

# Education

DIVISION OF  
EDUCATION

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 four (4) programs in the Education major:

- **Elementary and Early Childhood**
- **Elementary with Subject Matter Specialization**
- **Special Education and Early Childhood**
- **Subject Area/Secondary**

## ELEMENTARY AND EARLY CHILDHOOD

The elementary and early childhood program requires 13.5 course units in General Education, 9 course units in the Liberal Arts co-concentration (Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics, Philosophy, Political Science, Psychology, Religion, Sociology), MTH 106, and 9.5 course units in professional education, which includes student teaching and one course unit elective.

**Students completing this program will qualify for two certifications (P-3 and Elementary) and will be eligible to teach in grades P-5 only.**

## ELEMENTARY WITH SUBJECT MATTER SPECIALIZATION

The elementary with subject matter specialization program requires 13.5 course units in General Education, 9 courses units in the Core Curriculum Content Standard areas (Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics) and 10.5 course units in professional education, which includes student teaching. Students completing this program will qualify for three certificates (P-3, Elementary (K-5) and Elementary with Subject Matter Specialization (5-8)) and will be eligible to teach grades P-8.

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

## SPECIAL EDUCATION AND EARLY CHILDHOOD

The Special Education and Early Childhood program requires 13.5 course units in General Education, 9 course units in the Core Curriculum Content Standard areas (Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics, Visual and Performing Arts), MTH 106 and 10.5 course units in professional education which includes student teaching. Students completing this program will qualify for two certifications (P-3 and Teacher of Students with Disabilities) and will be eligible to teach grades P-3(regular and special education) as well as provide consultative services and supportive resource programs to special education students, grades P-12. This Special Education certification will permit content instruction in middle and high school grades if the student IEP indicates a curriculum level of grade 5 or below.

**SUBJECT AREA/SECONDARY**

The Subject Area/Secondary program requires 13.5 course units in General Education, 13 course units in the Liberal Arts Subject Area field (Art, Biology, Chemistry,

Chemistry (Physical Science), English, History, Mathematics), 6 course units in Professional Education, which includes student teaching and an elective (0.5 c.u.).

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

	Elementary/Early Childhood	Elementary with Subject Matter Specialization	Special Ed/ Early Childhood	Secondary/ Subject Area
Art				x
Biology	x	x	x	x
Chemistry	x	x	x	x
Chemistry (Physical Science)	x	x	x	x
English	x	x	x	x
History	x	x	x	x
Mathematics	x	x	x	x
Philosophy	x			
Political Science	x			
Psychology	x			
Religion	x			
Sociology	x			
Visual and Performing Arts			x	

**Academic Requirements for the B.A. in Education:**

1. Formal admission to the Education Program occurs when the student has attained junior status, as determined by the completion of 57 credits or 14.25 courses. Entrance requirements include a grade of C or better in MTH 103/MTH 105/MTH 114 and in ENG 106 and ENG 107 and in EDC 200 or EDC 201. All transfer students who received credit for EDC 200 must be interviewed by Education faculty as part of the admissions process. A cumulative GPA of at least 2.5 is also required. The application includes a well-written statement which explains the reasons why the student is choosing a career in education.
2. To become certified to teach in New Jersey, students are required to maintain a GPA of 2.75.

The Bloomfield College Education program must adhere to this requirement. GPAs of students who have declared education as a Co-Concentration and have taken two course units of education courses will be reviewed by the Division of Education every semester. Students who do not achieve the 2.75 GPA will be given a warning the first semester. After the second semester with a GPA below the 2.75 standard, students will be asked to leave the education Co-Concentration. Appeals will be heard by the Chairperson of the Division of Education.

These curricula meet 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:**  
(13.5 c.u.)

ENG 106	Argumentative Writing	1 c.u.
ENG 107	Academic Writing	1 c.u.
ENG 208	Sophomore Core- Social Responsibility	1 c.u.
ECN 200	Introduction to Economics	0.5 c.u.
CMP 102	Fundamental Computer Literacy I	0.5 c.u.
or		
EDC 213	Introduction to Educational Technology	
MATHEMATICS COURSE 1 c.u.		
MTH 103	Understanding Our Quantitative World	
or		
MTH 105	Abstract Reasoning (determined by liberal arts co-concentration)	
or		
MTH 114	Precalculus	

ARTS AS CATALYST	1 c.u.
EDC 120 Robotics as a Learning Tool (is highly recommended)	
CAT/HUM GELS	3 c.u.s
NATURAL SCIENCE GELS	2 c.u.s
SOCIAL SCIENCE GELS	2 c.u.s
PSY 100 Introduction to Psychology	
PSY/EDC 210 Educational Psychology	
General Education Elective	0.5 c.u.

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

To remain in the Education Programs students must maintain a cumulative 2.75 grade point average and must earn a “C” or better in all education courses.

**Required Professional Education Courses for B.A. in Education**

	Elementary/Early Childhood	Elementary with Subject Matter Specialization*	Special Ed/ Early Childhood	Secondary/ Subject Areas
EDC 200 #	x	x		x
EDC 201 ##			x	
EDC 304 #	x	x		x
EDC 309 #	x	x		x
EDC 310 #	x	x		x
EDC 314 ##		x		
EDC 316 ##	x	x	x	
EDC 317 ##	x	x	x	
EDC 318 ##	x	x	x	
EDC 319 #	x	x	x	
EDC 320 #	x	x		x
EDC 321 ##	x	x		x
EDC 322 ##			x	
EDC 323 ##			x	
EDC 324 ##			x	
EDC 325 #			x	
EDC 401###	x	x	x	x
EDC 402 #	x	x	x	x
MTH 106**	x		x	

\*\* MTH 106 is a required course for the Elementary and Early Childhood and Special Education and Early Childhood Co-Concentrations.  
 # Courses are 0.5 c.u.    ## Courses are 1 c.u.    ### Course is 2.5 c.u.s  
 \* also eligible for early childhood certification.

## ART CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Required Courses: (total of 13 c.u.s):

- CAT 110 Digital Media Studio I:  
Computer Art
- CAT 194 3D Design II
- CAT 198 Design I
- CAT 203 World Art I
- CAT 211 Artists of the 20th Century
- CAT 218 Painting
- CAT 235 World Art II
- CAT 292 Printmaking
- CAT 315 Art Methods K-12
- CAT 317 Studio Drawing
- CAT 106 Experiments in Digital/Analog  
Media
- or
- CAT/AFS 113 African/American Tradition  
Workshop
- or
- CAT 302 Patchwork: A Quilter's Look at  
the World

And two courses selected from the  
following:

- CAT 223 Digital Photography
- CAT 228 3D Stop-Motion Animation
- CAT 227 Silkscreen
- CAT 279 Studio Sculpture
- CAT 330 Advanced Painting Workshop
- CAT 331 Life Drawing/Painting

*Note: MTH 103 or MTH105 or  
MTH 114 will satisfy the  
Mathematics requirement of the  
General Education Core.*



## BIOLOGY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(9 course units)

or

Elementary with Subject Matter  
Specialization (9 course units)

or

Special Education and Early  
Childhood (9 course units):

BIO 111 General Biology I  
 BIO 212 General Biology II  
 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 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.*

\* *These courses fulfill the two Natural  
Science GELS requirements of the  
General Education Core.*

Subject Area/Secondary Education  
(13 course units):

BIO 111 General Biology I  
 BIO 212 General Biology II  
 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 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 105 Abstract Reasoning  
is required as part of the General  
Education Core for the  
Biology Co-Concentration.*

\* *These courses fulfill the two Natural  
Science GELS requirements of the  
General Education Core.*

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

Elementary and Early Childhood  
(9 course units)

or

Elementary with Subject Matter  
Specialization (9 course units)

or

Special Education and Early  
Childhood (9 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 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.*

*\* These courses fulfill the two Natural  
Science GELS requirements of the  
General Education Core.*

*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  
(13 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 114 Precalculus is required  
as part of the General Education Core  
for the Chemistry Co-Concentration  
Subject Area/Secondary Education.*

*\* These courses fulfill the two Natural  
Science GELS requirements of the  
General Education Core.*

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

*MTH 105 Abstract Reasoning is required  
as part of the General Education Core for  
the Elementary and Early Childhood,  
Elementary with Subject Matter, and  
Special Education and Early Childhood  
Core for the Chemistry Co-Concentration.*

## ENGLISH CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(9 course units)

or

Elementary with Subject Matter  
Specialization (9 course units)

or

Special Education and Early  
Childhood (9 course units):

ENG 120 Introduction to Creative  
Writing

ENG 122 Public Speaking

ENG 128 Introduction to Mass  
Communication

ENG 125 Introduction to Literature:  
World Literature

or

ENG 150 Introduction to Literature:  
Western Literature

ENG 213 Oral Interpretation of  
Literature

And two 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 course selected from the  
following:

ENG 222 African/American Literature

ENG 223 Women in Literature

ENG 226 Literature of Race, Class &  
Gender

ENG 351 Major African & Asian Writers

ENG 356 Major Latin American &  
Caribbean Writers

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.*

Subject Area/Secondary Education  
(13 course units):

ENG 120 Introduction to Creative  
Writing

ENG 122 Public Speaking

ENG 128 Introduction to Mass  
Communication

ENG 125 Introduction to Literature:  
World Literature

or

ENG 150 Introduction to Literature:  
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 401 A British or American Master  
in Depth

or

ENG 402 Literary Criticism and  
Advanced Research

or

A 300-level literature course

And one course in Shakespeare  
selected from the following:

ENG 361 Shakespeare's Women

ENG 362 Shakespeare's Men

ENG 364 Studies in Shakespeare

Plus one course selected from the  
following:

ENG 222 African/American Literature

ENG 223 Women in Literature

ENG 226 Literature of Race, Class &  
Gender

ENG 351 Major African & Asian Writers

ENG 356 Major Latin American &  
Caribbean Writers

One literature course at the 300-level or higher

*Note: MTH 103 or MTH 105 or  
MTH 114 will satisfy the Mathematics  
requirement of the  
General Education Core.*

## HISTORY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(9 course units)

or

Elementary with Subject Matter  
Specialization (9 course units)

or

Special Education and Early  
Childhood (9 course units):

HIS 111 The Making of African Peoples  
or

HIS 207 African/American History  
to 1877

HIS 114 Cultural Encounters in Early  
America

HIS 149 History of American Working  
People

HIS 250 America in the Sixties

HIS 251 Topics in New Jersey History

HIS 253 History of U.S. Women

HIS 400 Senior Capstone Project

And two history courses on 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)

HIS 111 The Making of African Peoples  
or

HIS 207 African/American History to  
1877

HIS 114 Cultural Encounters in Early  
America

HIS 149 History of American Working  
People

HIS 236 Global History I: 1000-1500

HIS 237 Global History II: 1500 to  
Present

HIS 248 History of American  
Capitalism

HIS 250 America in the Sixties

HIS 253 History of U.S. Women

HIS 321 French & American  
Revolutions

HIS 400 Senior Capstone Project  
And two History courses on the 300 level

And one course selected from the  
following:

ECN 210 Principles of Economics I:  
Microeconomics

ECN 211 Principles of Economics II:  
Macroeconomics

PSC 205 Modern Political Ideologies

PSC 224 American Foreign Policy

PSC 226 American Foreign Policy in  
the Middle East

PSC 230 American Political Thought

REL 230 Traditional Religions of the  
World

REL 232 Introduction to Islam

REL 236 Religions of East Asia

SOC 370 Sociology of Latin America &  
the Caribbean

*Note: MTH 103 or MTH 105 or  
MTH 114 will satisfy the Mathematics  
requirement of the  
General Education Core.*

## MATHEMATICS CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(9 course units)

or

Elementary with Subject Matter  
Specialization (9 course units)

or

Special Education and Early  
Childhood (9 course units):

MTH 103 Understanding Our Quantitative  
World\*

MTH 106 Mathematics for Elementary  
School Teachers\*

MTH 114 Precalculus

MTH 200 Applied Statistics I

MTH 221 Calculus & Analytic Geometry I

MTH 222 Calculus & Analytic Geometry II

MTH 320 Differential Equations

MTH 330 Geometry

MTH 331 Foundations of 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 1.5 course units 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 103 is required as part of the  
General Education Core for Mathematics  
Co-Concentration.*

\*\* *This course may be substituted by a  
combination of*

CMP 102 Fundamental Computer  
Literacy I (0.5 c.u.)

and

CMP 104 Fundamental Computer  
Literacy II (0.5 c.u.)

\*\*\* *These courses fulfill the two Natural  
Science GELS requirements of the  
General Education Core.*

Subject Area/Secondary Education  
(13 course units):

MTH 103 Understanding Our Quantitative  
World\*

MTH 114 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 1.5 course units 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 103 is required as part of the  
General Education Core for Mathematics  
Co-Concentration.*

\*\* *This course may be substituted by a  
combination of*

CMP 102 Fundamental Computer  
Literacy I (0.5 c.u.)

and

CMP 104 Fundamental Computer  
Literacy II (0.5 c.u.)

\*\*\* *These courses fulfill the two Natural  
Science GELS requirements of the  
General Education Core.*

## PHILOSOPHY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(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 course from each of the  
four (4) groups below:

### 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 103 or MTH 105 or MTH 114  
will satisfy the Mathematics  
requirement of the  
General Education Core.*

## POLITICAL SCIENCE CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(9 course units):

- PSC 100 Introduction to Political  
Science
- PSC 200 American Politics
- PSC 204 Ancient Political Theory
- PSC 223 Problems In Public Policy
- PSC 244 Local & State Government
- PSC 310 Public Administration
- PSC 311 Public Economics & Finance

And any two of the three courses  
below:

- PSC 242 Science & Public Policy
- PSC 334 American Constitutional Law:  
The Development of  
Government Power
- PSC 335 American Constitutional Law:  
Civil Liberties & Civil Rights

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

*MTH 105 Abstract Reasoning will  
satisfy the Mathematics requirement  
of the General Education Core.*

## PSYCHOLOGY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(9 course units):

- PSY 100 Introduction to Psychology  
 PSY 201 Human Cognition/Learning  
 PSY 205 Developmental Psychology  
 PSY/SOC 230 Social Psychology  
 PSY 235 Multicultural 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

And one course selected from the  
following:

- PSY 209 Health Psychology  
 PSY 306 Adolescence  
 PSY 309 Adulthood & Aging  
 PSY 325 Cross-Cultural Psychology  
 PSY 333 Selected Studies 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 Understanding the Quantitative World will satisfy the Mathematics requirement of the General Education Core.*

*PSY 100 satisfies one of the Social Science GELS courses of the General Education Core.*

## RELIGION CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(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 Special Topics in Religion

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

*MTH 103 or MTH 105 or MTH 114 will satisfy the Mathematics requirement of the General Education Core.*

## SOCIOLOGY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Elementary and Early Childhood  
(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 courses selected from the groups  
below as shown:

### GROUP I

One 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 courses selected from the  
following:

- PSY 317 Organizational Behavior
- SOC 213 Women & Work
- SOC 316 Sociology of Health & Illness
- SOC 333 Selected Studies 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 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 Studies in Sociology

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

*MTH 103 and MTH 105 will satisfy the  
Mathematics requirement of the  
General Education Core.*

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

Special Education and  
Early Childhood (9 course units)

Required courses:

CAT 110	Digital Media Studio I: Computer Art	CAT 302	Patchwork: A Quilter's Look at the World
CAT 112	Digital Media Studio II: Time-Based Media	CAT 227	Silkscreen
CAT 124	Dance Jam I	CAT 392	Studio Media Workshop
CAT 190	Movement Theatre Project	CAT 293	Studio Music I (0.5 c.u.)
CAT 195	Circus Arts	CAT 294	Studio Music II (0.5 c.u.)
CAT 207	Introduction to the Visual Arts		
CAT 217	Drawing		
CAT 218	Painting		
CAT 292	Printmaking		
CAT 279	Studio Sculpture		
CAT 290	Basic Video Production		
CAT 299	Performing Arts Production I		

*Note: MTH 106 Mathematics for Elementary School Teachers is required for the Special Education and Early Childhood Co-Concentration. MTH 103 or MTH 105 or MTH 114 will satisfy the Mathematics requirement of the General Education Core.*



## THE POST BACCALAUREATE TEACHER EDUCATION PROGRAM

The Post Baccalaureate Teacher Education program prepares students to teach at the pre-school, elementary, upper elementary (middle school) and

secondary levels in the State of New Jersey. It also prepares students to teach special education in New Jersey.

**The following programs are available:**

1. Initial certification in P-3, Elementary, Elementary with Subject Matter Specialization (Middle School), Secondary/Subject Areas and Teacher of Students with Disabilities

	P-3	Elementary	Elementary with Subject Matter Specialization 1, 3	Secondary/ Subject Areas 2	Special Education 4
EDC 200 #		x	x	x	
EDC 201 ##					x
EDC 304 #		x	x	x	
EDC 309 #		x	x	x	
EDC 310 #		x	x	x	
EDC 314 ##			x		
EDC 316 ##	x				
EDC 317 ##	x				x
EDC 318 ##	x				
EDC 319 #	x				
EDC 320 #	x	x	x	x	
EDC 321 ##	x	x	x	x	
EDC 322 ##					x
EDC 323 ##					x
EDC 324 ##					x
EDC 325 #					x
EDC 401 ###	x	x	x	x	
EDC 402 #	x	x	x	x	
MTH 106 #		x			x
PSY 210 ##		x	x	x	

- 1 Must have 15 credits in any of the following: English, History, Science, or Mathematics.
  - 2 Must have 30 credits in any of the following: Art, English, History, Biology, Chemistry, Physical Sciences, or Mathematics.
  - 3 Students may also choose the option of P-3 certification without additional course work. Field placements will vary.
  - 4 Available to holders of any New Jersey Instructional certification.
- # Courses are 0.5 c.u.    ## Courses are 1 c.u.    ### Course is 2.5 c.u.s  
Individuals whose undergraduate GPA is less than 2.75 will be required to complete the post baccalaureate program with at least a GPA of 2.75.

2. The Specialized P-3 program for holders of Certificates of Eligibility to Teach P-3 or Elementary certification requires the following courses:

- EDC 316 Early Childhood Development & Learning
- EDC 317 Understanding Family & Community
- EDC 318 Curriculum Development & Assessment
- EDC 319 Selected Topics in Early Childhood Education (0.5 c.u.)

3. The Certification for Teachers of Students with Disabilities for holders of any N.J. Instructional certification requires the following courses:

- EDC 201 Foundations of Special Education
- EDC 317 Understanding Family & Community
- EDC 322 Instructional Planning & Assessment for Students with High-Incidence Disabilities
- EDC 323 Instructional Planning & Assessment for Students with Low-Incidence Disabilities
- EDC 324 Consultation & Curriculum Adaptations for Students with Special Needs in Inclusive Settings
- EDC 325 Classroom Management (0.5 c.u.)



# Education Courses

**NOTE:** Courses marked with an asterisk (\*) require special fees. See page 14.

• **Arts As Catalyst General Education Course (Primary Competency Addressed)**

## EDC 120 ROBOTICS AS A LEARNING TOOL

• **(Communication 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 RoboLab programming software. This course is a strongly recommended Arts-as-Catalyst course for Education majors. Other students may register as well. 1 c.u.

## EDC 133 SPECIAL TOPICS IN CHILDCARE

A course based on developmentally appropriate practices, highlighting hands-on activities, childcare strategies and theories of childcare. Satisfies requirements for the nationally-recognized Child Development Associate (CDA) credential program for infant, toddler and preschool teachers. Includes the required 6 competencies and 13 functional areas to satisfy the Council for Professional Recognition CDA mandates. 1 c.u.

## EDC 200 INTRODUCTION TO EDUCATION

(Formerly EDC 103)

This course introduces the teaching profession. It includes the study of American schools as vehicles for social change. It considers the value of diversity, multiculturalism, equality, and active social policy. The structure of American schools, the roles of teacher, and the challenges that schools face are considered. A field component is required. 0.5 c.u.

*Successful completion of EDC 200/201 with a grade of C or better is required for entrance into the education major.*

*Prerequisite: ENG 106.*

## EDC 201 FOUNDATIONS OF SPECIAL EDUCATION

(Formerly EDC 104)

This course introduces students to the field of special education and provides the history of the field; federal and state regulations and laws mandating special services to special needs children; definitions, causes, and characteristics of various disabilities; and the evaluation and referral process for identifying students with disabilities. This course contains field experience. 1 c.u.

*Successful completion of EDC 200/201 with a grade of C or better is required for entrance into the education major.*

*Prerequisite: ENG 106.*

## EDC 210 EDUCATIONAL PSYCHOLOGY

(Also PSY 210)

■ **(Problem Solving and 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 213 INTRODUCTION TO EDUCATIONAL TECHNOLOGY

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. 0.5 c.u.

*This course is recommended for all Education majors.*

### EDC 304 INTRODUCTION TO CURRICULUM DESIGN

(Formerly EDC 205)

Building upon the introduction of lessons and unit planning structure and elements previously introduced this course will seek to facilitate the integration of these components with assessment data, to tailor instruction to meet individual and group needs within the framework of the New Jersey Core Content Curriculum standards. Topics of study will include interdisciplinary instruction, multiple intelligences and lesson plan development. 0.5 c.u.

*Prerequisites: EDC 200 and EDC 316 or EDC 314, except for secondary education majors.*

### EDC 309 INTERDISCIPLINARY AND DIFFERENTIATED INSTRUCTIONAL DESIGN IN THE CONTENT AREAS

This course will enable students to develop curriculum formats and strategies geared to providing meaningful and appropriate instruction in each of the content areas. Topics of study will include analysis of assessments, development of instructional strategies and formatives (alternative and performance assessments) and summative evaluations. Students in this course will also begin to develop a professional portfolio. 0.5 c.u.

*Prerequisite: EDC 304, it is recommended that this course is taken at the Junior level and for Elementary Education with Subject matter Specialization, EDC 314.*

### EDC 310 APPLICATION OF DIFFERENTIATED INSTRUCTIONAL STRATEGIES IN THE CONTENT AREAS

This course will enable students to design, develop and apply the research based foundational elements of differentiated instructional strategies for specific content application of instructional strategies. 0.5 c.u.

*This course requires successful completion of 30-hour practicum and for Elementary Education with Subject matter Specialization, EDC 314.*

*Prerequisite: EDC 309, it is recommended that this course is taken at the Junior level.*

### EDC 314 THE DEVELOPMENT OF THE EMERGING 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 to adolescence. Students will learn how to use developmental characteristics of these "transescents" 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.

*Prerequisites: EDC 304 and EDC 309.*

### EDC 316 EARLY CHILDHOOD DEVELOPMENT AND LEARNING

This course is designed to foster understanding of the dynamic continuum of development and learning in children from birth through age 8. 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.

*Prerequisites: EDC 200 or EDC 201; PSY 100.*

### EDC 317 UNDERSTANDING FAMILY AND COMMUNITY

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; 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.

*Prerequisites: EDC 200 or EDC 201; 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 30-hour practicum.*

*Prerequisites: EDC 309, EDC 310.*

**EDC 319 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION**

The course is designed to explore in greater details cognitive and linguistic factors affecting development and learning; issues related to diversity, equity, limited English proficiency, special needs, and the integration of play; curriculum and assessment integration across all core curriculum area; curricular and assessment issues related to cultural and linguistic differences; and issues related to guidance and group management techniques. 0.5 c.u.

*Prerequisite: EDC 304 or EDC 316.*

**EDC 320 EDUCATING THE CHILD WITH DISABILITIES IN THE REGULAR CLASSROOM**

(Formerly EDC 207)

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. 0.5 c.u.

*Students are required to do a 1½ hour application session.*

*Prerequisite: EDC 200.*

**EDC 321 DEVELOPING CHILDREN'S LITERACY ACROSS THE GRADES: METHODS AND STRATEGIES**

(Formerly EDC 209)

The foundation of this course will be based on theories of emergent reading and writing with attention to the influence of multi-cultural, second language, and family/community dynamics. With this foundational framework, students will learn about and experience what is involved in assessing and teaching children to read and communicate through writing and speaking, from early childhood through high school. Students will develop knowledge of and skill in using effective teaching strategies and methods for developing the reading and writing skills of children from pre-school through 12th grade, including methods and strategies for incorporating literacy instruction across all subject area disciplines. This course includes a field application component.

*Prerequisite: EDC 309.*

1 c.u.

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

(Formerly EDC 222)

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. This course contains a field experience. 1 c.u.

*Prerequisites: EDC 201, EDC 316.*

### EDC 323 INSTRUCTIONAL PLANNING AND ASSESSMENT FOR STUDENTS WITH LOW-INCIDENCE DISABILITIES (Formerly EDC 223)

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). This course contains a field experience. 1 c.u.

*Prerequisites:* EDC 201, EDC 316.

### EDC 324 CONSULTATION AND CURRICULUM ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS (Formerly EDC 312)

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. This course contains a field experience. 1 c.u.

*Prerequisites:* EDC 322, EDC 323.

### EDC 325 CLASSROOM MANAGEMENT (Formerly EDC 313)

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.

*Prerequisites:* EDC 322, EDC 323.

### EDC 401 STUDENT TEACHING

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 submission of student teaching application.

*Corequisite:* EDC 402.

### EDC 402 STUDENT TEACHING SEMINAR

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 401.

### 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.