

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.