

ELE 201/Child and Adolescent Development

1 course unit

Corequisite: RAL 221

(every semester)

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.

ELE 203/Introduction to Urban Education

1 course unit

(annually)

The course begins with a study of urban education settings in New Jersey with a concentration study of Trenton. Through texts, supplemental readings and experience in the field, students will explore the varied and rich social and political history of urban districts and analyze the educational foundations of the school system. This course will explore the change forces in the market today and students will be given opportunities to connect their educational foundation theories with an examination of the implementation of programs sponsored by the state of New Jersey, where the goal is to raise student achievement level of the students in the district.

ELE 301/Integrating and Differentiating Instruction for All Learners

2 course units

Prerequisite or corequisite: RAL 321, SOM 203

(every semester)

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 370/ Special Topics in Elementary Education

variable course units

(annually)

ELE 390/Research Topics in Elementary Education

variable course units

(fall)

ELE 391/Independent Study

variable course units

(every semester)

ELE 470/400 Level Special Topics

variable course units

(annually)

ELE 490/Student Teaching

2 course units

Prerequisites: All courses in the elementary education sequence

Corequisite: ELE 498

(every semester)

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 491/Middle School Specialization Student Teaching **2 course units**

Corequisite: ELE 498

Prerequisite: a GPA of 2.75

(every semester)

Provides fourteen weeks of intensive field-based experience. Students are placed in a middle school setting where they are required to demonstrate their ability to teach to the New Jersey Core Curriculum standards in their content area. This is limited to those students who have a second major in math, biology, history, English, or math/science/technology. 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.

ELE 493/Independent Research III **variable course units**

(every semester)

ELE 495/Senior Thesis **1 course unit**

(annually)

ELE 498/Capstone: Inquiry into Learning **1 course unit**

Prerequisites: All courses in the elementary education sequence

Corequisite: ELE 490

(every semester)

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.

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

Corequisite: MTT 202

(every semester)

Examines the purposes, scope, sequences, materials, and methodology of teaching science in early childhood, elementary school and middle schools. the course 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 K-8 classrooms are provided.

MST 470/Special Topics in Methods **variable course units**

(every semester)

Examines the purposes, scope, sequences, materials, and methodology of teaching math in early childhood, elementary school and middle schools. the course develops skill in planning, instructing, and assessing understanding of content. It links instruction and assessment in math and covers relevant content topics in math education. Instruction in the college classroom, observation of an experienced teacher, and teaching in a K-8 classrooms are provided.

SOM 203/Methods of Teaching Social Studies from a Multicultural Perspective **1 course unit**

Prerequisites: ECE 201 or ELE 201

Corequisite: ELE 301 or ECE 301 and RAL 321 or RAL 322

(every semester)

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

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global education. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.