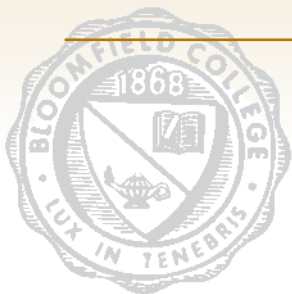


Education Division Addendum

11-12-18



Bloomfield College Catalog 2018-2019



International Applicants

- GMAT minimum score of 450 for applicants with an accounting degree OR
- GMAT +(200 x GPA) of 1000 or higher
- TOEFL score of 550 or higher on the paper-based test, 213 or higher on the computer-based test, 79 or higher on the Internet-based test
- Prerequisite courses completed (determined by degree)

For applicants with a bachelor's degree plus a CPA or CFA, the GMAT exam is waived.

For applicants with a masters or doctoral degree, the GMAT exam is waived but prerequisite courses must be completed.

- Prerequisite courses: Cost
 - Accounting
 - Taxation I
 - Intermediate Accounting I and II
 - Auditing
 - Business Law
 - Microeconomics
 - Macroeconomics
 - Statistics
 - Introduction to Finance

For Bloomfield College alumni of the BS in Accounting program with a GPA of 3.0 or higher, the GMAT exam is waived.

It is suggested that applicants with a bachelor's degree in accounting, a non-accounting field, or a non-business field and international applicants take the GMAT exam. However, in lieu of the GMAT exam a student may be enrolled on a probationary basis for no more than two courses.

Achievement of at least a B in both courses may be substituted for the GMAT score.

Master of Fine Arts–Admission requirements

- A B.A., B.S., or B.F.A. Degree;
- An essay describing the personal arts practices;
- An e-portfolio or personal website (portfolio review for all disciplines);
- A current Curricula Vitae;
- An interview by phone or Skype;
- 3 recommendations from supervisors, teachers, and/or co-workers;
- Short-list candidates come in March for a personal interview;
- Accepted students notified by first week of April.

Master of Arts in Early Childhood Education–Admission requirements

- A Bachelor's degree with 60 or more credits in the liberal arts or sciences, a cumulative grade point average of 3.0 or higher (official transcripts from all higher education institutions attended);
- Two professional letters of recommendation from supervisors, teachers, or co-workers;
- A personal statement describing the applicant's philosophy of education and reasons for applying to this graduate program at Bloomfield College (between 250-500 words);
- Professional resume/Curriculum Vitae;
- Current NJ teacher certification(s) if applicable;
- The Test of English as a Foreign Language (TOEFL) with a minimum score of 550 for the paper-based test, 213 for the computer-based test or completion of APIEL level #3 is required for applicants whose native language is not English;

Master of Arts in Special Education–Admission requirements

- A Bachelor's degree with 60 or more credits in the liberal arts or sciences, a cumulative grade point average of 3.0 or higher (official transcripts from all higher education institutions attended);
- Two professional letters of recommendation from supervisors, teachers, or co-workers;
- Personal statement describing the applicant's philosophy of education and reasons for applying to this graduate program at Bloomfield College (between 250-500 words);
- Professional resume/Curriculum Vitae;
- Current NJ teacher certification(s) in Special Education;
- The Test of English as a Foreign Language (TOEFL) with a minimum score of 550 for the paper-based test, 213 for the computer-based test or completion of APIEL level #3 is required for applicants whose native language is not English;

BS/MS in Accounting–Admission requirements

Applicants for admission to the five-year BS/MS in Accounting program must meet the following criteria: Individuals currently enrolled at Bloomfield College:

- Must be an Accounting major;
- Must have freshman, sophomore, or first-semester junior standing;
- Must have a cumulative grade point average of 3.0 or higher;
- Must have grades of B or higher in ACC 201 and ACC 204;
- Must submit the Five-Year BS/MS in Accounting application (available on the Portal under the Registrar Department, Documents section), including a letter of recommendation from a Bloomfield College faculty member other than the Accounting Program Coordinator

Individuals who are applying to Bloomfield College as new freshman:

- Must submit a completed undergraduate application, noting the BS/MS in Accounting as your area of interest
- Must have a high school grade point average of 3.0 or higher on a scale of 4.0

Individuals applying as transfer students:

- Must have an Associate's degree in Accounting*;
- Must submit a completed undergraduate application, noting the BS/MS in Accounting as your area of interest;
- Must have a cumulative grade point average of 3.0 or higher on a scale of 4.0;
- Must have a grade point average of 3.0 or higher in major courses;

*Students who have not completed an Associate's degree in Accounting may apply for the five-year BS/MS in Accounting if they have completed Intermediate Accounting with a grade of B or higher.

NOTE 1: The GMAT is not required for admission to the five-year BS/MS in Accounting program.

NOTE 2: Students who do not meet BOTH of the following criteria must change their major to the BS in Accounting:

- Cumulative GPA of 3.0 or higher at the end of the sophomore year
- Grades of B or better in 201 and 204

GRADUATE CERTIFICATION IN POST-BACCALAUREATE TEACHER EDUCATION – Admission Requirements

- Undergraduate degree with a minimum grade point average of 3.0 on a scale of 4.0 at an accredited college or university.
- Minimum of sixty (60) liberal arts credits successfully completed.
- Passing score on the Praxis Core Academic Skills for Educators Test(s). Must pass all three areas - Reading, Writing, Math.

NOTIFICATION AND TUITION DEPOSIT

Candidates normally receive official notification of admission decisions within two weeks of the completion of their files. The Office of Enrollment Management and Admission adheres to the policy of “rolling admissions”; that is, the Committee on Admission considers applicants as soon as it receives their required credentials. Candidates accepted for full-time programs must submit an Intent to Enroll Form and non-refundable tuition deposit by May 1st (Fall Semester) or December 15th (Spring Semester) to reserve space in the entering class. Students who wish to live on-campus must submit an On-Campus Housing Deposit and Resident Information Form and an additional room reservation deposit also by

Academic Programs

MAJOR PROGRAMS

Bloomfield College offers major programs in the following disciplinary areas:

<p>BACHELOR OF ARTS (B.A.)</p> <p>Broadcast Journalism Creative Arts & Technology Education English History Interdisciplinary Studies Philosophy Government & International Studies Psychology Religion Sociology</p>	<p>BACHELOR OF SCIENCE (B.S.)</p> <p>Accounting Allied Health Technologies Applied Mathematics Biology Business Administration Chemistry Clinical Laboratory Sciences Computer Science Game Programming Network Engineering Nursing</p>
<p>BACHELOR OF BUSINESS ADMINISTRATION (BBA)</p> <p>Human Resource Management</p>	
<p>MASTER OF ARTS (M.A.)</p> <p>Early Childhood Education Special Education</p>	
<p>MASTER OF FINE ARTS (M.F.A.)</p> <p>Creative Arts and Technology</p>	
<p>MASTER OF SCIENCE (M.S.)</p> <p>Accounting</p>	

Some majors have defined courses, which concentrate on one aspect of a discipline. Students should consult the detailed descriptions of major programs contained in the section entitled “Academic Programs and Courses” to see if a variation, which falls within their interests has been defined. Not all majors are offered totally in both day and evening sessions. Students may need to attend both day and evening classes to complete degree requirements. The following majors are available primarily in the day session only:

Creative Arts & Technology Education (some co-concentrations and student teaching)
 Mathematics
 Network Engineering
 Nursing (Generic)
 The following programs are available through the Accelerated Program:
 Certificate in Network Engineering
 Certificate in Supply Chain Management
 Graduate Certificate in Post-Baccalaureate Teacher Education

CAPSTONES

Capstone experiences are offered in students’ majors across the disciplines. Capstones require the demonstration of mastery of the competencies through formal and informal presentations or projects.

The courses require students to demonstrate skills learned through their courses in General Education and their majors, most specifically their competencies in Critical Thinking, Communications Skills (oral and written) and Professional Skills.

CERTIFICATE PROGRAMS

Students may use two courses of transfer credit toward certificates and may earn two courses of credit through life/learning assessment toward certificates. Any Bloomfield College student who has completed the requirements for a certificate program in the course of his/her regular studies may apply to the Registrar for a certificate.

To receive credit toward a certificate in any course, a student must earn a minimum grade of “C.”

The following certificate programs are described in the section “Academic Programs and Majors:”

- **Digital Media**
- **Diversity Training**
- **Supply Chain Management**

CLASS STANDING

Class standing is determined by the number of course units (c.u.) successfully completed at Bloomfield College and elsewhere:

Freshman:	1–6.25 course units
Sophomore:	6.5–14 course units
Junior:	14.25–23 course units
Senior:	More than 23.25

CONCENTRATION

A concentration is an area of specialization within a major.

CO-CONCENTRATION (EDUCATION MAJOR)

The co-concentrations in the Education Major are liberal arts co-concentrations in these fields: Art, Biology, Chemistry (Physical Science), English, Government and International Studies, History, Mathematics, Philosophy, Psychology, Religion, Sociology, and Visual and Performing Arts. See the Education Major for details.

THE CONTRACT MAJOR

The Contract Major provides the opportunity to structure a cross-disciplinary set of major requirements to take the place of a traditional disciplinary major. Students may use any discipline or combination of disciplines which suits their academic needs to create the contract. Students earn a Bachelor of Arts degree in Interdisciplinary Studies.

Unless a contract specifically modifies existing college requirements, students must be in good academic standing and meet all graduation requirements stated elsewhere in this Catalog.

In order to structure a contract major, the student should speak to his/her academic advisor or to the Registrar who will suggest a faculty member to advise the student in establishing requirements. The Registrar will submit the requirements to the appropriate faculty committee for approval. The approved requirements will be considered the student’s “major” requirements for graduation.

COURSE LOAD

A full-time course load is three course units (c.u.) or more per semester.

During the fall and spring semesters, students with a minimum GPA of 2.0 will be allowed to take a maximum of 5 course units (c.u.) per semester.

Students who are on probation will not be permitted to take more than 4.5 course units (c.u.s) per semester.

During the summer, the maximum number of course units (c.u.) for all students is four, including all courses taken in the trimester and seven-week sessions. Students who seek to take more than the maximum number of courses, but not to exceed five course units (c.u.) in any one semester, must receive permission from the Registrar. Permission is granted on the basis of academic and/or class standing.

For certification purposes, students in their final semester needing fewer than three course units to complete degree requirements will be considered full-time students even if they are taking fewer than three course units.

DIVISION OF EDUCATION

MISSION: To provide a comprehensive academic experience built upon high academic and professional standards. The ultimate goal of the program is to produce teachers who understand the needs of diverse learners, are effective in multicultural environments, have a solid liberal arts background to support their teaching effectiveness and utilize a broad array of instructional strategies to help students become responsible citizens in a changing world.

Elementary & Early Childhood

Biology
 Chemistry
 Chemistry (Physical Science)
 English
 History
 Mathematics
 Philosophy
 Government &
 International Studies
 Psychology
 Religion
 Sociology

Elementary with Subject Matter Specialization*

Biology
 Chemistry
 Chemistry (Physical Science)
 English
 History
 Mathematics

Special Education/Early Childhood and Elementary Education

Biology
 Chemistry
 Chemistry (Physical Science)
 English
 Government &
 International Studies
 History
 Mathematics
 Philosophy
 Psychology
 Sociology
 Visual & Performing Arts

Subject Area/Secondary*

Biology
 Chemistry
 Chemistry (Physical Science)
 English
 History
 Mathematics

DIVISION OF HUMANITIES

MISSION: To introduce students to the ever expanding, ever changing, ever fulfilling life of the mind, initiating them in the enchantment and excitement of lifelong learning in the Humanities.

English* Literature
 Creative Writing

History*

Broadcast Journalism*

Philosophy*

Religion*

*See Education major for Co-Concentrations for the above majors.

Education

DIVISION OF EDUCATION

The Bloomfield College B.A. in Education degree program provides a comprehensive academic experience with high academic and professional standards. Upon graduation, our students will:

1. be reflective teachers who understand the nature and needs of diverse learners
2. be knowledgeable about, and effective in educating students in urban, multicultural environments
3. have a solid Liberal Arts background to support and enhance their teaching effectiveness and
4. be practitioners with a broad array of instructional strategies, including instructional technology, to help students to become active learners and responsible citizens in a changing world

There are five (5) programs in the Education major:

1. **Early Childhood (P-3)**
2. **Elementary (K-6)**
3. **Middle School with Subject Matter Specialization Endorsement**
4. **Special Education Endorsement**
5. **Subject Area/Secondary**

ELEMENTARY OR EARLY CHILDHOOD

The elementary and early childhood programs each require 13 course units in General Education, 8-11 course units in the Liberal Arts co-concentration (Biology, Chemistry, Chemistry (Physical Science), English, Government & International Studies, History, Mathematics, Philosophy, Psychology, Religion, Sociology), MTH 106, and 13.5 course units in professional education, which includes student teaching and one course unit elective.

Students completing the Elementary Program have fulfilled the course work to qualify for Elementary (K-6) certification. Students completing the Early Childhood Program have fulfilled the course work to qualify for Pre-School Certification (P-3).

MIDDLE SCHOOL WITH SUBJECT MATTER SPECIALIZATION ENDORSEMENT

The elementary with subject matter specialization program requires 13 course units in General Education, 9-11 courses units in the Core Curriculum Content Standard areas (Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics,) and 15.5 course units in professional education, which includes student teaching. Students completing this program will have fulfilled the coursework to qualify for two certifications: Kindergarten through grade 6 (K-6), and Middle School with Subject Matter Specialization (grades 5-8).

Any student wishing to teach above grade 5 must enroll in this program.

SPECIAL EDUCATION ENDORSEMENT

The Special Education Program is an endorsement program in which students take four (4) more courses (EDC 322, 323, 324, and 325) in addition to all required course for the Early Childhood Elementary or Secondary, subject area program to obtain the Special Education Endorsement certification. Students seeking this endorsement do not take EDC 320.

SUBJECT AREA/SECONDARY

The Subject Area/Secondary program requires 13 course units in General Education, 13-15 course units in the Liberal Arts Subject Area field (Art, Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics), 13.5 course units in Professional Education, which includes student teaching.

Students enrolling in the B.A. in Education may choose from the following co-concentrations:

	Early Childhood (P-3)	Elementary (K-6)	Middle School/ Subject Matter Specialization Endorsement	Special Education Endorsement	Secondary/ Subject Area
Biology	x	x	x	x	x
Chemistry	x	x	x	x	x
Chemistry (Physical Science)	x	x	x	x	x
English	x	x	x	x	x
History	x	x	x	x	x
Mathematics	x	x	x	x	x
Philosophy	x	x		x	
Government & International Studies	x	x		x	
Psychology	x	x		x	
Religion	x	x			
Sociology	x	x		x	
Visual & Performing Arts				x	

CRITERIA FOR ADMISSION TO THE EDUCATION MAJOR

Admission to the education major formally begins with entry into EDC 330 Curriculum Design I. In order to qualify for the major, all students must have completed the following requirements:

1. Earned a cumulative GPA of at least a 3.0.
2. Attained the minimum score set by the New Jersey Department of Education on the Praxis Core Academic Skills Battery for Educators or SAT/ ACT Exam no later than the semester prior to admission into EDC 330.
3. Earned a grade of C or better in MTH 130 and MTH 140, 141, 160 or 161 and WRT 102 or WRT 105 or WRT 106 and WRT 108 or WRT 109, and all education courses.

Students who are awaiting formal acceptance into the education major should take their general education courses, co-concentration courses, and the following education courses:

- EDC 202 Teaching as a Profession: Meeting the Needs of All Learners
- EDC 217 Understanding Family & Community

- EDC 314 The Development of the Pre-Adolescent & Adolescent Learner & Implications for Teaching
- EDC 316 Early Childhood Development & Learning
- PSY 100 Introduction to Psychology
- PSY/EDC 210 Educational Psychology

CRITERIA FOR CONTINUATION AND GRADUATION IN A TEACHER EDUCATION PROGRAM

New Jersey State requires all Education Majors to complete clinical components as part of the program:

1. Clinical Experience- Duration of 50 hours prior to Clinical Practice;
2. Clinical Practice - Duration 175 hours, a minimum of 100 hours occurs throughout the semester prior to full time practice (during clinical 1).

“Clinical Experience” means the diverse, guided hands on practical applications and demonstrations in educator’s preparation program of professional knowledge, skills, and dispositions throughout integrated

collaborative and facilitated learning in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program.

“Clinical Practice” means the culminating field based experience or internship. In this hands-on experience in a P-12 setting, candidates demonstrate their knowledge, skill, and dispositions to become effective educators.

To remain in the Education program and to be eligible to student teach, students must maintain a minimum GPA of 3.0.

Students who have been accepted into the Education program will have their GPA's reviewed each semester:

- 1.** Students who do not achieve a 3.0 GPA will be given a warning the first semester their GPA is lower than required. After the second semester, students with a GPA below 3.0 will be asked to declare another major.
- 2.** To student teach and become certified to teach in New Jersey, students must pass the required PRAXIS II exam for their certification area.

These curricula meet the current requirements of the New Jersey Department of Education; any changes in laws and/or regulations will result in revisions of curricular requirements that may take effect before the publication of the next Catalog.

**Required General Education Courses:
(13 c.u.s)**

- FYS 100 First Year Seminar
 MTH 130 Transition to Collegiate Mathematics
 MTH 140 College Algebra Enhanced/
 or MTH 141 College Algebra
 MTH 160 Precalculus Enhanced/
 MTH 161 Precalculus
 WRT 102 Enhanced Argumentative &
 Analytic Writing
 or
 WRT 105 Argumentative & Analytic
 Writing
 or
 WRT 106 Accelerated Argumentative &
 Analytic Writing
 WRT 108 Enhanced Synthesis &
 Research Writing
 or
 WRT 109 Synthesis & Research Writing

**Common Core Required General
Education Courses: (13 c.u.s)**

Candidates for the Bachelor of Arts(B.A.) degree must take a total of 4 course units from the following:

- Two course units addressing the Aesthetic Appreciation competency.
- One course unit addressing the Communication Skills competency.
- One course unit addressing the Scientific and Technical Skills competency.

AND

A total of 4 course units from the following:

- Two course units addressing the Multi/Transcultural and Global Awareness competency.
- Two course units addressing the Problem Solving/Critical Thinking competency.

OR

- One course unit addressing the Multi/Transcultural and Global Awareness competency.
- Two course units addressing the Problem Solving/Critical Thinking competency.

- One course unit addressing the Community Orientation/Citizenship competency.

Note:

1. †† 2 course units from the Education major's list of requirements and two (2) course units from the co-concentration's list of requirement may count as General Education Electives.
2. Students whose co-concentrations are biology, chemistry or mathematics must take Precalculus (MTH 160) or common core requirements, one c.u. addressing Aesthetic Appreciation, one c.u. addressing Communication Skills, and two c.u.s addressing Scientific and Technical Skills. Students in all other co-concentrations take College Algebra (MTH 140) for Common Core requirements, two c.u.s addressing Aesthetic Appreciation, one c.u. addressing Communication Skills, and one c.u. addressing Scientific and Technical Skills.

Required Co-Concentration Courses
(Listed with the individual Co-Concentrations)

To remain in the Education Programs students must maintain a cumulative 3.0 grade point average and must earn a “C” or better in all education courses.

Required Professional Education Courses					Middle School
	Credits	BA Early Childhood	BA Elementary Education	BA Secondary Education	Subject Matter Specialization Endorsement
	(c.u.s)	(PreK-3)	(K-6 License)	(K-12 License)	(5-8)
EDC 202 Teaching as a Profession: Meeting the Needs of All Learners	4(1)	X	X	X	X
EDC 210 Educational Psychology	4(1)	X	X	X	X
EDC 217 Family & Community	4(1)	X	X	X	X
EDC 314 The Development of the Pre-Adolescent & Adolescent Learner	4(1)			X	X
EDC 316 Child Development & Learning	4(1)	X	X		X
EDC 318 Early Childhood Curriculum & Assessment	4(1)	X			
EDC 320 Educating the Child with Disabilities in the Regular Classroom	2(0.5)	X	X	X	X
EDC 321 Developing Literacy Across the Grades: Methods & Strategies	4(1)	X	X	X	X
EDC 330 Introduction to Curriculum Design I: Research-Based Practice	4(1)	X	X	X	X
EDC 332 Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas	4(1)		X	X	X
EDC 334 Instructional Design & Analysis of Classroom Assessment	4(1)		X	X	X
EDC 336 Introduction to Educational Technology	4(1)	X	X	X	X
EDC 342 Early Childhood Learning Environments & Assessment	4(1)	X			
EDC 410 Clinical Practice I	4(1)	X	X	X	X
EDC 412 Clinical Practice II	10(2.5)	X	X	X	X
EDC 414 Clinical Practice Seminar	2(0.5)	X	X	X	X
MTH 106 Math for Elementary Teachers	4(1)	X	X		X
Credits (c.u.s)		58(14.5)	58(14.5)	54(13.5)	62(15.5)

To obtain a **Special Education Endorsement**, students must take the required initial certification courses except for EDC 320 and the following four (4) courses:

EDC 322 Instructional Planning & Assessment for Students with High Incidence Disabilities (1 c.u.)

EDC 323 Instructional Planning & Assessment for Students with Low Incidence Disabilities (1 c.u.)

EDC 324 Consultation & Curriculum Adaptation for Students with Special Needs in Inclusive Settings (1 c.u.)

EDC 325 Classroom Management (0.5 c.u.)

BIOLOGY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(11 course units)

or

Elementary
(11 course units)

or

Middle School with Subject Matter
Specialization Endorsement
(11 course units):

BIO 111 General Biology: Cell

BIO 121 General Biology: Diversity

BIO 200 Microbiology

BIO 205 Human Anatomy &
Physiology I

BIO 206 Human Anatomy &
Physiology II

BIO 309 Genetics

BIO 320 Ecology

CHM 111 General Chemistry I

CHM 112 General Chemistry II

And two (2) course units to be
selected from BIO/CHM/MTH/PHY
courses designated for majors and/or
SCI 103

Astronomy, SCI 200 Introduction to
Forensic Science depending on students'
interest. Courses to be selected with the
approval of a Biology Advisor.

Note: MTH 106 Mathematics for
Elementary School Teachers is required for
the Elementary and Early Childhood and
Special Education and Early Childhood
Co-Concentrations.

Subject Area/Secondary Education
(15 course units):

BIO 111 General Biology: Cell

BIO 121 General Biology: Diversity

BIO 200 Microbiology

BIO 205 Human Anatomy &
Physiology I

BIO 206 Human Anatomy &
Physiology II

BIO 213 Molecular & Cellular Biology

BIO 309 Genetics

BIO 320 Ecology

BIO 450 Bioseminar

CHM 111 General Chemistry I

CHM 112 General Chemistry II

PHY 105 General Physics I

PHY 106 General Physics II

And two (2) course units to be selected
from BIO/CHM/MTH/PHY courses
designated for majors and/or SCI 103
Astronomy, SCI 200 Introduction to
Forensic Science depending on students'
interest. Courses to be selected with the
approval of a Biology Advisor.

Note: MTH 130 Transition to Collegiate
Mathematics and MTH 160 Precalculus
Enhanced/MTH 161 Precalculus are
required as part of the General Education
Core for the Biology Co-Concentration.

CHEMISTRY AND CHEMISTRY (PHYSICAL SCIENCE) CO-CONCENTRATIONS FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(11 course units)

or

Elementary
(11 course units)

or

Middle School with Subject Matter
Specialization Endorsement
(11 course units):

CHM 111 General Chemistry I

CHM 112 General Chemistry II

CHM 301 Organic Chemistry I

CHM 303 Organic Chemistry I
Laboratory (0.5 c.u.)

CHM 302 Organic Chemistry II

CHM 304 Organic Chemistry II
Laboratory (0.5 c.u.)

CHM 401 Biochemistry I

PHY 105 General Physics I

PHY 106 General Physics II

And three (3) course units to be selected from BIO/CHM/MTH/PHY courses designated for majors and/or SCI 103

Astronomy, SCI 200 Introduction to Forensic Science depending on students' interest. Courses to be selected with the approval of a Chemistry Advisor.

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood and Special Education and Early Childhood Co-Concentrations.

Students must select either the Chemistry or Chemistry (Physical Science) Co-Concentration when they prepare for the PRAXIS Exam and Student Teaching.

Subject Area/Secondary Education
(15 course units):

CHM 111 General Chemistry I

CHM 112 General Chemistry II

CHM 301 Organic Chemistry I

CHM 302 Organic Chemistry II

CHM 303 Organic Chemistry I
Laboratory (0.5 c.u.)

CHM 304 Organic Chemistry II
Laboratory (0.5 c.u.)

CHM 311 Physical Chemistry I

CHM 313 Physical Chemistry I

Laboratory (0.5 c.u.)

CHM 401 Biochemistry I

MTH 221 Calculus & Analytic
Geometry I

MTH 222 Calculus & Analytic
Geometry II

PHY 210 University Physics I

PHY 211 University Physics II

And 3.5 course units to be selected from BIO/CHM/MTH/PHY courses designated for majors and/or SCI 103 Astronomy, SCI 200 Introduction to Forensic Science depending on students' interest. Courses to be selected with the approval of a Chemistry Advisor.

Note: MTH 130 Transition to Collegiate Mathematics and MTH 160 Precalculus Enhanced/MTH 161 Precalculus are required as part of the General Education Core for the Chemistry Co-Concentration Subject Area/Secondary Education.

Students must select either the Chemistry or Chemistry (Physical Science) Co-Concentration when they prepare for the PRAXIS Exam and Student Teaching.

ENGLISH CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(9 course units)
or

Elementary
(9 course units)
or

Middle School with Subject Matter
Specialization Endorsement
(9 course units):

- ENG 120 Introduction to Creative Writing^{††}
 ENG 122 Public Speaking^{††}
 ENG 249 Advanced Grammar & Editing
 ENG 125 Introduction to World Literature
 or
 ENG 150 Introduction to Western Literature^{††}
 ENG 213 Oral Interpretation of Literature

And two (2) courses selected from the following:

- ENG 203 British Literature Survey I
 ENG 204 British Literature Survey II
 ENG 278 Survey of American Literature I
 ENG 279 Survey of American Literature II

And one (1) course selected from the following:

- ENG/AFS/WMS 222 African-American Literature^{††}
 ENG/WMS 223 Women in Literature
 ENG/AFS/WMS 226 Literature of Race, Class & Gender
 ENG/LAC 232 Latin American Literature Survey
 ENG/AFS/PHL 248 The Harlem Renaissance: Reflection on Art & Society
 ENG 264 Caribbean Literature
 ENG/AFS/LAC 268 Haitian Literature
 ENG 351 Major African & Asian Writers
 ENG/AFS 356 Major Latin American & Caribbean Writers
 ENG 363 Major Writers of the African Diaspora
 ENG 368 Classics of Non-Western Literature

Plus one Literature elective

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood and Special Education and Early Childhood Co-Concentrations.

Note: MTH 130 and MTH 140/
MTH 141 will satisfy the Mathematics requirement of the General Education Core.

Subject Area/Secondary Education
(13 course units):

- ENG 120 Introduction to Creative Writing^{††}
 ENG 122 Public Speaking^{††}
 ENG 249 Advanced Grammar & Editing
 ENG 125 Introduction to World Literature
 or
 ENG 150 Introduction to Western Literature^{††}
 ENG 203 British Literature Survey I
 ENG 204 British Literature Survey II
 ENG 213 Oral Interpretation of Literature
 ENG 278 Survey of American Literature I
 ENG 279 Survey of American Literature II
 ENG 402 Literary Criticism and Advanced Research
 or
 ENG 403 Major Writing in Depth

And one (1) course in Shakespeare selected from the following:

- ENG/WMS 361 Shakespeare's Women
 ENG/WMS 362 Shakespeare's Men
 ENG 364 Selected Topics in Shakespeare

Plus one (1) course selected from the following:

- ENG 222 African-American Literature^{††}
 ENG 223 Women in Literature
 ENG 226 Literature of Race, Class & Gender
 ENG 232 Latin American Literature Survey
 ENG 248 The Harlem Renaissance: Reflection on Art & Society
 ENG 264 Caribbean Literature
 ENG 351 Major African & Asian Writers
 ENG 356 Major Latin American & Caribbean Writers
 ENG 363 Major Writers of the African Diaspora
 ENG 368 Classics of Non-Western Literature

One literature course at the 300-level or higher

^{††} Two (2) course units from the Education major's list of requirements and two (2) course units from the co-concentration's lists of requirements may count as General Education Electives.

GOVERNMENT & INTERNATIONAL STUDIES FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(8 course units)

or

Elementary
(8 course units)
or

Middle School with Subject Matter
Specialization Endorsement
(8 course units):

**GIS 100 Introduction to Government
Studies**

GIS 200 American Politics

GIS 204 Ancient Political Theory

GIS 223 Problems In Public Policy

GIS 242 Science & Public Policy

GIS 244 Local & State Government

GIS 310 Public Administration

GIS 311 Public Economics & Finance

Note: MTH 106 Mathematics for
Elementary School Teachers is required
for the Elementary and Early Childhood
Co-Concentration.

MTH 130 and MTH 140/MTH 141 will
satisfy the Mathematics requirement of the
General Education Core.

HISTORY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(9 course units)

or

Elementary
(9 course units)
or

Middle School with Subject Matter
Specialization Endorsement
(9 course units):

HIS 106 Introduction to Geography††

HIS 219 Writing History††

**HIS 244 The Making of
the United States-1877**

or

**HIS 254 The United States in the World,
1877-Present**

HIS 227 Global History I

HIS 237 Global History II

HIS 251 Topics in New Jersey History††

HIS 400 Capstone

Plus two courses at the 300 level

Note: MTH 106 Mathematics for
Elementary School Teachers is required for
the Elementary and Early Childhood and
Special Education and Early Childhood
Co-Concentrations.

Subject Area/Secondary Education
(13 course units):

GIS 200 American Politics
or

GIS 244 Local & State Government

HIS 105 Introduction to Africana Studies††

HIS 106 Introduction to Geography††

HIS 219 Writing History††

HIS 227 Global History I††

HIS 237 Global History II

**HIS 244 The Making of the United States
to 1877**

HIS 251 Topics in New Jersey History††

**HIS 254 The United States in the World,
1877-Present**

HIS 400 Capstone

Plus two history courses at the 300 level

And one course from the following:

HIS 207 African-American History to 1877

**HIS 216 Colonial Latin American & the
Caribbean, 1500-1825**

**HIS 224 Introduction to Latin American &
Caribbean Studies**

**HIS 225 Ideas of Freedom,
African-American History from
1877-Present**

Note: MTH 130 and MTH 140/
MTH 141 will satisfy the Mathematics
requirement of the General Education Core.

MATHEMATICS CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(11 course units)

or

Elementary
(11 course units)

or

Middle School with Subject Matter
Specialization Endorsement
(11 course units):

MTH 130 Transition to Collegiate
Mathematics*

MTH 106 Mathematics for Elementary
School Teachers*

MTH 160 Precalculus Enhanced/
MTH 161 Precalculus*

MTH 200 Applied Statistics I

MTH 221 Calculus & Analytic Geometry I

MTH 222 Calculus & Analytic Geometry II

MTH 330 Geometry

MTH 331 Foundations of Mathematics

MTH 332 Discrete Mathematics

CMP 100 Computer Literacy††

And one of the two course sequences in
Physics:

PHY 105 General Physics I

PHY 106 General Physics II

or

PHY 210 University Physics I

PHY 211 University Physics II

And one (1) course unit to be taken from
BIO/CHM/CMP/INT/MTH/PHY/SCI
depending on students' interest.
Courses to be selected with the approval
of a Mathematics Advisor.

* MTH 106 Mathematics for Elementary
School Teachers is required for the
Elementary and Early Childhood and
Special Education and Early Childhood
Co-Concentrations.

* MTH 130 and MTH 160/MTH 161 are
required as part of the General Education
Core for Mathematics Co-Concentration.

Subject Area/Secondary Education
(15 course units):

MTH 130 Transition to Collegiate
Mathematics*

MTH 160 Precalculus Enhanced/
MTH 161 Precalculus*

MTH 200 Applied Statistics I

MTH 221 Calculus & Analytic Geometry I

MTH 222 Calculus & Analytic Geometry II

MTH 223 Calculus & Analytic
Geometry III

MTH 320 Differential Equations

MTH 330 Geometry

MTH 331 Foundations of Mathematics

MTH 337 Linear Algebra

CMP 100 Computer Literacy††

CMP 126 Programming I

CMP 226 Programming II

And one of the two course sequences in
Physics:

PHY 105 General Physics I

PHY 106 General Physics II

or

PHY 210 University Physics I

PHY 211 University Physics II

And one (1) course unit to be taken from
BIO/CHM/CMP/INT/MTH/PHY/SCI
depending on students' interest.

Courses to be selected with the approval
of a Mathematics Advisor.

* MTH 130 and MTH 160/MTH 161 are
required as part of the General Education
Core for Mathematics Co-Concentration.

†† Two (2) course units from the Education
major's list of requirements and two(2)
course units from the co-concentration's
lists of requirements may count as General
Education Electives.

PHILOSOPHY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood

(9 course units)

or

Elementary

(9 course units):

PHL 100 Introduction to Philosophy††

PHL 101 Contemporary Moral Issues

PHL 102 Philosophy in Literature††

PHL 110 Effective Reasoning††

PHL 200 Logic††

Plus one (1) course from each of the four (4) groups:

GROUP I

PHL 221 Philosophy of Education

PHL 225 Philosophical Perspectives on Women

PHL 226 African-American Philosophy

GROUP II

PHL 228 Philosophy, Technology, & Environment

PHL 230 Bio-Medical Ethics

PHL 231 Business Ethics

GROUP III

PHL 306 Philosophy of Science/Social Science

PHL 309 Aesthetics (Philosophy of Art)

GROUP IV

PHL 307 Philosophy of Mind

PHL 313 Theory of Knowledge

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood Co-Concentration.

MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

PSYCHOLOGY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood

(9 course units)

or

Elementary

(9 course units):

PSY 100 Introduction to Psychology††

PSY 201 Human Cognition/Learning

PSY 205 Developmental Psychology

PSY/SOC 230 Social Psychology††

PSY 245 Statistics for the Behavioral Sciences

PSY 307 Theories of Personality

or

PSY 305 Abnormal Psychology

PSY 310 Research Methods I

PSY 311 Research Methods II

†† Two (2) course units from the Education major's list of requirements and two (2) course units from the co-concentration's lists of requirements may count as General Education Electives.

And one (1) course selected from the following:

PSY 209 Health Psychology

PSY 306 Adolescence

PSY 309 Adulthood & Aging

PSY 325 Cross-Cultural Psychology

PSY 333 Selected Topics in Psychology

PSY 335 Psychology of Gender

PSY 418 Principles of Psychotherapy & Counseling

PSY 420 Group Dynamics

PSY 450 Senior Research Seminar

PSY 495 Practicum in Applied Psychology

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood Co-Concentration.

MTH 103 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

RELIGION CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(9 course units)

or

Elementary
(9 course units):

- REL 110 Ways of Understanding Religion††
REL 201 Old Testament Literature, History & Tradition
REL 204 New Testament Literature, History, & Tradition††
REL 208 Religion in America††
REL 230 Traditional Religions of the World

- REL 232 Introduction to Islam†† REL
237 Introduction to Buddhism REL
238 Introduction to Hinduism†† REL
333 Selected Topics in Religion

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood Co-Concentration.

MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

SOCIOLOGY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(9 course units)

or

Elementary
(9 course units):

- SOC 100 Introduction to Sociology††
SOC 215 Statistics for Sociologists
SOC 320 Classical Sociological Theory
SOC 325 Methods of Social Research
SOC 450 Senior Research Seminar*

Plus four (4) courses selected from the groups shown:

GROUP I

One (1) course selected from the following:

- SOC 211 Juvenile Delinquency SOC
212 Sociology of Education SOC/PSY
230 Social Psychology†† SOC 236
Deviance & Social Control SOC 241
Minority Groups & Race
Relations
SOC 243 Criminology
SOC 249 Sociology of the Family
SOC 251 Gender & Globalization

* Must be taken the semester prior to student teaching. Topic must be related to education.

GROUP II

Two (2) courses selected from the following:

- PSY 317 Organizational Behavior
SOC 213 Women & Work
SOC 316 Sociology of Health & Illness
SOC 333 Selected Topics in Sociology
SOC 336 Sociology of Sex, Gender & Sexuality
SOC 351 Sociology of Religion
SOC 370 Sociology of Latin America and the Caribbean

GROUP III

One (1) course selected from the following:

- SOC 412 Contemporary Social Problems
SOC 413 Social Change
SOC 414 Social Movements
SOC 415 Criminal Justice & Gender
SOC 416 Criminal Justice & Race
SOC 417 Feminism: Theory & Practice
SOC 433 Selected Topics in Sociology

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood Co-Concentration.

MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

VISUAL AND PERFORMING ARTS CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(9 course units)

Required courses:

- CAT 115 Media Tools
- CAT 207 Art Appreciation
- CAT 257 Basic Video Production

And one (1) course selected from the following:

- CAT 116 Movement for Animators & Filmmakers (Required for Animation Concentration)
- CAT 124 Dance Jam I
- CAT 125 Dance Jam II
- CAT 190 Movement Theater Project
- CAT 193 Introduction to Acting (0.5 c.u.)
- CAT 195 Circus Arts
- CAT 213 Music Improvisation (0.5 c.u.) (Required for Music Technology Concentration)
- CAT 299 Performing Arts Production I

And five (5) course unites selected from the following:

- CAT 101 Creative Arts Workshop (0.5 c.u.)
- CAT 106 Experiments in Digital/Analog Media
- CAT 113 African-American Tradition Workshop
- CAT 134 Drawing for 2D Animation
- CAT 194 3D Design
- CAT 218 Painting
- CAT 227 Silkscreen
- CAT 279 Studio Sculpture
- CAT 292 Printmaking
- CAT 332 Life Drawing for Motion

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Special Education and Early Childhood Co-Concentration.

MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

Education Courses

EDC 120 ROBOTICS AS A LEARNING TOOL

- Problem Solving & Critical Thinking Skills
- Scientific & Technological Skills

This interdisciplinary methodology course will introduce students to the use of educational robotics as an alternative means of fostering learning in children. The main focus of the course will be a hands-on experience through which students will learn concepts of mathematics and science while working with the LEGO MINDSTORMS Robotics Intervention System and its programming software. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106.

EDC 202 TEACHING AS A PROFESSION: MEETING THE NEEDS OF ALL LEARNERS

- Community Orientation & Citizenship

This course introduces the teaching profession by panoramically exploring both general education and special education settings. It includes the study of American schools and considers diversity, multiculturalism, equity, and inclusive educational practices for students with and without disabilities. 1 c.u.

This course requires successful completion of 10-hours of clinical experience.

EDC 210 EDUCATIONAL PSYCHOLOGY

(Also PSY 210)

- Problem Solving & Critical Thinking Skills

The role of psychological concepts in educational practices, focusing on the nature and sources of intellectual development and readiness according to Piagetian, psychometric, and information process perspectives. Beyond these approaches to cognitive development, learning theory, motivation, and the role of emotion in learning will be discussed. This course will also include a section on individual differences in learning; exceptional students and social, ethnic, cultural, and gender differences. The related topics of measurement and evaluation of learning will round out the course. 1 c.u.

Prerequisite: PSY 100

EDC 217 FAMILY AND COMMUNITY ■ Community Orientation & Citizenship

This course is designed to foster understanding of the significant roles of families and communities in the growth and education of children. Topics include recognizing children at-risk; establishing linkages with community resources to support families; recognizing and accepting diverse family units; the impact of home, community, health, and cultural experience on development and learning and understanding social, historical, political, legal and philosophical constructs that impact children, families and communities. Identification and collaboration with community agencies and resources to support individuals with special needs and their families will be addressed. 1 c.u.

This course requires successful completion of 5-hour clinical experience.

Prerequisite: WRT 102 or WRT 105 or WRT 106.

EDC 314 THE DEVELOPMENT OF THE PRE-ADOLESCENT AND ADOLESCENT LEARNER AND IMPLICATIONS FOR TEACHING

This course is designed to examine young adolescents, their development and issues related to their educational needs during the period of growth from childhood through adolescence. Students will learn how to use developmental characteristics in the instructional design and planning process. Students will also learn how schools should be structured to maximize learning for this population. 1 c.u.

Prerequisite: EDC 202.

This course requires successful completion of 10-hours of clinical experience.

EDC 316 CHILDHOOD DEVELOPMENT AND LEARNING

This course is designed to foster understanding of the dynamic continuum of development and learning in children from birth through Pre-Adolescent. Topics include cognitive and linguistic factors affecting development and learning, nurturing diversity and equity addressing multiple intelligences and diverse learning styles, integrating play, and language and literacy across the curriculum. 1 c.u.

This course requires successful completion of 10-hours of clinical experience.

Prerequisites: EDC 202; PSY 100.

EDC 318 EARLY CHILDHOOD CURRICULUM AND ASSESSMENT

The course is designed to foster implementing developmentally appropriate principles and practices. Topics include integration across all core curriculum areas, responsiveness to cultural and linguistic differences, fostering intellectual stimulation through play, implementing appropriate guidance and management techniques to create a safe environment, and assessment that is multidimensional, ongoing and performance based. 1 c.u.

*This course requires successful completion of 20-hours of clinical practice.
Prerequisite: EDC 330.*

EDC 320 EDUCATING THE CHILD WITH DISABILITIES IN THE REGULAR CLASSROOM

A course designed to provide cross training for the teacher in the regular classroom in order to be able to work as part of a collaborative interprofessional team. Through study, observation, and field experiences the pre-service teacher will gain valuable training and resources for inclusion of special needs students in the regular classroom. 1 c.u.
Prerequisite: EDC 330.

This course requires successful completion of 15-hours of clinical practice.

EDC 321 DEVELOPING LITERACY ACROSS THE GRADES: METHODS AND STRATEGIES

This course serves as an introduction to the teaching of literacy in grades Preschool-12 and focuses on both theoretical and practical approaches to assessing, teaching, and incorporating literacy into classroom. Teacher candidates will explore and learn to apply teaching practices related to balanced, comprehensive literacy including, phonemic awareness, phonics, comprehension, fluency, vocabulary development, and motivation. These approaches will be discussed in the context of special needs and ELL students, multicultural education, technology integration, and differentiated strategies. Connections to the New Jersey Student Learning Standards will be integral. This course will also expose teacher candidates to developing/analyzing lesson plans, evaluating case studies, and reading/discussing contemporary issues in literacy. 1 c.u.

*This course requires successful completion of 20-hours of clinical practice.
Prerequisite: EDC 330.*

EDC 322 INSTRUCTIONAL PLANNING AND ASSESSMENT FOR STUDENTS WITH HIGH-INCIDENCE DISABILITIES

This course offers a variety of instructional strategies and techniques to assist students with mild to moderate high-incidence disabilities including learning disabilities, mental retardation, behavioral and emotional disabilities, and speech or language impairments. It will address curriculum planning, program development, assessment, and the use of technology. Developing literacy and effective Individual Educational Plans (IEPs) designing effective learning environments, and preparing students for transition will also be addressed. 1 c.u.

Prerequisite: EDC 330.

EDC 323 INSTRUCTIONAL PLANNING AND ASSESSMENT FOR STUDENTS WITH LOW-INCIDENCE DISABILITIES

This course offers a variety of instructional strategies and techniques to assist students with mild to severe low-incidence disabilities, including autism, pervasive developmental disorders, severe-profound mental retardation, physical and multiple disabilities, health impairments, and traumatic brain injury. It will address adaptive and functional curriculums, the use of assistive technology, interventions and transdisciplinary teaming and assessment, effective learning environments, and elective Individual Educational Plans (IEPs). 1 c.u.
Prerequisite: EDC 330.

EDC 324 CONSULTATION AND CURRICULUM ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS

This course provides the necessary knowledge and skills for working with special needs students placed in inclusive educational settings, addressing collaborative relationships with various professionals and agencies serving special needs students. It will offer various models, materials, and instructional adaptations including technology, to promote inclusion. It will also emphasize implementing Individual Education Plans (IEPs) within regular education settings. 1 c.u.

Prerequisite: EDC 330.

EDC 325 CLASSROOM MANAGEMENT

This course describes the principles underlying effective classroom management, offers techniques and strategies to promote an effective learning environment for all students in both inclusive and self-contained settings. Also provides specific strategies and techniques for conducting functional behavioral assessment and designing positive behavioral support plans for students with challenging behavior. This course contains a field experience. 0.5 c.u.

Prerequisite: EDC 330.

EDC 330 INTRODUCTION TO CURRICULUM DESIGN I: EFFECTIVE TEACHING METHODS AND RESEARCH BASED PRACTICE

This course focuses on the study of curriculum development and principles of teaching. The course will introduce the skills to design and deliver interdisciplinary curricula utilizing differentiated instruction, technology integration, as well as accommodating for special needs and ELL students. The curricula will facilitate the integration of standardized and alternative assessment methods to meet the New Jersey Student Learning Standards. This course will begin to prepare the teach candidate with effective instructional and classroom management skills necessary for the Clinical Experience. 1.cu

This course requires successful completion of 15-hours of clinical experience.

Prerequisite: EDC 314 or EDC 316.

EDC 332 INTRODUCTION TO CURRICULUM DESIGN II: EFFECTIVE TEACHING METHODS IN THE CONTENT AREAS

(Formerly EDC 309)

This course focuses on the further development of curriculum design and principles of teaching. The course reinforces the skills of differentiated instructional design and delivery, integration of technology, and adapting lessons to address diverse learners including special needs and ELL Students. 1 c.u.

Prerequisite: EDC 330.

EDC 334 INSTRUCTIONAL DESIGN AND ANALYSIS OF CLASSROOM ASSESSMENT

(Formerly EDC 310)

This course is designed to provide a foundation for classroom methodology of standards-based instructional activities and assessments. One purpose of this course is to introduce teacher candidates to the elements of assessment that are a part of good teaching and best practice. 1 c.u.

This course requires successful completion of 15-hours of clinical practice.

Prerequisite: EDC 332.

Corequisites: EDC 410

EDC 336 INTRODUCTION TO EDUCATIONAL TECHNOLOGY

(Formally EDC 326)

The objective of this course is to introduce various forms of educational technology through hand-on project based learning to preservice teacher candidates. This course provides various opportunities for engagement and reflection on the role these technology tools can play in teaching/learning processes in a classroom. Students will become skilled in some of many digital tools available for schools to use in their classrooms. In addition, students will learn current issues in technology use in classrooms and will become familiar with basic learning theories which will help in determining appropriate applications of educational technology in educational settings. Students will become familiar with virtual schooling and learn how to assist online learning of their students. 1 c.u.

This course is required for all Education majors.

This course requires successful completion of 10-hours of clinical experience.

Corequisites: EDC 330, EDC 332, EDC 318 or EDC 321.

EDC 342 EARLY CHILDHOOD LEARNING ENVIRONMENTS AND ASSESSMENT

(Formerly EDC 327)

This course will focus on the learning environment of prekindergarten through third grade classrooms. The classroom environment is often referred to as the "third" teacher. The structure, design, and choice of materials in the classroom influence how teaching and learning in all developmental domains take place. Student will also learn how to design a supportive, intellectually stimulating classroom environment and how a well-designed environment supports classroom management. 1 c.u..

This course requires successful completion of 10-hours of clinical practice.

Prerequisite: EDC 330.

Corequisite: EDC 410.

EDC 405 INTRODUCTION TO TEACCH: AUTISM BASIC TRAINING

The ongoing increase of new cases of autism being diagnosed has created a growing demand for effective programs, practical suggestions and information. The TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) approach will prepare educators and service providers to assess and adapt the physical environment as well as general educational structure for both preschool and school-age students. Topics to be covered include: the primary characteristics of autism as they relate to classroom practices, the elements of “The Culture of Autism” and how to employ the “Cultural Compromise,” how to organize the physical space, create and implement individual daily schedules, plan and execute “One to One” teaching, as well as create independent workstations that include visually clear independent work tasks. 0.5 c.u.

Prerequisite: Post baccalaureate, matriculated and non-matriculated students.

EDC 410 CLINICAL PRACTICE I

Students who have satisfied requirements will be assigned two full days per week in an approved pre-school, elementary, middle school, or high school setting. Students will spend time observing, participating, and teaching in an assigned class under the direction of a Cooperating Teacher and a College Supervisor. The student is expected to begin to fulfill the role of teacher, including attendance at faculty meetings, professional development opportunities, and duty assignments. This course will include monthly seminar meetings four (4) times throughout the semester) where students are provided with guidance to complete their clinical practice assignments including the preparation for edTPA performance assessment. 1 c.u.

Prerequisite: Consent of the Instructor and the submission of clinical internship application.

This course requires 120-hours of clinical practice.

Corequisite: EDC 327, EDC 334, or EDC 342.

EDC 412 CLINICAL PRACTICE II

(Formerly EDC 401)

Students who have successfully completed all academic requirements will be assigned to full-time teaching in an approved school setting relevant to the area of intended certification. Students will observe, interact and teach under the direction of a Cooperating Teacher and College Supervisor. Student teaching applications must be submitted by April 1st for Fall placement and by October 1st for Spring placement. 2.5 c.u.s
Prerequisite: Consent of the Instructor and students must pass the required PRAXIS II exam for their certification area. The duration of clinical practice for this course is full-time for entire semester.

Prerequisite: EDC 410.

Corequisite: EDC 414.

EDC 414 CLINICAL PRACTICE SEMINAR

(Formerly EDC 402)

This seminar utilizes group discussions to assist in the analysis and evaluation of identified classroom problems, best practices, classroom behavior management techniques and coping strategies. Efforts are made to socialize the student teacher to the profession of teaching. Attention is given to career placement tools and strategies. 0.5 c.u.

Prerequisite: Consent of the Instructor.

Corequisite: EDC 412.

Index to Graduate Academic Programs & Certificates

DIVISION OF ACCOUNTING, BUSINESS, COMPUTER SCIENCE, & ECONOMICS

Accounting

B.S./M.S. Accounting

Computer Science

BS/MS Computer Science

DIVISION OF CREATIVE ARTS & TECHNOLOGY

Master of Fine Arts

DIVISION OF EDUCATION

Master of Arts in Education

M.A. Early Childhood Education

M.A. Special Education

Graduate Certificate in

Post Baccalaureate Teacher Education

Initial Teacher Certification

Programs:

Grades Preschool Through 3

Grades Kindergarten Through 6
(Elementary)

Grades Kindergarten Through 8
(Elementary and Middle School)

Grades Kindergarten Through 12
(Secondary)

Teacher Endorsement Programs:

Grades Preschool Through 3

Teacher of Students with
Disabilities

Alternate Route Program

Grades Preschool Through 3

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION

The Master of Arts in Early Childhood Education program is designed for applicants who hold the early childhood (p-3) certification in Early Childhood Education in order to foster professionals dedicated to working with young children and their families and advance their understanding of educating young children.

Required Coursework (total of 10 course units-equivalent to 40 credits):

- EDC 516 Childhood Development & Learning**
- EDC 517 Understanding Family & Community**
- EDC 519 Educating the Child with Disabilities in the Regular Classroom**
- EDC 528 Childhood Environment & Assessment**
- EDC 538 Instructional Strategies for Creative Arts and Play in Early Childhood**
- EDC 552 Language Literacy in Early Childhood**
- EDC 554 Instructional Strategies for Children's Literature**
- EDC 556 Instructional Strategies for STEM in Early Childhood**
- EDC 626 Introduction to Action Research**
- EDC 628 Leadership, Advocacy & Administration in Early Childhood**

MASTER OF ARTS IN SPECIAL EDUCATION

The Master of Arts in Special Education program is intended for applicants who hold the Special Education certification interested in developing advanced skills for teaching K-12 learners with disabilities, in particular teaching learners with autism and other developmental disabilities.

Required Coursework (total of 10 course units-equivalent to 40 credits):

- EDC 530 Introduction to Special Education & Inclusion
- EDC 532 Assessment in Special Education
- EDC 534 Educational Strategies in Inclusive Settings
- EDC 536 Educational Strategies for Learners with Autism & other Developmental Disabilities
- EDC 539 Transition Planning & Collaborative Partnerships (0.5 c.u.)
- EDC 540 Assistive Technology for Learners with Disabilities (0.5 c.u.)
- EDC 560 Clinical Experience for Endorsement in Special Education
- EDC 602 Basic Applied Behavior Analysis for Students with Autism & other Developmental Disabilities
- EDC 604 Advanced Clinical Experience/Seminar Positive Behavioral Support
- EDC 606 Advanced Educational Programming for Learners with Autism & other Developmental Disabilities
- EDC 608 Advanced Assessment for Learners with Autism & other Developmental Disabilities

Graduate Certificate in Teacher Education

The Graduate Certificate in Teacher Education prepares students to teach at the following grade levels: Preschool through Third grade (P-3), Elementary (K-6), Middle School, or Secondary School. We also offer two endorsement certificate programs for those who hold a NJ Instructional Teaching Certificate: a Preschool through Third grade endorsement (P-3) and a Special Education endorsement (K-12). Additionally, Alternate Route students may fulfill their P-3 coursework requirements at Bloomfield College. Bloomfield College operates on a course unit system. One course unit (c.u.) equals four (4) credits.

EARLY CHILDHOOD (GRADES PreK-3)

Required Coursework (total of 11.25 course units–equivalent to 45 credits):

- EDC 516 Childhood Development & Learning
- EDC 517 Understanding Family & Community
- EDC 528 Early Childhood Environments & Assessment
- EDC 538 Instructional Strategies for Creative Arts & Play in Early Childhood
- EDC 550 Introduction to the Profession (0.25 c.u.)
- EDC 552 Language & Literacy in Early Childhood
- EDC 554 Instructional Strategies for Children's Literature
- EDC 556 Instructional Strategies for STEM in Early Childhood
- EDC 620 Clinical Practice I
- EDC 622 Clinical Practice II (2.5 c.u.s)
- EDC 624 Clinical Practice Seminar (0.5 c.u.)

~Masters Option~

Early Childhood Initial Certification students may continue on to complete a Master of Arts Degree in Early Childhood Education, by taking the following additional three (3) courses, after proper application and acceptance to the MA in Early Childhood Education Program.

- EDC 519 Educating the Child with Disabilities in the Regular Classroom
- EDC 626 Introduction to Action Research
- EDC 628 Leadership, Advocacy, & Administration in Early Childhood

**ELEMENTARY (GRADES K-6),
MIDDLE (GRADE K-8), OR
SECONDARY SCHOOL**

Required Coursework (total of 11.25 course units-equivalent to 45 credits):

- EDC 506 Introduction to Curriculum Design I: Research Based Practice
- EDC 508 Introduction to Curriculum Design II: Effective Teaching Methods in the Content Area
- EDC 511 Instructional Design & Analysis of Classroom Assessment
- EDC 514 The Development of the Pre-Adolescent & Adolescent Learner & Implications for Teaching (for Middle or Secondary Certification)
- or
- EDC 516 Childhood Development & Learning (for Elementary Certification)
- EDC 519 Educating the Child with Disabilities in the Regular Classroom
- EDC 521 Developing Literacy Across the Grades: Methods & Strategies
- EDC 550 Introduction to the Profession (0.25c.u.)
- EDC 553 School & Society
- EDC 620 Clinical Practice I
- EDC 622 Clinical Practice II (2.5 c.u.s)
- EDC 624 Clinical Practice Seminar (0.5 c.u.)

~Masters Option~

Elementary Middle School, or Secondary School Initial Certification students may continue on to complete a Master of Arts Degree in Early Childhood Education or a Master of Arts Degree in Special Education, after proper application and acceptance into the programs. See Page 313 for additional course work required.

**CRITERIA FOR STUDENT TEACHING, AND
FOR NEW JERSEY TEACHER
CERTIFICATION**

New Jersey State requires all Education Majors to complete clinical components as part of the program:

Clinical Experience – Duration of 50 hours prior to Clinical Practice;
Clinical Practice – Duration of 175 hours minimum of 100 hours occurs throughout the semester prior to full time practice (during clinical 1).

“Clinical Experience” means the diverse, guided hands on practical applications and demonstrations in educator’s preparation programs of professional knowledge, skills, and dispositions throughout integrated collaborative and facilitated learning in early field, practicum and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program.

“Clinical Practice” means the culminating field-based experience or internship. In this hands-on experience in a P-12 settings, candidates demonstrate their knowledge skills, and dispositions to become effective educators.

1. To be eligible to student teach, students must maintain a minimum GPA of 3.0 and earn a grade of C or better in all education courses.
 - a. Students will have their GPAs reviewed each semester.
 - b. Students who do not achieve a 3.0 GPA will be given a warning for the first semester in which their GPA is lower than required. After the second semester, students with a GPA below 3.0 will be asked to leave the program. The Chairperson of the Division

of Education will hear student appeals.

2. To student teach and become certified to teach in New Jersey, students must pass the required PRAXIS II exam for their certification area.

These curricula meet the current requirements of the New Jersey Department of Education; and changes of laws and/or regulations will result in revisions of curricular requirements that may take effect before the publication of the next Catalog.

ADMISSION REQUIREMENTS FOR TEACHER CERTIFICATION ENDORSEMENT PROGRAMS:

P-3 endorsement applicants
And Teacher of Students with
Disabilities (TOSD) endorsement
must hold a New Jersey Instructional
certificate.

P-3 Endorsement

Required Course Work (total of 7 course
units-equivalent to 28 credits):

- EDC 516 Childhood Development & Learning
- EDC 517 Understanding Family & Community
- EDC 528 Early Childhood Environments & Assessment
- EDC 538 Instructional Strategies for Creative Arts & Play in Early Childhood
- EDC 552 Language & Literacy in Early Childhood
- EDC 554 Instructional Strategies for Children's Literature
- EDC 556 Instructional Strategies for STEM in Early Childhood

~Masters Option~

P-3 endorsement students may continue on to complete a Master of Arts Degree in Early Childhood Education, by taking the following additional three (3) courses, after proper application and acceptance to the MA in Early Childhood Education Program.

- EDC 519 Educating the Child with Disabilities in the Regular Classroom
- EDC 626 Introduction to Action Research
- EDC 628 Leadership, Advocacy, & Administration in Early Childhood

Teacher of Students with Disabilities Endorsement

Required Coursework (total of 6) course
units-equivalent to 24 credits):

- EDC 530 Special Education & Inclusion
- EDC 532 Assessment in Special Education
- EDC 534 Educational Strategies in Inclusive Settings
- EDC 536 Educational Strategies for Learners & other Developmental Disabilities
- EDC 539 Transition Planning & Collaborative Partnerships (0.5 c.u.)
- EDC 540 Assistive Technology for Learners with Disabilities (0.5 c.u.)

- EDC 560 Clinical Experience for Endorsement in Special Education

~Masters Option~

Special Education endorsement students may continue on to complete a Master of Arts Degree in Special Education, by taking the following additional four (4) courses, after proper application and acceptance to the MA in Special Education Program.

- EDC 602 Basic Applied Behavior Analysis for Students with Autism & other Developmental Disabilities
- EDC 604 Advanced Clinical Experience/Seminar Positive Behavioral Support
- EDC 606 Advanced Educational Programming for Learners with Autism & other Developmental Disabilities
- EDC 608 Advanced Assessment for Learners with Autism & other Developmental Disabilities

ADMISSION REQUIREMENTS FOR ALTERNATE ROUTE P-3 PROGRAM:

Alternate Route students must hold a Certificate of Eligibility to teach grades P-3 and provide a letter from the school district in which they are employed, verifying their enrollment in the Alternate Route Program.

Required Coursework (total of 7.25 course units-equivalent to 29 credits):

- EDC 516 Childhood Development & Learning**
- EDC 517 Understanding Family & Community**
- EDC 528 Early Childhood Environments & Assessment**
- EDC 538 Instructional Strategies for Creative Arts & Play in Early Childhood**
- EDC 550 Introduction to the Profession (0.25 c.u.)**
- EDC 552 Language & Literacy in Early Childhood**
- EDC 554 Instructional Strategies for Children's Literature**
- EDC 556 Instructional Strategies for STEM in Early Childhood**

~Masters Option~

P-3 Alternate Route Certification students may continue on to complete a Master of Arts Degree in Early Childhood Education, by taking the following additional three (3) courses, after proper application and acceptance to the MA in Early Childhood Education Program.

- EDC 519 Educating the Child with Disabilities in the Regular Classroom**
- EDC 626 Introduction to Action Research**
- EDC 628 Leadership, Advocacy, & Administration in Early Childhood**

Graduate Education Courses

EDC 500 INTRODUCTION TO EDUCATION

This course encompasses the structure of American Education by exploring the development of social, economic, political, and cultural constructs in which learning takes place in American society. Included are considerations for social values, education as a profession, education and the community, and impacts of social policy. This course will also serve as a transition to more advanced educational pedagogy by addressing topics such as multiple intelligences, dimensions of learning, differentiated instruction, lesson design, and the Common Core Standards in math and English language arts. We will examine the New Jersey Professional Teaching Standards and the contexts in which teachers teach. A multicultural emphasis and multi-disciplinary approach to schooling in both urban and suburban communities will guide our explanation of schools here in the state of New Jersey. In addition, students will be introduced to methods for finding viable peer-reviewed research articles using Education-specific databases. 0.5 c.u.

This course requires a field component.

EDC 505 INTRODUCTION TO TEACCH: AUTISM BASIC TRAINING

The ongoing increase of new cases of autism being diagnosed has created a growing demand for effective programs, practical suggestions and information. The TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) approach will pre-prepare educators and service providers to assess and adapt the physical environment as well as general educational structure for both preschool and school-age students. Topics to be covered include: the primary characteristics of autism as they relate to classroom practices, the elements of "The Culture of Autism" and how to employ the "Cultural Compromise" how to organize the physical space, create and implement individual daily schedules, plan and execute "One to One" teaching, as well as create independent workstations that include visually clear independent work tasks. 0.5 c.u.

EDC 506 INTRODUCTION TO CURRICULUM DESIGN I: RESEARCH BASED PRACTICE (Formally EDC 504)

This course focuses on the study of curriculum development and principles of teaching, emphasizing the background content research needed to develop curricula. The course will introduce the skills to design and develop interdisciplinary curricula that is based on research and the application of that research

through best practices utilizing; multiple intelligences, diverse learning styles, dimensions of learning, the Bloom's taxonomy. The curricula will facilitate the integration of standardized and alternative assessment measures to meet the New Jersey Student Learning Outcomes. 1 c.u.

This class requires successful completion of 15-hours of clinical experience.

EDC 508 INTRODUCTION TO CURRICULUM DESIGN II: EFFECTIVE TEACHING METHODS IN THE CONTENT AREAS (Formally EDC 509)

This course focuses on the further development of curriculum design and principles of teaching. The course reinforces the skills of differentiated instructional design and delivery, integration of technology, and adapting lessons to address diverse learners including special needs and ELL students. The essential elements of instruction, assessment, grouping strategies and effective questioning will be illustrated to effectively plan instruction for diverse learners in English language arts, mathematics, social studies, and science. 1 c.u.

This class requires successful completion of 20-hours of clinical practice.

EDC 511 INSTRUCTIONAL DESIGN AND ANALYSIS OF CLASSROOM ASSESSMENT (Formally EDC 510)

This course will enable teacher candidates to demonstrate their teaching skills in the designed delivery of curricula addressing the needs of diverse learners. Teacher candidates will design, differentiated instructional lessons and demonstrate skills in the delivery of lessons based on the understanding that learners have differing needs. Students present their lessons using a variety of strategies, integrating diagnostic, formative and summative assessment data. 1 c.u.

This class requires successful completion of 15-hours of clinical practice.

EDC 514 THE DEVELOPMENT OF THE PRE-ADOLESCENT AND ADOLESCENT LEARNER AND IMPLICATIONS FOR TEACHING

This course is designed to examine young adolescents, their development and issues related to their educational needs during the period of growth from childhood through adolescence. Exploration and application of research-based findings will be pursued to investigate the developmental differences between the stages of pre-adolescence and high school

adolescents and its impact on education. Students will learn how to use developmental characteristics in the instructional design and planning process. Students will also learn how schools should be structured to maximize learning for this population. 1 c.u.

This class requires successful completion of 10-hours of clinical experience.

EDC 516 CHILDHOOD DEVELOPMENT AND LEARNING

This course is designed to foster understanding of the dynamic continuum of development and learning in children from birth through Preadolescence. Topics include cognitive and linguistic factors affecting development and learning, nurturing diversity and equality, addressing multiple intelligences and diverse learning styles, integrating of play and language, and literacy across the curriculum. Knowledge of early childhood development and how it is related to the learning of children is the foundation upon which all effective teaching and learning decisions are built. Without this knowledge, a teacher cannot design an appropriate program or meet the learning needs of each student. Students will learn to be able to apply their knowledge about early child development and learning to adapt the learning environment to meet the needs of children with atypical development in the affected developmental domain(s). Students will also obtain the research skills to find and analyze research articles to explain children's development and show their deeper understanding of early child development and learning. 1 c.u.

This class requires successful completion of 10-hours of clinical experience.

EDC 517 UNDERSTANDING FAMILY AND COMMUNITY

This course is designed to foster understanding of the significant roles of families and communities in the growth of young children. Topics include recognizing children at risk; establishing linkages with community resources to support families; recognizing and accepting diverse family units; the impact of home, community, health, and cultural experience on development and learning; and understanding social, historical, political, legal, and philosophical constructs that impact children, families, and communities. Identification and collaboration with community agencies and resources to support individuals with special needs and their families will be addressed. In addition, students will consult databases to summarize peer-reviewed research studies and form an argument around a contemporary issue in education. 1 c.u.

This class requires successful completion of 10-hours of clinical experience.

EDC 519 EDUCATING THE CHILD WITH DISABILITIES IN THE REGULAR CLASSROOM

A course designed to provide cross training for the teacher in the regular classroom in order to be able to work

as part of a collaborative, inter-professional team. Through study, observation, field experiences, and research exploring professional journals, books and other resource materials, as well as peer reviewed research, for the pre-service teacher to gain valuable training and resources by applying research based best practices to implement strategies, modifications and accommodations for special needs students in the regular classroom. 1 c.u.

This class requires successful completion of 15-hour clinical experience.

EDC 521 DEVELOPING LITERACY ACROSS THE GRADES: METHODS AND STRATEGIES

The course serves as an introduction to the teaching of literacy in grades Preschool-12 and focuses on both theoretical and practical approaches to assessing teaching, and incorporating literacy into the classroom. Teacher candidate will explore and learn to apply teaching practices related to balanced, comprehensive literacy including phonemic awareness, phonics, comprehension, fluency, vocabulary, development, and motivation. These approaches will be discussed in the context of special needs and ELL students, multicultural education, technology integration, and differentiated strategies. Connections to the New Jersey State Learning Standards will be integral. This course will also expose teacher candidates to developing/analyzing lesson plans, evaluating case studies, and reading/discussing contemporary issues in literacy through a review and synthesis of peer reviewed, scientific-based reading research (SBRR) studies. 1 c.u.

This class requires successful completion of 20-hours of clinical practice.

EDC 528 EARLY CHILDHOOD LEARNING ENVIRONMENTS AND ASSESSMENT (Formerly EDC 527)

This course will focus on the learning environment of pre-kindergarten through third grade classrooms. The classroom environment is often referred to as the "third" teacher. The structure, design, and choice of materials in the classroom influence how teaching and learning in all developmental domains take place. Students will also learn how to design a supportive, intellectually stimulating classroom environment; how to develop daily and weekly plans that reflect and support children's growth in all areas, especially the development of self-regulation. In addition, they will learn how a well-designed environment supports classroom

management, by exploring research based best practices to accommodate and adapt the classroom environment for success for each individual student and incorporating these accommodations into their classroom design. 1 c.u

This class requires successful completion of 15-hours of clinical experience.

EDC 530 INTRODUCTION TO SPECIAL EDUCATION AND INCLUSION

This course introduces graduate students to the field of special education and provides the history of the field and to the federal and state regulations and laws mandating special services to learners with disabilities, including an overview of the disability categories defined in federal special education legislation. The course includes research on the progress of inclusion and current inclusive education practices. 1 c.u.

EDC 532 ASSESSMENT IN SPECIAL EDUCATION

This course enables graduate students to develop competencies for assessing learning of students with disabilities. Course participants will gain knowledge on how to assess, analyze, and interpret data from formal (standardized) and informal (traditional and alternative) testing sources and measurement including functional assessment. Course participants will be taught how to interpret reports as relevant to student from diverse learning backgrounds and use these interpretative results along with behavioral observation, task analysis and other types of measurement to design instruction. 1 c.u.

EDC 534 EDUCATIONAL STRATEGIES IN INCLUSIVE SETTINGS

This course prepares graduate students to provide effective instruction to learners with disabilities inclusive settings. Course participants will gain knowledge to plan, implement, and assess effective instruction and positive learning environments aligned with students' academic, social and behavioral needs with an emphasis in development of literacy skills. Course participants will engage in research and reflective teaching practices to select effective teaching strategies to teacher literacy for learners in need of supports in general education. 1 c.u.

EDC 536 EDUCATIONAL STRATEGIES FOR LEARNERS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

This course offers an overview on history, causes, characteristics, assessment and instruction of learners with autism and other developmental disabilities. Course participants will gain knowledge and skills necessary to support the learning of learners with autism and other developmental developing positive behavioral supports and interventions. 1 c.u.

EDC 538 INSTRUCTIONAL STRATEGIES FOR CREATIVE ARTS AND PLAY IN EARLY CHILDHOOD

This course uses the creative arts and play as the central approach to teaching and learning across the curriculum, and focuses on an integrated approach to an arts-based curriculum and how it functions. Students will learn the methods and strategies to integrate the visual, performing arts, and play into the classroom so that young children will learn and can demonstrate their learning in all areas of curriculum with attention to special needs, ELL, technology integration. 1 c.u.

This course requires successful completion of 20-hours of clinical practice.

EDC 539 TRANSITION PLANNING AND COLLABORATIVE PARTNERSHIPS

Legal, historical influences, agencies and program factors impacting the transition process across the life span of learners with disabilities are discussed in this course. Process of transition planning is covered with emphasis on developing collaborative relationships. 1 c.u.

EDC 540 ASSISTIVE TECHNOLOGY FOR LEARNERS WITH DISABILITIES

This course is a broad introduction to assistive technology (AT) used for instruction of learners with disabilities. Course participants will examine strategies for creating supportive environments for learners with disabilities to effectively use high and low AT devices including augmentative/alternative communication systems. 0.5 c.u.

EDC 545 INSTRUCTIONAL STRATEGIES FOR CHILDREN'S LITERATURE (Formally EDC 521)

This course is designed to help students recognize the importance of books and reading in the life of the young child and to develop knowledge and appreciation of the wide variety and scope of reading material available for young people through grade 3. The course will incorporate strategies for evaluation and finding the best books, learning about authors and illustrators, and using books to ignite a lifelong love of reading as well as strategies to integrate good children's literature, both nonfiction and fiction, across the curriculum. 1 c.u.

This course requires successful completion of 20-hours of clinical practice.

EDC 550 INTRODUCTION TO THE PROFESSION

This 15-hour course introduces students to the Early Childhood Teaching Profession and provides an overview of the P-3 program, the required performance assessment edTPA, ethics in the field of early childhood, the importance of family, developmentally appropriate practice, and the standards of Pre-K, Kindergarten, and grades 1-2. .25 c.u.

This course requires successful completion of 20-hours of clinical experience.

EDC 552 LANGUAGE AND LITERACY IN EARLY CHILDHOOD

The foundation of this course is based on theories of emergent and early literacy with attention to the influence of multicultural, second-language, and family/community dynamics. With this foundational framework student will learn about and experience what is involved in assessing, developing, and teaching literacy in the early childhood grades. In addition, students learn methods and strategies for incorporating literacy instruction across the curriculum with attention to special needs, ELL, technology integration. 1 c.u.

This course requires successful completion of 15-hours of clinical experience.

EDC 553 SCHOOL AND SOCIETY

The teacher candidate will learn about the classroom as a social unit and the management/organization skills needed to create an effective learning environment. The prospective teacher will become familiar with the organizational, social, economic, and political forces that impact upon schools. 1 c.u.

This course requires successful completion of 10-hours of clinical experience.

EDC 560 CLINICAL EXPERIENCE IN SPECIAL EDUCATION

In this course, graduate students will complete 30 hours of clinical experiences. These experiences will be completed in classroom environments where students with disabilities are receiving services. Course participants are provided the opportunity to apply content learned in prior courses in real classroom settings. Student will complete clinical experience in classrooms for students with disabilities. Students will observe and under the supervision of a cooperating teacher will practice strategies learned in the courses. 1 c.u.

EDC 565 INSTRUCTIONAL STRATEGIES FOR STEM IN EARLY CHILDHOOD

Using emergent curriculum as the approach to curriculum development, this course introduces students to what STEM learning in early childhood classrooms looks like. The basic learning goals of early childhood STEM education are 1) knowledge and understanding) skills) dispositions, and feelings. In-depth investigations of phenomena lead children to achieve all four of the above learning goals, this course focuses on pedagogical approaches and strategies that help young children explore, observe, inquire, predict, investigate and integrate their learning through hands-on projects. 1 c.u.

This course requires successful completion of 20-hours of clinical practice.

EDC 602 BASIC APPLIED BEHAVIORAL ANALYSIS FOR STUDENTS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

In this course graduate students will acquire the basic applied behavior analysis (ABA) principles and its application to classroom settings. In this course participants will be introduced to ABA based programs to increase, maintain and decrease behaviors in classroom settings. Emphasis is given to the use of these strategies in the instruction of learners with autism and other developmental disabilities. 1 c.u.

EDC 604 ADVANCED CLINICAL PRACTICUM/SEMINAR IN POSITIVE BEHAVIORAL SUPPORTS

In this course graduate student, will implement evidence based instructional strategies in classrooms for learners with Autism and other developmental disabilities and attend seminar to learn to prepare behavioral intervention plans. This course requires the completion of 50 clinical experience hours in classroom for learners with autism and other developmental disabilities (including seminar hours). 1 c.u.

EDC 606 ADVANCED EDUCATIONAL PROGRAMMING FOR LEARNERS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

This course provides an overview of the evidence-based practices for teaching learners with autism and other developmental disabilities. A focus of the course is on evidenced based practices such as antecedent-based interventions, visual supports, systemic instruction, and

interventions to promote social and communication skills. This course is taken concurrently with the Advanced Clinical experiences course. 1 c.u.

**EDC 608 ADVANCED
INSTRUCTIONAL ASSESSMENT
FOR LEARNERS WITH AUTISM AND
OTHER DEVELOPMENTAL
DISABILITIES**

In this course graduate students will acquire the ability to appropriately assess the skills and abilities of learners with autism and other developmental disabilities and translate assessment results into meaningful educational interventions in least restrictive environments. The process of functional behavioral assessment and functional behavior analysis will be covered in this course. This course is taken concurrently with the Advanced Clinical experiences course. 1 c.u.

EDC 620 CLINICAL PRACTICE I

Students who have satisfied requirements will be assigned to two full-days per week in an approved pre-school, elementary, middle, or high school setting. Students will spend time observing, participating, and teaching in an assigned class under the direction of a Cooperating Teacher and a College Supervisor. The student is expected to begin to fulfill the role of a teacher, including attendance at faculty meetings, professional development opportunities, and duty assignments. This course will include monthly seminar meetings (four times through-out the semester) where students are provided with guidance to, complete their clinical practice assignments including the preparation for edTPA performance assessment. 1 c.u.

Prerequisite: Consent of the Instructor and the submission of the clinical internship application.

This course requires successful completion of 120-hours of clinical practice.

**EDC 622 CLINICAL PRACTICE II
(Formally 590)**

Students who have successfully completed all academic requirements will be assigned to full-time teaching in an approved school setting relevant to the area of intended certification. Students will observe, interact and teach under the direction of a Cooperating Teacher and College Supervisor. Student teaching applications must be submitted by April 1st for Fall placement and by October 1st for Spring placement. 2.5 c.u.s

Prerequisite: consent of the instructor and students must pass the required PRAXIS II exam for their certification area.

The duration of clinical practice for this course is full-time for entire semester.

**EDC 624 CLINICAL PRACTICE SEMINAR
(Formally EDC 591)**

The Clinical Practice Internship is a sixteen- week teaching experience in a field placement for students. It is designed to apply learning about professional knowledge of Pedagogy, child development, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed and evaluated a minimum of seven times by a College supervisor. 0.5 c.u.

Corequisite: EDC 622.

**EDC 626 INTRODUCTION TO
ACTION RESEARCH**

This course introduces the theoretical and practical dimensions of action research. The primary objective of the course is to prepare students to conduct action research in centers. Topics include an analysis of collaborative and spectator forms of research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research. 1 c.u.

**EDC 628 LEADERSHIP, ADVOCACY,
AND ADMINISTRATION IN EARLY
CHILDHOOD**

This course introduces the principles of leadership, advocacy and administration in early childhood programs and classrooms. This course focuses on the knowledge, skills, and dispositions necessary to develop leadership and administrative abilities needed in the field of Early Childhood Education. The course will address a variety of facets of administration including enrollment, staffing, supervision, policy development, communication, budgeting and evaluation of early childhood programs. 1 c.u.