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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. It also offers an integrated five-year program for students interested in urban education that culminates in a master's degree and eligibility for both K-5 and ESL certifications. All programs offer a sequence of course work in the theory and practice of education and provide students with field experiences. 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. All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Core Curriculum Content Standards. Any student seeking additional endorsements or teaching certificates beyond what is specifically awarded by their academic program should contact the State of New Jersey Department of Education directly for details about any additional courses or standardized tests that may be required.

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.] Students may also develop an interdisciplinary Self-Designed Major. Consult the section of this Undergraduate Bulletin for the requirements for the Self-Designed Major. Students choosing the Self-Designed Major also must meet the NJ State Standards for Teachers. Students who wish to explore this option should meet with the chair of the Elementary/Early Childhood Department as well as coordinator of the Self-Designed Major

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 to deepen and expand their knowledge base. 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 Growth and Development, Literacy, Math and Science methods each include a full-day classroom practicum. Students in the Early Childhood program have an additional course that includes opportunities to visit, observe, and work in early childhood (Pre-kindergarten 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. Admission to the student teaching semester requires a minimum GPA of 2.75. 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 during the spring semester of a student's senior year. Student teaching is currently available in South Africa, Spain, Croatia, Italy, and Thailand. The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution.

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Transfer Students (from other colleges and universities)

The elementary and early childhood programs are sequential in nature and structured with courses offered only during certain semesters. Potential transfer students must realize that this may prolong their programs by at least one year in some cases. Transfer students who are accepted into the program must schedule courses with advisement of the program coordinator. Outside transfers must complete an admissions process through the College admissions office. Departmental review of external transfer applications occurs immediately subsequent to the date published by the College.

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. 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 our Global Student Teaching Program. Students who are interested in this global program must submit an application during their junior year. 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 are subject to 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 is required for all pre-requisite courses: Mat 105 and 106, SCI 103 and 104. A grade of C+ or better is required in ECE 201, 202, and RAL 222 and other critical courses in the department.,
- 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.

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- 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 and the completion of a minimum of 32 course units (=128 credits).

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 components of the program which includes successful completion of the Teaching Performance Rubric and the Teaching Dispositions Rubric as well as fulfilling all other department requirements or expectations.

Suggested First-Year Sequences: Early Childhood Education (*Consult with a departmental advisor to make appropriate selections*)

Early Childhood Education and Art

Fall

FSP First Seminar
AFA 111/Drawing I
MAT 105/Mathematical Structures and Algorithms for Educators I
ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) *or* MAT 106
AFA 112/Conceptual Art Studio/2D Design
AFA 113/Color Theory/2D Design
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Early Childhood Education and Biology

Fall

FSP First Seminar
BIO 185/Themes in Biology
CHE 201/General Chemistry I
MAT 127/Calculus A*

Spring

Academic Writing (if not exempt) *or* U.S. History *or* VPA course
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment
CHE 202/General Chemistry II*
Biology Option—Organismal
MAT 105/Mathematical Structures and Algorithms for Educators I

**If student is required to take pre-calculus (MAT 096), then ECE 102 should be taken in the fall semester in place of CHE 201, and CHE 201 should be taken in the spring semester.*

Early Childhood Education and English

Fall

FSP First Seminar
LIT/LNG English program foundation course
MAT 105/Mathematical Structures and Algorithms for Educators I
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and

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the Environment

Spring

Academic Writing (if not exempt) *or* English major course by advisement

LIT/LNG English program foundation course

MAT 106/Mathematical Structures and Algorithms for Educators II

SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Early Childhood Education and History

Fall

FSP First Seminar

MAT 105/Mathematical Structures and Algorithms for Educators I

HIS 210/World History I

ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) *or* MAT 106

HIS 220/World History II

HIS 230/The United States in World History

SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Early Childhood Education and Mathematics

Fall

FSP First Seminar

MAT 127/Calculus A

MAT 200/Discrete Mathematics

ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) *or* Liberal Learning (gender and/or global)

MAT 128/Calculus B

STA 215/Statistical Inference

MAT 099/Orientation to Mathematics and Statistics

SCI 103/Physical, Earth, and Space Sciences

Early Childhood Education and Mathematics, Science, and Technology

Fall

FSP First Seminar

TST 161/Creative Design

MAT 127/Calculus A

ECE 102/Multicultural Children's Literature for Early Childhood Education

Spring

Academic Writing (if not exempt) *or* Liberal Learning (gender and/or global)

MAT 105/Mathematical Structures and Algorithms for Educators I *or* MAT 200 for Math specialization

Science Option by advisement

ETE 261/Multimedia Design

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Early Childhood Education and Music

Fall

FSP First Seminar
ECE 102/Multicultural Children's Literature for Early Childhood Education
MUS 261/Musicianship I
MUS 251/Music of Our Diverse World
MUS 200-224 *or* MUS 300-324
Large Ensemble

Spring

Academic Writing (if not exempt) *or* free elective
MAT 105/Mathematical Structures and Algorithms for Educators I
MUS 262/Musicianship II
MUS 111/Keyboard Skills I
MUS 200-224 *or* MUS 300-324
Large Ensemble

Early Childhood Education and Psychology

Fall

FSP First Seminar
PSY 101/General Psychology
MAT 105/Mathematical Structures and Algorithms for Educators I
ECE 102/Multicultural Children's Literature for Early Childhood Education

Spring

Academic Writing (if not exempt) *or* free elective
PSY 121/Methods and Tools of Psychology
Psychology Foundations Course 1*
SCI 103/Physical, Earth, and Space Sciences *or* SCI/104 Cancer, Genes, and the Environment

** Students should consult their Early Childhood Education advisor before choosing PSY 220 since they may want ECE 201 (which is required for the Early Childhood Education major) in place of PSY 220.*

Early Childhood Education and Sociology

Fall

FSP First Seminar
SOC 101/Introduction to Sociology
MAT 105/Mathematical Structures and Algorithms for Educators I
ECE 102/Multicultural Children's Literature for Early Childhood

Spring

Academic Writing (if not exempt) *or* free elective
Sociology elective
SCI 103/Physical, Earth, and Space Sciences *or* SCI/104 Cancer, Genes, and the Environment
STA 115 or 215/Statistical Inference

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Early Childhood Education and Spanish

Fall

- FSP First Seminar
- SPA 203 or SPA 210/Intermediate Oral Proficiency *or* Spanish for Heritage Speakers
- SPA 211/Composition and Grammar Review
- ECE 102/Multicultural Children's Literature for Early Childhood

Spring

- Academic Writing (if not exempt) *or* MAT 105
- SCI 103/Physical, Earth, and Space Sciences
- SPA 215/Spanish Phonetics
- SPA 216 *or* SPA 217/Current Events in the Spanish Speaking World *or* Introduction to Hispanic Culture
- ECE 202/Theories and Practices of Early Childhood Education

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

Fall

- FSP First Seminar
- MAT 105/Mathematical Structures and Algorithms for Educators I
- WGS 200/Women, Culture, and Society
- SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Spring

- Academic Writing (if not exempt) *or* free elective
- WGS English elective
- MAT 106/Mathematical Structures and Algorithms for Educators II
- SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

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. Students may also develop an interdisciplinary Self-Designed Major. Consult the section of this Undergraduate Bulletin for the requirements for the Self-Designed Major. Students choosing the Self-Designed Major also must meet the NJ State Standards for Teachers. Students who wish to explore this option should meet with the chair of the Elementary/Early Childhood Department as well as coordinator of the Self-Designed Major.

During their 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

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under the guidance of a classroom teacher and conduct a teacher inquiry project. Global student teaching is also available during the spring semester of a student's senior year. Student teaching is currently available in South Africa, Spain, Croatia, Italy, and Thailand. The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution. Students spend seven weeks at an American school abroad and finish their semester at a local elementary school in New Jersey.

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 are subject to 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 is required for all pre-requisite courses: MAT 105, 106 and SCI 103, 104. A grade of C+ or better in ELE 201 and RAL 221, MST 202, MTT 202 .A minimum grade of C+ is required for all components of ACB and Senior Student Teaching.
- 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.
- A GPA of 2.75 is required for admittance to Student Teaching.
- 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 and earning a minimum of 32 course units (=128 credits).

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 components of the program which includes successful completion of the Teaching Performance Rubric and the Teaching Dispositions Rubric as well as fulfilling all other department requirements or expectations.

Suggested First-Year Sequence: Elementary Education (*Consult with a departmental advisor to make appropriate selections*)

Elementary Education and Art

Fall

FSP	First Seminar
AFA	111/Drawing I
MAT	105/Mathematical Structures and Algorithms for Educators I
SCI	103/Physical, Earth, and Space Sciences <i>or</i> SCI 104/ Cancer, Genes, and the Environment

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Spring

Academic Writing (if not exempt) or SCI 103 or 104
MAT 106/Mathematical Structures and Algorithms for Educators II
AFA 112/Conceptual Art Studio
AFA 113/Color Theory

Elementary Education and Biology

Fall

FSP First Seminar
BIO 185/Themes in Biology
CHE 201/General Chemistry I
MAT 127/Calculus A*

*If student is required to take pre-calculus (MAT 096) then MAT 105 or a Liberal Learning-Visual/Performing Arts course should be taken in the fall semester in place of CHE 201, and CHE 201 should be taken in the spring semester.

Spring

Academic Writing (if not exempt) *or* MAT 127 or VPA course
History Course: U.S. History
CHE 202/General Chemistry II
Biology Option—Organismal
SCI 104/Genes, Cancer, and the Environment

Elementary Education and English

Fall

FSP First Seminar
LIT/LNG English program foundation course
MAT 105/Mathematical Structures and Algorithms for Educators I
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Spring

Academic Writing (if not exempt) *or* U.S. History
LIT/LNG English program foundation course
MAT 106/Mathematical Structures and Algorithms for Educators II
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Elementary Education and History

Fall

FSP First Seminar
MAT 105/Mathematical Structures and Algorithms for Educators I
HIS 210/World History I
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Spring

Academic Writing (if not exempt) *or* MAT 106
HIS 220/World History II
HIS 230/The United States in World History
RAL 225/Multicultural Children's Literature

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Elementary Education and Mathematics

Fall

FSP First Seminar
MAT 127/Calculus A
MAT 200/Discrete Mathematics
SCI 103/Physical, Earth, and Space Sciences
MAT 099/Orientation to Mathematics

Spring

Academic Writing (if not exempt) *or* U.S. History
RAL 225/Multicultural Children's Literature
MAT 128/Calculus B
STA 215/Statistical Inference

Elementary Education and Mathematics, Science, and Technology

Fall

FSP First Seminar
TST 161/Creative Design
MAT 127/Calculus A
ETE 261/Multimedia Design

Spring

Academic Writing (if not exempt) *or* Liberal Learning (gender and/or global)
Science Option by Advisement
MAT 105*/Mathematical Structures and Algorithms for Educators I
MAT 128 or STAT 215/Calculus B *or* Statistical Inference
**Or MAT 200 for students with Mathematics Specialization*

Elementary Education and Music

Fall

FSP First Seminar
MAT 105/Mathematical Structures and Algorithms for Educators I
MUS 261/Musicianship I
MUS 251/Music of Our Diverse World
MUS 200-224 or MUS 300-324
Large Ensemble

Spring

Academic Writing (if not exempt) *or* SCI 103
MAT 106/Mathematical Structures and Algorithms for Educators II
MUS 262/Musicianship II
MUS 111/Keyboard Skills
MUS 200-224 or MUS 300-324
Large Ensemble

Elementary Education and Psychology

Fall

FSP First Seminar
PSY 101/General Psychology
MAT 105/Mathematical Structures and Algorithms for Educators I
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

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Spring

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

PSY 121/Methods and Tools of Psychology

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

FSP First Seminar

SOC 101/Introduction to Sociology

MAT 105/Mathematical Structures and Algorithms for Educators I

SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Spring

Academic Writing (if not exempt) *or* STA 115 or STA 215

RAL 225/Multicultural Children's Literature

Sociology elective

SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Elementary Education and Spanish

Fall

FSP First Seminar

SPA 203 or SPA 210/Intermediate Oral Proficiency *or* Spanish for Heritage Speakers

SPA 211/Composition and Grammar Review

MAT 105/Mathematical Structures and Algorithms for Educators I

Spring

Academic Writing (if not exempt) *or* MAT 106

SCI 103/Physical, Earth, and Space Sciences

SPA 215/Spanish Phonetics

SPA 216 *or* SPA 217/Current Events in the Spanish Speaking World or Introduction to Hispanic Culture

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

Fall

FSP First Seminar

MAT 105/Mathematical Structures and Algorithms for Educators I

WGS 200/Women, Culture, and Society

SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Spring

Academic Writing (if not exempt) *or* free elective

WGS English Elective

MAT 106/Mathematical Structures and Algorithms for Educators II

SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

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Elementary Education (Urban Education)--ELEU: A five-year program preparing teachers, culminating in a master's degree and eligibility for both K-5 and ESL certifications

The integrated Bachelor's and Master of Arts in Teaching program (Urban Education) is designed for students who have completed high school and who have not yet earned a bachelor's degree. The program is based on the School of Education's conceptual framework for preparing exemplary professionals. All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Core Curriculum Content Standards. Any students seeking additional endorsements or teaching certificates beyond what is specifically awarded by their academic program should contact the State of New Jersey Department of Education directly for details about any additional courses or standardized tests that may be required.

Effective urban teachers must have a broad background of knowledge. In addition to providing the specific training in pedagogy, the College seeks to enable each teacher candidate to acquire a liberal education. The urban specialization course is designed to increase knowledge in specific areas as well as to prepare for future teaching. Students take education courses that allow them to observe and participate in elementary classrooms in 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. During all course work and field experiences, students participate in activities and gain experience in planning, organizing, and assessing the learning experiences of elementary school 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 are subject to change.

Students will earn a bachelor's degree without teacher certification at the end of their fourth year. The bachelor's degree will have double major: a liberal arts and sciences major (English, mathematics, history, biology, or math/science/technology; other majors may be selected by advisement only) and elementary education. The course of study continues through the following summer and academic year and culminates with the student's earning a master's degree in elementary education and eligibility for New Jersey certification in teaching English Language Learners and elementary education. Students will need to meet all requirements of The College of New Jersey and the School of Education at the end of the fourth year in order to be admitted to the fifth year.

Urban elementary teachers must have a broad academic background as well as practical understanding of the 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 the urban elementary program include the following foundation courses and field experiences:

1. *The Foundation Courses*: Introduction to Urban Education, Child and Adolescent Growth and Development, Literacy, Math and Science methods each includes a full-day classroom practicum. Students in the Urban Education program have the additional requirement of demonstrating foreign language proficiency to at least the 103 level.
2. *Internship I* 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 Internship I occurs when a student completes specific courses, has at least a 2.75 grade point average, and is recommended by foundation course faculty members for advanced work.

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3. The student teaching experience (*Internship II*) provides students 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. 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.

Academic Regulations: Elementary Education (Urban Education)

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 components of the program which includes successful completion of the Teaching Performance Rubric and the Teaching Dispositions Rubric as well as fulfilling all other department requirements or expectations.

In compliance with the State of New Jersey's regulations, a student must have a grade point average of 2.5 prior to enrolling in the pre-professional experience block of courses. At the completion of the fourth year of study, the student's grade point average will be assessed to determine if the standard for graduate study, as part of the five-year program, at TCNJ, has been met (overall GPA of 3.0). Students must repeat a required departmental, academic sequence, or professional education course in which a grade of D or F has been received. Such a course may be repeated only once. Students unable to meet departmental criteria as noted will be dismissed from the department. Dismissal will be made at the end of the academic year.

Program Entrance, Retention, and Exit Standards: Elementary Education (Urban 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 (Urban 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 203, ELE 201, and RAL 221, and achieving the required grade in the foundations and critical content courses in the second major. In addition, students must receive grades of C or better in order to demonstrate language proficiency in each of their foreign language courses.
- At the end of their 4th year, students must have a minimum GPA of 2.75 for admission to graduate study at TCNJ.
- Admission to Internship I requires a 2.75 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 203 and ECE 102. They must also achieve a GPA of 2.75 and the required grade in the foundations and critical content courses in the subject matter major.

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- Admission to Internship II (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 components of the program or fulfilling department requirements or expectations.

Suggested First-Year Sequences: Elementary Education (Urban Education) (*Consult with a departmental advisor to make appropriate selections*)

Elementary (Urban Education) and Biology

Fall

FSP First Seminar
BIO 185/Themes in Biology
CHE 201/General Chemistry I
MAT 127/Calculus A*

Spring

Academic Writing (if not exempt) *or* Introduction to Urban Education
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment
CHE 202/General Chemistry II*
Biology Option—Organismal
MAT 105/Mathematical Structures and Algorithms for Educators I

**If student is required to take pre-calculus (MAT 096), then ECE 102 should be taken in the fall semester in place of CHE 201, and CHE 201 should be taken in the spring semester.*

Elementary (Urban Education) and English

Fall

FSP First Seminar
LIT/LNG English program foundation course
MAT 105/Mathematical Structures and Algorithms for Educators I
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Spring

Academic Writing (if not exempt) *or* Introduction to Urban Education
LIT/LNG English program foundation course
MAT 106/Mathematical Structures and Algorithms for Educators II
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

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Urban Education and History

Fall

FSP First Seminar
MAT 105/Mathematical Structures and Algorithms for Educators I
HIS 210/World History I
ELE 203 Introduction to Urban Education

Spring

Academic Writing (if not exempt) *or* ECE 102/Multicultural Children's Literature
HIS 220/World History II
HIS 230/The United States in World History
SCI 103/Physical, Earth, and Space Sciences *or* SCI 104/ Cancer, Genes, and the Environment

Urban Education and Mathematics

Fall

FSP First Seminar
MAT 127/Calculus A
MAT 200/Discrete Mathematics
ELE 203/Introduction to Urban Education

Spring

Academic Writing (if not exempt) *or* ECE 102/Multicultural Children's Literature
MAT 128/Calculus B
STA 215/Statistical Inference
MAT 099/Orientation to Mathematics and Statistics
SCI 103/Physical, Earth, and Space Sciences

Urban Education and Mathematics, Science, and Technology

Fall

FSP First Seminar
TST 161/Creative Design
MAT 127/Calculus A
ELE 203/Introduction to Urban Education

Spring

Academic Writing (if not exempt) *or* ECE 102/Multicultural Children's Literature
MAT 105/Mathematical Structures and Algorithms for Educators I(*or* MAT 200 for Math specialization)
Science Option by advisement
ETE 261/Multimedia Design