Methods of Teaching Science, Health and Technology 1 course unit***Corequisite:* MTT 202

This course examines the purposes, scope, sequences, materials, and methodology of teaching science in early childhood, elementary school and middle schools. It develops skill in planning, instructing, and assessing understanding of content. It links instruction and assessment in science and covers relevant content topics in chemistry, biology, physics, and earth and space science. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.

**SOM 203/Methods of Teaching Social Studies from a Multicultural Perspective 1 course unit***Prerequisites:* ECE 201, ECE 202, MAT 202, MST 202

*Corequisite:* RAL 322

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the early childhood, elementary and middle school classroom. Using knowledge and data-gathering processes from history and the social sciences, appropriate and meaningful social studies experiences will be created for teacher candidates. Course content includes anthropology, economics, geography, political science, history, sociology, anti-harassment, human rights, multicultural education, international and global education. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.

**ECE 301/Integrating and Differentiating Instruction for All Learners** **2 course units**

*Prerequisites:* ECE 201, ECE 202, MAT 202, MST 202

*Prerequisite or Corequisite:* SOM 203, RAL 322

This is the culminating teaching methods course teacher candidates take as early childhood education majors. It requires them to expand the knowledge and skills gained in previous courses and field experiences, which addressed child growth and development, discipline specific pedagogical strategies, lesson design and classroom management skills. It develops their proficiency in both integrating this prior knowledge in long-term teaching projects and in planning differentiated instruction to meet the varying needs of learners, including those with special needs. Students also plan and implement a parent involvement activity. College seminars and in-depth field experiences are provided. A 2.50 grade point average is required for entrance into ECE 301.

**ECE 490 Student Teaching**

**2 course units**

*Prerequisites:* All courses in the early childhood education sequence.

*Corequisite:* ECE 498

This course provides fourteen weeks of intensive field-based experience. Students are placed in a K-3 classroom where they are required to demonstrate their ability to teach to the New Jersey Core Curriculum standards. By the end of the semester they are fully in charge of the classroom, teaching all day. They are observed regularly and given feedback by their cooperating teacher and a college supervisor. They meet regularly with small groups to reflect on their practice. They conduct a parent/community involvement project as well as an inquiry project designed in their capstone course. A 2.75 grade point average is required for entrance into ECE 490 and ECE 498.

**ECE 498/Capstone: Inquiry into Learning**

**1 course unit**

*Prerequisites:* All courses in the early childhood education sequence

*Corequisite:* ECE 498

This course supports students in developing an open-minded, inquiring approach to their own practice as teachers and increases their awareness of the issues that affect this practice. Weekly seminars deal with issues of importance to teachers and allow students to share questions and concerns that arise in the field. The course is the culminating experience for all early childhood education majors and serves to link their existing student teaching experience with the theoretical frameworks they have studied in prior courses.

**Elementary Education**

Elementary school teachers must have a broad academic background as well as practical understanding of the elementary school curriculum. Therefore, they are required to take two majors: one in education and the other in a subject matter (e.g., history, English, mathematics, etc.), along with a broad range of liberal learning courses. During the first

year at the College students planning to be elementary school teachers take liberal learning courses as well as courses in their second major. Beginning in their sophomore year, students take elementary education courses that allow them to observe and participate in elementary classrooms in rural, suburban and urban contexts. During these courses, students learn about child and adolescent development and develop skills in the teaching of math, science and literacy. In their junior year, they take advanced pedagogy courses in literacy, social studies/multicultural education, and integrated learning. In their senior year, they student teach under the guidance of a classroom teacher and conduct a teacher inquiry project. Some students elect to do part of their senior student teaching abroad in places as varied as Thailand, and South Africa.

Students should consult with their departmental advisors in both the education and second major departments in planning their programs. These plans should take into account requirements for the second major, liberal learning, the professional education major, and state certification. The department requires that students visit both the education advisor and the subject matter major advisor each semester. This is the responsibility of the student, as requirements and course offerings often change.

### **Program Entrance, Retention, and Exit Standards: Elementary Education**

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for Elementary Education:

- Retention in the program is based on the following performance standards in these “critical content courses”: A grade of C+ or better in ELE 201, RAL 221, and MST 202, and achieving the required grade in the foundations and critical content courses of the second major.
- Admission to the Advanced Core Block requires a 2.5 GPA and the recommendation of the student’s foundation course professors.
- Transfer into the program from another program within The College is based upon the following performance standards in these foundation courses: A grade of C+ or better in ELE 201 and RAL 221, achieving a GPA of 2.5, and the required grade in the foundations and critical content courses in the second major.
- Graduation requires a GPA of 2.75; completing all courses in the education major; completing all courses and meeting all standards in the second major; and fulfilling all liberal learning requirements.

The Department of Elementary and Early Childhood Education maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress completing the major component of the program or fulfilling department requirements or expectations.

### **Suggested First-Year Sequence: Elementary Education**

#### ***Elementary Education and Art***

##### **Fall**

First Seminar  
AFA 111  
MAT 105  
SCI 103 or 104

##### **Spring**

Academic Writing (if not exempt) or SCI 103 or 104



MAT 106  
AFA 112  
AFA 113

***Elementary Education and Biology***

**Fall**

First Seminar  
BIO 185  
General Chemistry I  
History Course: U.S. History

**Spring**

Academic Writing (if not exempt)  
STA 215  
General Chemistry II  
Biology Option—Organismal  
SCI 104

***Elementary Education and English***

**Fall**

First Seminar  
LIT 201  
MAT 105  
SCI 103 or 104

**Spring**

Academic Writing (if not exempt) or U.S. History  
LIT 200 Level  
MAT 106  
SCI 103 or 104

***Elementary Education and History***

**Fall**

First Seminar  
MAT 105  
HIS 210  
SCI 103 or 104

**Spring**

Academic Writing (if not exempt) or MAT 106  
HIS 220  
HIS 230  
Multicultural Children's Literature RAL 225

***Elementary Education and Mathematics***

**Fall**

First Seminar  
MAT 127  
MAT 200  
SCI 103

**Spring**

Academic Writing (if not exempt) or U. S. History  
Multicultural Children's Literature RAL 225  
MAT 128  
STA 215  
MAT 099

***Elementary Education and Mathematics, Science, and Technology*****Fall**

First Seminar  
TST 161  
MAT 128  
TST 171

**Spring**

Academic Writing (if not exempt) or Liberal Learning (world views/ways of knowing;  
gender and/or global)  
TST 181  
MAT 105\*  
MAT 128 or STAT 215  
*\*Or MAT 200 for students with Mathematics Specialization*

***Elementary Education and Music*****Fall**

First Seminar  
MAT 105  
MUS 261  
MUS 251  
MUS 200-224 or MUS 300-324  
Large Ensemble

**Spring**

Academic Writing (if not exempt) or SCI 103  
MAT 106  
MUS 262  
MUS 111  
MUS 200-224 or MUS 300-324  
Large Ensemble

***Elementary Education and Psychology*****Fall**

First Seminar  
PSY 101  
MAT 105  
SCI 103 or 104

**Spring**

Academic Writing (if not exempt) or SCI 103 or 104  
PSY 121  
Approved Visual and Performing Arts course  
Psychology Foundations Course 1\*

*\* Students should consult their Elementary Education advisor before choosing PSY 220 since they may count ELE 201 (which is required for the Elementary Education major) in place of PSY 220.*

### ***Elementary Education and Sociology***

#### **Fall**

First Seminar  
SOC 101  
MAT 105  
SCI 103 or 104

#### **Spring**

Academic Writing (if not exempt) or STA 115 or STA 215  
RAL 225 Multicultural Children's Literature  
Sociology or Anthropology (Elective) Option  
SCI 103 or 104

### ***Elementary Education and Spanish***

#### **Fall**

First Seminar  
SPA 203 or SPA 210  
SPA 211  
MAT 105

#### **Spring**

Academic Writing (if not exempt) or MAT 106  
SCI 103  
SPA 215  
SPA 216 or SPA 217

### ***Elementary Education and Women's and Gender Studies (With an emphasis in History and English)***

#### **Fall**

First Seminar  
MAT 105  
WGS 200  
SCI 103 or 104

#### **Spring**

WGS Children's Lit  
MAT 106  
SCI 103 or 104  
Academic Writing (if not exempt) or free elective

## **COURSES**

### **Elementary Education**

**ELE 201/Child and Adolescent Development****1 course unit***Corequisite:* RAL 221

This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching from pre-birth through adolescence. It is a systematic study of children in the elementary and middle school environment focusing on the whole child. Through an analysis of child development theories and research on learning and cognition, students will gain a deeper understanding of how children and adolescents grow and learn in different cultural contexts. The course includes instruction in the college classroom plus a weekly field experience.

**MST 202/Methods of Teaching Science, Health and Technology****1 course unit***Corequisite:* MAT 202

This course examines the purposes, scope, sequences, materials, and methodology of teaching science in early childhood, elementary school and middle schools. It develops skill in planning, instructing, and assessing understanding of content. It links instruction and assessment in science and covers relevant content topics in chemistry, biology, physics, and earth and space science. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.

**SOM 203/Methods of Teaching Social Studies from a Multicultural Perspective****1 course unit***Prerequisites:* ELE 201, RAL 221, MST 202, MTT 202*Corequisite:* RAL 321

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the early childhood, elementary and middle school classroom. Using knowledge and data-gathering processes from history and the social sciences, appropriate and meaningful social studies experiences will be created for the students. Course content includes anthropology, economics, geography, political science, history, sociology, anti-harassment, human rights, multicultural education, international and global education. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.

**ELE 301/Integrating and Differentiating Instruction for All Learners****2 course units***Prerequisites:* ELE 201, RAL 221, MST 202, MTT 202*Prerequisite or Corequisite:* RAL 321, SOM 203

This advanced pedagogy course, consisting of seminars and an extensive field experience, requires teacher candidates to develop knowledge and skills that will enable them to: 1) continue developing their teaching performance skills; 2) plan long-term instructional units that use computer technology, children's literature, and the creative and performing arts as vehicles for content integration and include a parent involvement component; 3) differentiate instruction for children with different needs, including children learning English and those with disabilities (including those with behavioral disorders); 4) demonstrate reflective practice by reflecting on lessons taught and designing and implementing an inquiry project. Students will have two 3-hour seminars on campus and spend 1 and 1/2 days per week for 8 weeks, and all day, every day for two weeks in an elementary classroom practicum. A 2.50 grade point average is required for entrance into ELE 301.

**ELE 490/Student Teaching****2 course units***Prerequisites:* All courses in the elementary education sequence*Corequisite:* ELE 498

This course provides fourteen weeks of intensive field-based experience. Students are placed in a K-5 classroom where they are required to demonstrate their ability to teach to the New Jersey

Core Curriculum standards. By the end of the semester, they are fully in charge of the classroom, teaching all day. They are observed regularly and given feedback by their cooperating teacher and a college supervisor. They meet regularly with small groups to reflect on their practice. They conduct an inquiry project designed in their capstone course as well as a parent/community involvement project. A 2.75 GPA is required to register for ELE 490 and ELE 498.

**ELE 498/Capstone: Inquiry into Learning**

**1 course unit**

*Prerequisites:* All courses in the elementary education sequence

*Corequisite:* ELE 490

This course supports teacher candidates in developing an open-minded, inquiring approach to their own practice as teachers and increases their awareness of the issues that affect this practice. Weekly seminars deal with issues of importance to teachers and allow students to share questions and concerns that arise in the field. This course is the culminating experience for all elementary and early childhood education majors and serves to link their existing student teaching experience with the theoretical frameworks they have studied in prior courses.