

ECE 102/Multicultural Children’s Literature (Early Childhood) 1 course unit
(every semester)

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
Corequisite: RAL 222

(every semester)

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
(Spring)

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.

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

Corequisite: SOM 203, RAL 322

Pre-requisites: ECE 102, ECE 202, MST202/MTT 202, RAL222

(every semester)

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 2.75 grade point average is required for entrance into ECE 301. Students must apply in advance for entrance to these courses known collectively as Advanced Core Block.

ECE 370/300 Level Special Topics variable course units
(annually)

ECE 390/Discipline Specific Research Course variable course units
(every semester)

ECE 391/Independent Study variable course units
(every semester)

ECE 393/Independent Research variable course units
(annually)

ECE 470/400 Level Special Topics
(annually)

variable course units

ECE 490 Student Teaching

2 course units

Prerequisites: All courses in the early childhood education sequence.

Corequisite: ECE 498

(every semester)

Provides fourteen weeks of intensive field-based experience. Students are placed in a pre 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 490

(every semester)

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.

MST 202/Methods of Teaching Science, Health and Technology

1 course unit

Corequisite: MTT 202

Prerequisite: MAT 105, MAT 106,SCI 103, SCI 104

(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. This course is by special arrangement only.

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

1 course unit

Prerequisites: See ECE 301

Corequisite: ELE 301 or ECE 301and 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 global education. Instruction in the college classroom, observation of an experienced teacher, and teaching in an early childhood or elementary classroom are provided.