

# COLLEGE OF EDUCATION



**Interim Dean:** Ana Maria Schuhmann, Ed.D.  
Valley Road 4119, 973.720.2137

**Associate Dean:** Dorothy Feola, Ph.D.  
Valley Road 4118, 973.720.2138

**Degrees Offered:**

Early Childhood Education (B.A.)  
Elementary Education (B.A.)  
Secondary Education (B.A.)

**Certification Programs:**

Early Childhood Education (P-3)  
Early Childhood Education (P-3) and  
Elementary Education (K-5)  
Elementary Education (K-5)  
Elementary Education (K-5) and Subject Field  
Endorsement (5-8)  
Elementary Education (K-5) and Teacher of  
Students with Disabilities Endorsement  
Secondary Education (K-12)

## Introduction

The College of Education is dedicated to preparing teachers of pre-kindergarten through high school to be reflective decision-makers and inquiring educators. The College, which has continuously been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954, serves as a major resource for educational practitioners in New Jersey. It prepares students for entry into teaching and related professions in the field of education to meet the increasing demand for highly qualified teachers in the state. Central to our commitment is the ability to prepare students to participate effectively in a diverse and increasingly technological society. The College continues to promote excellence in the advancement of teaching and learning by maintaining high standards, and encouraging constant reflection, scholarly work, and ongoing assessment.

Undergraduate students seeking certification major in one of the following areas: early childhood (P-3 or P-3 and K-5); elementary education (K-5, K-5 with 5-8 subject field specialization, or K-5 with teacher of students with disabilities endorsement); or secondary education (K-12 subject field). Students are also required to major in a content area and maintain a minimum 2.75 grade point average (GPA).

### Honors Societies

#### ***Pi Lambda Theta, the Honor Society in Education***

*Pi Lambda Theta* is both an honor society and a professional association in education. As an honor society, its purpose is to recognize individuals of superior scholastic achievement and high potential for professional leadership. As a professional association, the purpose is to stimulate independent-thinking educators who can ask critical questions. The organization supports university functions as well as university scholars on campus. Admission to *Pi Lambda Theta* requires an overall GPA of 3.0. For more information, please contact Dr. Marion Turkish, 973.720.2469; Dr. Mildred Dougherty, 973.720.3141; or Dr. Alyce Bolander, 973.891.8268, who are all members of the Department of Elementary and Early Childhood Education.

#### ***Kappa Delta Pi, Zeta Alpha Chapter, the International Honor Society in Education***

*Kappa Delta Pi, Zeta Alpha* chapter, an international honor society in education, fosters the ideals of fidelity to humanity, science, service, and toil, which serve as guidelines for its members in the field of education. *Kappa Delta Pi* provides students with opportunities to volunteer in the community and on campus and to learn more about education through its professional publications. Membership requirements include having a commitment to the field of education and a minimum GPA of 3.45 for sophomores, 3.35 for juniors, and 3.30 for seniors. Graduate

students must have a grade point average of 3.50. Initiation requirements are published in *The Beacon*. For more information, please contact Dr. Janis Strasser, Department of Elementary and Early Education, at 973.720.3140.

### Office of Field Experiences

#### **Nancy Norris-Bauer, Director**

The Office of Field Experiences (Valley Road 3108) coordinates practica, which are preliminary observational and teaching experiences in the schools, as well as student teaching. Applications for practicum must be submitted to the Office of Field Experiences by the posted deadline, which is a year in advance of the actual experience. Applications for practicum and student teaching must be submitted to the Office of Field Experiences by March 15 for spring placement the following spring semester, and October 15 for fall placement the following fall semester. Students must have an overall cumulative GPA of 2.75 at the time of application.

### Office of Certification

#### **Stephanie Koprowski-McGowan, Director**

##### **How to File for a Teaching Certificate**

A student completing the final semester of a program to meet the requirements for an initial teaching certificate must obtain, complete, and submit a form entitled application for certification, which is available on the Office of Certification Web page. The submission of this form prompts a record review, and, once program completion is verified, a certification recommendation is forwarded to the New Jersey State Department of Education.

**Please note:** The Beginning Teacher Induction Program, enacted into law on October 23, 1992, provides that a student who successfully completes a program and is recommended by the College for certification receives a "certificate of eligibility with advanced standing."

A "provisional certificate" is issued to a student who receives and accepts a documented offer of employment.

A "standard certificate" is issued to an individual who serves for one year under the provisional certificate and is recommended as "approved."

### Praxis Resource Center

The Praxis Resource Center, located at Valley Road, Room V3096, is available free of charge for students preparing to take the Praxis exams. The Center is open during the fall and spring semesters from 8:30 a.m. to 4:30 p.m., Monday to Friday. During the summer, the center is open Monday to Thursday, 8:00 a.m. to 5:15 p.m. Study guide materials are available for all Praxis II exams required for licensure in New Jersey. Please be sure to have a student or picture identification available in order to utilize the resource center.

## Policies for Field Experiences

1. All students will have at least one urban and one suburban/rural school experience during practicum and/or student teaching. Students will have a variety of grade level placements during practicum and/or student teaching.
2. Students may not be assigned to a cooperating school or district that a) they have attended; b) they and/or a relative have been employed or attends; or c) to one in which they reside.
3. All placements must originate from the Office of Field Experiences. Students cannot contact a district to initiate a placement.
4. Placements are made in the student's major field in a public (or approved private) school district.
5. Placements are typically made in the following counties: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Union, and additional counties in southern New Jersey when appropriate.

## Prerequisites for Practicum

In order to be eligible for practicum (CIEC 200, CIEC 300, CIEE 301, CISE 352, MUS 288, MUS 388, SPED 355, PETC 397 or 398 [Science and Health]), a student must have the following prerequisites:

1. Admission to the appropriate education major.  
For information regarding admission and to check on admission status, students should contact the Director of Certification, Stephanie Koprowski-McGowan, at 973.720.2206.
2. Approval of the individual applicant by their education advisor based on the following criteria.
  - a. An overall cumulative GPA of 2.75;
  - b. A cumulative GPA of 2.75 in the academic major as required by individual majors;
  - c. Satisfactory completion of admission assessments and required courses;
  - d. A minimum of 60 credits completed at the time of application for practicum;
  - e. Consideration of additional departmental criteria in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3. Documentation of negative results on the Mantoux Test.
4. Submission of the practicum application, including four copies of the biographical data form, to the Office of Field Experiences no later than March 15 for the following spring semester or October 15 for the following fall semester.
5. Obtaining a substitute license.

## Prerequisites for Student Teaching

In order to be eligible for student teaching (EDUC 414, 415, or 419), a student must have the following prerequisites:

1. Admission to the appropriate education major.  
For information regarding admission and to check on admission status, students should contact the Director of Certification, Stephanie Koprowski-McGowan, at 973.720.2206.
2. Approval of the individual applicant by their education advisor based on the following criteria.
  - a. An overall cumulative GPA of 2.75;
  - b. A cumulative GPA of 2.75 in the academic major as required by individual majors;
  - c. Satisfactory completion of admission assessments, required courses, and all preliminary field experiences;
  - d. A minimum of 96 credits completed at the time of application for student teaching;
  - e. Consideration of additional departmental criteria in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3. Documentation of negative results on the Mantoux Test.
4. Submission of the Student Teaching Application, including four copies of the biographical data form, to the Office of Field Experiences no later than March 15 for the following spring semester or October 15 for the following fall semester. Students must pay a student teaching fee, currently \$225, in addition to tuition and fees prior to the student teaching semester.
5. A substitute license.
6. Passing the required Praxis exam(s).

## Practicum Courses\*

CIEC 200	Early Childhood (P-3) Practicum I
CIEC 300	Early Childhood (P-3) Practicum II
CIEE 301	Elementary (K-5) Practicum
CISE 352	Secondary Subject Field (K-12) Practicum
MUS 288	Field Experience I: Music Education
MUS 388	Field Experience II: Music Education
PETC 397	PE Practicum I: Elementary School Education
PETC 398	PE Practicum II: Secondary School Education
SPC 355	Special Education Practicum I

\*See various departments for description of the above courses.

## Student Teaching Courses\*

EDUC 414	Elementary and Special Education Student Teaching and Seminar
EDUC 415	PE Student Teaching and Seminar
EDUC 419	Secondary Student Teaching

\*See various departments for description of the above courses.

# Department of Elementary and Early Childhood Education

**Professors:** A. Coletta, M. Dougherty, H. Seplocha, J. Strasser, M. Turkish, S. Wollock

**Associate Professors:** R. Verdicchio, L. Weiland (chair)

**Assistant Professors:** H. An, A. Dobrick, J. Rosenthal

**Instructors:** A. Bencivenga, S. Leathers, S. Mankiw

The Department of Elementary and Early Childhood Education offers teacher education programs leading to eligibility for initial state certification in (a) early childhood education (P-3 program); (b) elementary education (K-5 program); (c) dual certification in P-3 and K-5; and (d) elementary education with middle school endorsement (K-5/5-8 program). In addition, the department works with the Department of Special Education and Counseling to provide certification in elementary education with the teacher of students with disabilities endorsement (see Department of Special Education and Counseling for a description of this program).

All students seeking any of the above teacher certification(s) are required to have a dual major—one in either elementary or early childhood education **and** one in a liberal arts or science area offered by other colleges within the University. Lists of majors offered by the University and the corresponding teaching certificates appear below.

## Requirements

**General Education** All students must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. Selection of specific courses should be made with your advisor. It is suggested that General Education courses be completed prior to the practicum semester, which is generally the first semester of the senior year.

**Liberal Arts or Science Dual Majors** All students must complete a dual major in an appropriate liberal arts or science area (listed below), in addition to their education major. Once the dual majors are declared, students obtain advisement from both the education department and the liberal arts or science department. For students seeking early childhood (P-3) and/or elementary education certification (K-5), the following liberal arts or science majors are acceptable:

African, African-American, and Caribbean Studies  
Anthropology  
Art: History, Studio, Fine (ceramics, painting, photography, sculpture, or graphic arts)  
Communication: Interpersonal, Journalism

English: Literature, Writing  
Latin American Studies  
Liberal Studies in Science and Math  
Mathematics, Applied Mathematics  
Philosophy  
Psychology  
Science: Biology, Chemistry, Earth, Environmental  
Social Studies: Geography, History, Political Science  
Sociology: General Studies  
Women's Studies  
World Languages: French, Spanish, Chinese

For students seeking the middle school endorsement (5-8 on the K-5 certificate), the following academic majors are acceptable:

English (literature, writing)  
Liberal Studies in Science and Math  
Mathematics, Applied Mathematics  
Sciences (biology, chemistry, earth, environmental)  
Social Studies (geography, history, political science)  
World Languages (French, Spanish, Chinese)

**Certification** To be eligible for certification in early childhood and elementary education, candidates must complete a prescribed teacher education major. This professional preparation program is an intensive one in the theoretical and practical aspects of teaching that culminates in a full-semester, senior, teaching internship in a school system.

All certification candidates must take and pass the appropriate PRAXIS II exam before entering the student teaching semester. Information regarding this examination is available from the Office of Certification, 1600 Valley Road, room 3104. For the K-5 certificate, the Praxis II for Elementary Content Knowledge is required. For the P-3 certificate, the Praxis II exam in Early Childhood Content Knowledge is required. The Praxis II for the middle school subject specialization is required in addition for the 5-8 endorsement.

Please note that pursuant to N.J.A.C. 6:11-5.1, candidates successfully completing one of the professional program sequences as well as passing the appropriate Praxis II Examination are issued Certificates of Eligibility with Advanced Standing that permit them to seek employment in positions in New Jersey requiring instructional certification. Subsequently, a provisional certificate is issued to a student who receives and accepts a documented offer of employment. The standard (permanent) certificate will later be issued to an individual who serves for one year under the provisional certificate and is recommended as "approved" by the hiring district.

Each of the major programs in the Department of Elementary and Early Childhood Education is a 30-36 credit sequence of courses that qualifies the candidate to become eligible for certification as a teacher. The four options in the department are:

- K-5. This program prepares candidates to teach all of the core curriculum content in the elementary school, kindergarten through grade 5.

- K-5 with 5-8 endorsement. This program prepares candidates to teach all the core curriculum content in kindergarten through grade 5, and a subject field specialization in grades 5-8.
- P-3. This program prepares candidates to teach all of the core curriculum content in the preschool through Grade 3.
- P-3 and K-5. This dual certification program prepares candidates to teach all the core curriculum content in the preschool through grade 5.

## Suggested Sequence of Courses

The practicum package and student teaching should be the last two semesters before graduation. The appropriate PRAXIS exam must be successfully passed before entering EDUC 414 Student Teaching. Information and registration is available online at [www.ets.org](http://www.ets.org). The test codes and required pass scores can be found at [www.wpunj.edu/coe/Departments/Cert/PRC/NJ\\_Licensure\\_And\\_Praxis\\_Exam\\_Information\\_page.htm](http://www.wpunj.edu/coe/Departments/Cert/PRC/NJ_Licensure_And_Praxis_Exam_Information_page.htm). All general education courses, including GE electives, should be completed before the Practicum semester.

### Steps to Formal Consideration as a Teacher Education Candidate and Continuance in the Undergraduate P-3, K-5, P-3 and K-5 dual, and K-5 with Subject Specialization in 5-8 Majors

- Enroll in an appropriate liberal arts or science dual major as indicated by the state (see above list).
- Achieve and maintain a cumulative 2.75 GPA or higher.
- Attend a pre-candidacy workshop and complete an application for candidacy. The College of Education candidacy admissions is housed in the Office of Certification, Suite 3108, 1600 Valley Road; 973.720.3685.
- Successfully complete ANTH 202 Anthropology of Education, CS 215 Computer Technology for Educators (or take a computer proficiency exam), and PSY 110 General Psychology prior to acceptance as a candidate.
- Pass the writing assessment and complete the speech and hearing assessment prior to acceptance as a candidate.
- Successfully complete Math 110 and Math 111 and all General Education courses before beginning the practicum semester.
- Satisfactorily complete PSY 210 Developmental Psychology.
- Satisfactorily complete the required introductory education course (CIED 203 or CIED 204).
- After acceptance as a candidate, initiate the creation of an E-Portfolio as part of CIEE 213 or CIEC 213.
- Take and pass the appropriate Praxis II before student teaching.

**Field Experience Application Deadlines** For both the Practicum and Student Teaching, candidates should apply to the Office of Field Experiences by October 15 for placement the following fall, and by March 15 for placement the following spring. A New Jersey substitute license is required.

## The Elementary (K-5) Major

In addition to requirements for general education and the dual liberal arts or science major, students majoring in elementary education must complete the following professional preparation program to be recommended for teaching certification. It is expected that all courses and field experiences in the professional preparation program will be completed at the University. Transfer credits in education are generally not accepted for courses taken toward an associates degree, unless a specific articulation agreement has been reached with the two-year college. Limited transfers or substitutions of professional courses from other colleges are accepted only from NCATE accredited institutions and must be reviewed on a case-by-case basis by the department chairperson for approval.

### REQUIREMENTS ..... 30 CREDITS

CIED 203	Teaching as a Profession* .....	3
	(twenty hours of field experience required)	
CIEE 213	Teaching in a Global, Technological World* .....	2
CIEE 229	Literacy and Learning in Inclusive Classrooms*...3	
	(twenty hours of supervised field experience required)	
CIEE 311	Inclusion, Second Language Learners, and Differentiated Instruction* .....	2
CIEE 301	Practicum+ .....	1
CIEE 322	Language Arts and Social Studies Methods** .....	3
CIEE 329	Mathematics Methods and Assessment** .....	2
CIEE 323	Arts and Creativity Methods** .....	2
CIEE 326	Science Methods** .....	2
EDUC 414	Student Teaching Internship/Seminar and Portfolio Assessment+ .....	10

\*These courses are taken before the practicum semester and after initial acceptance to the program. \*\*These courses are usually taken in conjunction with Practicum (CIEE 301).

+These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see section on Field Experiences elsewhere in this catalog.

### REQUIREMENTS FOR THE 5-8 SUBJECT SPECIALIZATION

Take CIMS 329 Reading and Writing across the Curriculum and one of the following methods courses, depending on liberal arts or science major: CIMS 332 Language Arts, CIMS 333 Social Studies, CIMS 334 Math or CIMS 335 Science; CIMS 336 World Languages. Methods courses offered by the Department of Secondary Education can be substituted for the content-specific middle school methods courses.

## Courses

Unless otherwise noted, all courses are 3 credits.

### **CIED 203 Teaching as a Profession**

This course examines the historical and philosophical foundations of education, including introductory knowledge of lesson planning, classroom management, teaching methods, special education, learning styles, child development, legal issues, a code of ethics, multicultural education, and the role of reflection in teaching. Current issues are discussed such as vouchers, charter schools, and the roles of local, state, and federal governments in funding public education. Students conduct twenty hours of observations in P-3 (early childhood), K-5 (elementary), 5-8 (middle schools), or 9-12 (subject field) classrooms and assess their own abilities in relation to professional teaching standards. Students are introduced to e-portfolios, assess their dispositions, and develop an educational philosophy.

Prerequisite: Admission to K-5 program

### **CIEE 213 Teaching in a Global, Technological World**

This is an introductory course in the use of educational and assistive technology in the teaching and learning process. Students learn how to infuse technology into the curriculum to address NJCCCS and technology literacy standards as well as meet the needs of learners from diverse backgrounds (e.g., differences in social class, gender, race, ethnicity, language, sexual orientation, age, and special needs). Students will also explore the use of technology for their own professional development. Students develop an e-portfolio.

Prerequisites: Admission to K-5

2 credits

### **CIEE 229 Literacy and Learning in Inclusive Classrooms**

This course provides a comprehensive overview of major theories and instructional approaches related to (1) the understanding of language and literacy development, and (2) the teaching of literacy to children in inclusive elementary classrooms. To achieve this goal, students will be expected to actively apply theories to classroom practice in their field experience. They will also be expected to critically examine and reflect on ways in which teachers can provide the environment and experiences needed to promote literacy development and learning of diverse children in inclusive classrooms. Part of the course requirement is a within-course supervised field experience. Fingerprinting is required.

Prerequisites: CIED 203

### **CIEE 301 Practicum and Seminar**

The practicum is a two-day per week, full-semester experience, including two full weeks at the end of the semester. It is designed to provide K-5 certification students with the opportunity to work with an experienced teacher in developing professional knowledge, as well as humanistic and reflective practices. Students are assisted in identifying and meeting major goals: small group instruction, managing the classroom for a full morning or day, and demonstrating classroom management skills. Students meet in a weekly seminar in which they discuss classroom issues and work on reflective statements and artifacts for their e-portfolios. Students are formally observed twice during the semester by a University supervisor who requires the writing of journals. By advanced application in Office of Field Experiences.

Prerequisites: CIEE 229; co-requisites: CIEE 322, CIEE 329, CIEE 323, CIEE 326

1 credit

### **CIEE 311 Inclusion, Second Language Learners, and Differentiated Instruction**

This course focuses on developmentally appropriate methods of differentiating instruction for all students. This class presents theory and strategies to teach students who are English language learners. This course also presents theory and strategies to identify and teach elementary students who may have mild to moderate disabilities. Connections are made between various instructional models and individual student needs. Topics include core content curriculum methodology, second language acquisition, using the curriculum to facilitate second language learning, adaptation and modification strategies to address academic, behavioral, social, and emotional needs, methods to incorporate assessment results to IEP goals and objectives, and ways to develop and implement evaluation procedures to assess student progress.

Prerequisites: CIED 203 or CIED 204

2 credits

### **CIEE 322 Language Arts and Social Studies**

This integrated language arts and social studies course is designed for pre-service teachers who are working with or will be working with students in a K-5 setting. The course focuses on curricula and methods that weave together language arts, literature, and social studies and that foster the development of critical thinking skills. Students examine a variety of children's literature and experiment with lesson plans, unit plans, and assessment techniques that incorporate reading, writing, and social studies skills. Students also practice a variety of teaching methods that reflect multiple intelligences and respect diversity. Finally, students develop and demonstrate thematic units that utilize a multicultural approach to language arts, literature, and social studies and that include real-world social problem-solving projects.

Prerequisite: CIEE 229; co-requisites: CIEE 301, CIEE 329, CIEE 323, CIEE 326

**CIEE 329 Mathematics Methods and Assessment for Teaching K-5**

The purpose of this course is to develop pre-service teachers' competence in planning, conducting, and assessing mathematics learning experiences with children from kindergarten through fifth grade. The course makes extensive use of direct observation and video lab experiences of diverse children, in addition to relevant readings, to enable teachers to interpret children's mathematical behavior in meaningful ways. It considers mathematical thinking as part of a developmental process and explores the origins of elementary students' mathematical ideas in preschool and natural as well as formal school settings. The content of the course follows the recommendations for mathematics standards in the New Jersey Core Curriculum Content Standards for Mathematics (NJCCCS, 2004), principles and standards for school mathematics developed by the National Council of Teachers of Mathematics (NCTM, 2000, NCTM, 2002), and reflects performance expectations for K-5 students on statewide and other standardized assessments. This course is part of the practicum semester package and is coordinated with a field experience in which students apply their learning in a K-5 classroom.

Prerequisites: CIEE 229; completion of two, approved, General Education mathematics courses; co-requisites: CIEE 301, CIEE 322, CIEE 323, CIEE 326

2 credits

**CIEE 323 Arts and Creativity Methods and Assessment for K-5**

In this course, students explore and discover the arts, movement, sound, and other expressive media that contribute to influencing the creative forces in children. Future teachers are provided with an understanding of the creative and aesthetic potential in children. They are given opportunities to experiment with appropriate media, and they consider programmatic possibilities for implementation in a school setting.

Prerequisites: CIEE 229; co-requisites: CIEE 301, CIEE 322, CIEE 329, CIEE 326

2 credits

**CIEE 326 Science Methods and Assessment for K-5**

The course develops students' abilities to help elementary children acquire the knowledge, skills, and attitudes essential for scientific literacy in a learning environment that is healthy, respectful, supportive, and challenging for all children. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life while promoting positive development and growth of children. The course includes the planning of elementary school science curriculum and the

use of pedagogy consistent with the nature of science and sensitive to the needs of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence will be emphasized through the mapping of science concepts and skills across the elementary grades and the introduction of ideas for science-based interdisciplinary, thematic instruction.

Prerequisites: CIEE 229 and 8 general education science credits; co-requisites: CIEE 301, CIEE 322, CIEE 329, CIEE 323

2 credits

**EDUC 414 Student Teaching Internship, Seminar, and Portfolio Assessment**

The internship is a full-semester teaching experience in a field placement. It is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed a minimum of eight times by a University supervisor who regularly reviews student journals. A once a week, one hour and forty minute seminar accompanies the internship and has three goals: 1) discussion and reflection of current issues and students' teaching experiences, while brainstorming solutions to classroom problems; 2) creation of an e-portfolio; for K-5, students link artifacts to the ten New Jersey Teaching Standards and are guided in writing reflective statements for each standard; for P-3, students link artifacts to the NAEYC teaching standards; the Seminar instructor provides evaluates and provides feedback on each portfolio using a rubric; and 3) career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files).

Prerequisites: CIEE 301, 322, 329, 323, 326; passing the Elementary Content Knowledge Praxis II and other required Praxis II tests, as required for 5-8 endorsement.

10 credits

**GRADE 5-8 SUBJECT SPECIALIZATION COURSES****CIMS 329 Reading and Writing across the Grades 5-8 Curriculum**

This course is designed for pre-service teachers who are planning to teach students in grades 5-8. The course helps prospective teachers construct a theoretical knowledge base and a practical conceptual understanding of content area reading and writing instruction. Specifically, students will learn different teaching and learning strategies in the grade 5-8 content areas and will select, plan, and design materials for content area instruction.

Prerequisite or co-requisite: CIEE 229

2 credits

**CIMS 332 Language Arts Methods/Assessment for Teaching 5-8**

This course is a required course for students seeking K-5 certification with a 5-8 endorsement in English. It gives prospective middle school English teachers a theoretical knowledge base and conceptual understanding of language arts literacy. Students will learn different teaching and learning strategies in analysis of literature, content area text, and other genres, and will select plan and design materials for language arts instruction.

Prerequisite: CIEE 229; pre- or co-requisite: CIEE 322 and appropriate field experience

2 credits

**CIMS 333 Social Studies Methods/Assessment for Teaching 5-8**

This course examines methods and materials for teaching grade 5-8 social studies. Social studies is defined as an interdisciplinary field that includes history, geography, sociology, psychology, anthropology, political science, and economics, and which examines social problems over time and in different times and places. Social studies is presented as a means of understanding the diversity and unity of peoples and their societies worldwide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction, and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts, and fine arts.

Prerequisites: CIEE 229; pre- or co-requisite: CIEE 322 and appropriate field experience

2 credits

**CIMS 334 Methods/Assessment for Teaching Mathematics in Grades 5-8**

The purpose of this course is to prepare beginning teachers as specialists in the learning and assessment of mathematics at the middle school level (grades 5-8). The course extends students' professional knowledge for teaching and assessing mathematics learned in CIEE 322 for grades K-5 and emphasizes the appreciation of mathematics from the point of view of the cognitive and social changes that occur in early adolescence. Consistent with the principles, standards, and pedagogical techniques in the New Jersey *Core Curriculum Content Standards for Mathematics* (NJDOE, 2004) and the National Council of Teachers of Mathematics *Principles and Standards for School Mathematics* (NCTM, 2000), students explore learning in algebra and geometry that go beyond concerns with number. The course places special emphasis on issues of equity, working with diverse student populations, the importance of peer relations in middle school learning, inquiry-based learning, and meeting expectations for standardized state assessments.

Prerequisites: CIEE 229; pre-or co-requisite: CIEE 329 and appropriate field experience

2 credits

**CIMS 335 Science Methods/ Assessment for Teaching 5-8**

Students will develop their abilities to help learners acquire knowledge, skills, and attitudes essential for scientific literacy in grades 5-8. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life. The course includes the planning of middle school science curriculum and the use of pedagogy consistent with the nature of science and sensitive to the needs and interests of diverse learners.

Course content is based on national and state standards for curriculum and teaching. Curriculum coherence across the grades will be emphasized, with references to elementary skills and content on which the middle school curriculum builds, and references to secondary science skills and content for which the middle school curriculum should prepare learners.

Prerequisites: CIEE 229; pre- or co-requisite: CIEE 326 and appropriate field experience

2 credits

**CIMS 336 World Languages Methods/Assessment for Teaching 5-8**

This course is designed to inform pre-service teachers of the current theories and practices of teaching a World Language in grades 5-8. Students will gain in-depth pedagogical knowledge and understanding of language acquisition, literacy development, and assessment in a second language. Specifically, students will apply their theoretical understanding and pedagogical knowledge to classroom situations. They will analyze and critique curricula, engage in inquiry-driven discussions about theory and methodology, and plan innovative instruction.

Prerequisite: CIEE 229; co-requisite: appropriate field experience

2 credits

**Early Childhood, Preschool-Grade 3 (P-3) Major**

In addition to completion of the general education requirements and a dual liberal arts or science major, students must also complete the following professional preparation program to be recommended for teaching certification. It is expected that all courses and field experiences in the professional preparation program will be completed at the University. Transfer credits in education taken toward an associate's degree are accepted on a limited basis, based on articulation agreements with specific community colleges. Transfers or substitutions of professional courses from other NCATE accredited institutions are reviewed on a case-by-case basis by the department chairperson for approval.

**REQUIREMENTS ..... 30 CREDITS**

CIED 204	Teaching as a Profession in ECE ..... 3 (twenty hours of field experience required) (CIED 203 can substitute)
CIEC 200	Early Childhood Field Experience I*** ..... 1
CIEC 210	The Early Childhood Classroom Environment* ..... 2
CIEC 213	Technology in ECE ..... 2
CIEC 220	Emergent Literacy in EC Education* ..... 2
CIEC 300	Practicum in EC Education*** ..... 1
CIEC 310	Inclusion, Second Language Learners, and Differentiated Instruction ..... 2
CIEC 330	Curriculum I: Language Arts, Social Studies Integration, and Assessment** ..... 3
CIEC 351	Math and Science in Early Childhood Education** ..... 2
CIEC 365	Creative Arts and Children's Literature in EC Education** ..... 2
EDUC 414	Student Teaching Internship and Seminar*** ..... 10

\*These courses are taken in conjunction with CIEC 200.

\*\*These courses are taken in conjunction with CIEC 300.

\*\*\*These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see the section on Field Experiences elsewhere in this catalog.

**Courses**

Unless otherwise noted, all courses are 3 credits.

**CIEC 200 Early Childhood Field Experience I**

This one-day-per-week, semester-long, early childhood practicum is designed to provide P-3 certification students with the opportunity to work with an experienced, certified teacher in an accredited preschool-to-grade-three classroom. Students are assisted in understanding and implementing developmentally appropriate teaching practices: individual and small group instruction; teaching lessons in each subject area; teaching the class for a full morning or day; and demonstrating progress in classroom management skills. Students meet in frequent seminars and are observed by a college supervisor who reads weekly student journals. Application needs to be completed through the Office of Field Experiences.

Prerequisites: CIED 204 or CIED 203.

1 credit (pass/fail)

**CIEC 210 The Early Childhood Classroom Environment**

This course focuses on preparing and maintaining the early childhood learning environment in various settings from preschool through third grade. Arranging space and materials, scheduling, and organization of time within the context of developmentally appropriate curriculum

are the components of the classroom climate. Students explore ways in which to ensure that the environment reflects and supports the child's home environment, diversity, special needs, constructivism, cooperative learning, emergent literacy, play, and various learning styles. Additionally, students examine formal and informal tools for observing, assessing, and evaluating learning in early childhood settings.

Prerequisite: CIED 204 or CIED 203

2 credits

**CIEC 213 Technology in Early Childhood Education**

This course explores the integration of computers and other technology into the developmentally appropriate early childhood classroom. Students learn how to select and evaluate software, introduce children to technology, integrate computers across the curriculum, and utilize computers to promote an anti-bias curriculum and to communicate with families. Additionally, students use computers to plan curriculum and connect with the broader professional community.

Prerequisite: Admission to the P-3 Program

2 credits

**CIEC 220 Emergent Literacy in Early Childhood Education**

This course focuses on developing literacy (speaking, listening, reading, writing, and viewing) in young children. Theories, materials, and methods that develop literacy in developmentally appropriate environments from preschool through grade three are discussed. Family involvement, cultural and linguistic differences, integrating play, language, and literacy; performance assessments; and adaptations for special needs children are explored.

Prerequisite: CIED 204 or CIED 203

2 credits

**CIEC 300 Practicum in Early Childhood**

This two-day-per-week, semester-long, early childhood practicum is designed to provide P-3 certification students with the opportunity to work with an experienced, certified teacher in a preschool-grade 3 setting. Students are assisted in understanding and implementing developmentally appropriate teaching practices, individual and small group instruction, teaching lessons in each subject area, teaching the class for a full morning or day, and demonstrating progress in classroom management skills. Students meet in frequent seminars and are observed by a college supervisor who reads weekly student journals. An application needs to be completed through the Office of Field Experiences.

Prerequisites: CIEC 200

1 credit

**CIEC 310 Inclusion, Second Language Learners, and Differentiated Instruction**

This course will focus on developmentally appropriate methods of differentiating instruction for all students. This class will present theory and strategies to teach students who are English language learners. This course will also present theory and strategies to identify and teach preschool and elementary students who may have mild to moderate disabilities. Connections will be made between various instructional models and individual student needs. Topics include core content curriculum methodology; second language acquisition; using the curriculum to facilitate second language learning; adaptation and modification strategies to address academic, behavioral, social, and emotional needs; methods to incorporate assessment results to IEP goals and objectives; and ways to develop and implement evaluation procedures to assess student progress.

Prerequisite: CIED 204 or CIED 203

2 credits

**CIEC 330 Curriculum I: Language Arts, Social Studies Integration, and Assessment**

This course examines the thematic approach to curriculum development and integration through social studies concepts. The research on developmentally appropriate curriculum and authentic (performance-based) assessment are presented and discussed. Students design integrated curriculum around social studies concepts and math and reading/language arts skills, connected to NJ Core Curriculum Content Standards and Preschool Teaching and Learning Expectations. Students construct pre-K to grade 3 curriculum and performance-based assessment by utilizing children's literature, divergent questions, conceptual themes, brain research, learning styles, and multiple intelligences.

Prerequisites: CIEC 200

**CIEC 351 Math and Science in Early Childhood Education**

This course examines teaching and learning in mathematics and science in early childhood (birth through age eight). Students learn how children construct knowledge and develop logical thinking in mathematics and science, with emphasis on creating developmentally appropriate curriculum integrating these experiences with children's developing language and literacy skills. Students utilize the NCTM (National Council of Teachers of Mathematics) Standards and New Jersey Core Curriculum Standards to explore socio-linguistic and constructivist ways of enriching children's math and science experiences in settings from preschool through grade three.

Prerequisites: CIEC 200

2 credits

**CIEC 365 Creative Arts and Children's Literature in Early Childhood Education**

This course focuses on the exploration of methods of curriculum development that weave children's literature and the arts (fine arts, dramatic play, and music/movement) in programs for young children (preschool-grade 3). A thematic, multicultural approach is stressed. Students will learn to choose and evaluate literature for children and to plan and implement developmentally appropriate music, dramatic play, and art experiences that extend exemplary literature (folktales, fairytales, contemporary picture books, poetry, etc.) into the child's world.

Prerequisites: CIEC 200

2 credits

**CIEC 368 Curriculum Planning and Assessment in Early Childhood Education**

This course examines the thematic approach to curriculum development and integration across content domains and specifically geared to curriculum planning in the preschool classroom. The research on developmentally appropriate curriculum and authentic (performance-based) assessment are presented and discussed. Students design integrated curriculum around social studies and science concepts and math and reading/language arts skills connected to Preschool Teaching and Learning Expectations. Students construct pre-k curriculum and performance-based assessment by utilizing children's literature, divergent questions, conceptual themes, brain research, learning styles, and multiple intelligences.

Prerequisites: CIEC 200

**CIED 204 Teaching As a Profession in ECE**

This course examines the roles of a teacher within the context of historical and philosophical foundations of education. Content includes the roles of a teacher, classroom management, generic teaching methods, lesson planning, learning styles, mainstreaming, child development, legal issues, a code of ethics, alternative models of education, multicultural education, and the role of reflection in teaching. Students are placed in public schools and conduct a minimum of twenty hours of guided observations in P-3 (early childhood), K-8 (elementary), and K-12 (subject field) classrooms. Students' speaking and writing skills are also to be assessed.

Prerequisite: Admission to P-3 Program (CIED 203 can substitute)

**EDUC 414 Student Teaching Internship and Seminar**

This seminar is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed eight times by a University supervisor who regularly reviews student journals. A seminar accompanies the internship and meets on a weekly basis for discussion and reflection of the students' teaching experiences. Students brainstorm solutions to classroom problems. Career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files). Each student develops a portfolio demonstrating his/her teaching abilities.

Prerequisites: (P-3): CIEC 300; Passing the Praxis II in Early Childhood Content Knowledge

Prerequisites: (P-3/K-5): CIEC 300; CIEE 322; CIEE 329; CIEE 326; Passing the Praxis II in Elementary Content Knowledge and in Early Childhood Content Knowledge. 10 credits (pass/fail)

### Early Childhood, Preschool-Grade 3, and Kindergarten-Grade 5 (P-3/K-5) Dual Certification Major

In addition to completing the general education requirements and a dual liberal arts or science major, students must also complete the following professional preparation program to be recommended for teaching certification in both K-5 and P-3. It is expected that all courses and field experiences in the professional preparation program will be completed at the University. Transfer credits in education taken toward an associate's degree are accepted on a limited basis, based on articulation agreements with specific community colleges. Transfers or substitutions of professional courses from other NCATE accredited institutions are reviewed on a case-by-case basis by the department chairperson for approval. Courses for this dual certification major are described above under K-5 and P-3 majors.

**REQUIREMENTS .....36 CREDITS**

CIED 204	Teaching as a Profession in ECE .....	3
	or	
CIED 203	Teaching as a Profession.....	3
	(twenty hours of field experience required)	
CIEC 213	Technology in ECE.....	2
	or	
CIEE 213	Teaching in a Global, Technological World .....	2
CIEC 200	Early Childhood Field Experience I***.....	1
CIEC 210	The Early Childhood Classroom Environment*.....	2
CIEC 220	Emergent Literacy in EC Education*.....	2
CIEC 300	Practicum in EC Education*** .....	1
CIEC 310	Inclusion, Second Language Learners, and Differentiated Instruction .....	2
	or	
CIEE 311	Inclusion, Second Language Learners, and Differentiated Instruction*.....	2
CIEC 351	Math and Science in Early Childhood Education** .....	2
CIEC 365	Creative Arts and Children's Literature in EC Education** .....	2
CIEC 368	Curriculum Planning and Assessment in ECE.....	2
CIEE 322	Language Arts and Social Studies Methods** .....	3
CIEE 329	Mathematics Methods and Assessment** .....	2
CIEE 326	Science Methods** .....	2
EDUC 414	Student Teaching Internship and Seminar*** .....	10

\*These courses are taken in conjunction with CIEC 200.

\*\*These courses are taken in conjunction with CIEC 300.

\*\*\*These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see the section on Field Experiences elsewhere in this catalog.

# Department of Secondary and Middle School Education

**Professor:** D. Feola

**Associate Professors:** D. Hill (chair), A. Hylton-Lindsay, K. Malu, B. Weltman

**Assistant Professors:** S. Akins, S. Lawrence, K. McNeal, C. Northington, D. Russell, M. Yildiz

The Department of Secondary and Middle School Education offers a teacher education program leading to eligibility for initial state certification in secondary education (subject field specializations, K-12 program). All students seeking teacher certification in any subject field specialization are required to have a dual major, one in secondary education and one in a liberal arts or science area offered by other Colleges within the University. Lists of approved majors offered by the University and the corresponding teaching certificates appear below.

## Requirements

**General Education** All teacher candidates must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. Selection of specific courses should be made with your advisor. It is suggested that General Education courses be completed prior to the practicum semester, which is generally the first semester of the senior year.

**Liberal Arts or Science Dual Majors and Subject Field Specialization/K-12** All teacher candidates must complete a dual major in an appropriate liberal arts or science area (listed below) in addition to their secondary education major. Once the dual majors are declared, teacher candidates obtain advisement from both the secondary education department and the liberal arts or science department.

For teacher candidates seeking secondary certification in a subject field or certification in a specific subject field in grades K-12, a list of approved majors offered by the University with a list of corresponding teaching certificates offered by the state of New Jersey follows:

### Liberal Arts or Science Dual Majors

Art (fine arts, history, studio)  
Biology  
Chemistry  
Chinese  
Earth Science  
English\* (literature, writing)  
French  
Geography\*  
History\*  
Mathematics  
Music (instrumental, vocal, jazz studies, performance)  
Physical Education  
Physical Education and Health  
Political Science\*  
Spanish

### Subject Field Specialization

Art  
Biological Science  
Physical Science  
Chinese  
Earth Science  
English  
French  
Social Studies  
Social Studies  
Mathematics  
Music  
Physical Education  
Health and Physical Education  
Social Studies  
Spanish

\*These liberal arts or science majors are required to be carefully supervised to ensure that state certification requirements for these subject field specializations are met. Specific requirements and course descriptions for each major can be found in this catalog under the appropriate department.

**Certification Requirements** To be eligible for certification in secondary education, teacher candidates must complete a prescribed secondary education major. This professional preparation program is an intensive one in the theoretical and practical aspects of teaching that culminates in a full semester, senior teaching internship in a school system.

All teacher candidates must take and pass the appropriate PRAXIS II exam before entering the student teaching semester. Information regarding this examination is available from the Office of Certification, 1600 Valley Road 3104.

Please note that pursuant to N.J.A.C. 6:11-5.1, teacher candidates successfully completing one of the professional secondary program sequences as well as passing the appropriate Praxis II Examination are issued Certificates of Eligibility with Advanced Standing that permit them to seek employment in positions in New Jersey requiring instructional certification. Subsequently, a provisional certificate is issued to a graduate who receives and accepts a documented offer of employment. The standard (permanent) certificate will later be issued to an individual who serves for one year under the provisional certificate and is recommended as "approved" by the hiring district.

The subject field specialization/K-12 program in the Department of Secondary/Middle School Education is a 30 credit sequence of courses that qualifies the candidate to become eligible for content area certification.

## Suggested Sequence of Courses

The practicum package and student teaching experiences should be the last two semesters before graduation. *The appropriate PRAXIS II exam must be successfully passed before entering EDUC 419 Student Teaching.* Information and registration is available online at [www.ets.org](http://www.ets.org). The test codes and required pass scores can be found at the following Web site: [www.wpunj.edu/coe/Departments/Cert/PRC/NJ\\_Licensure\\_And\\_Praxis\\_Exam\\_Information\\_page.htm](http://www.wpunj.edu/coe/Departments/Cert/PRC/NJ_Licensure_And_Praxis_Exam_Information_page.htm)

All general education courses, including GE electives, should be completed before the Practicum semester.

### Steps to Formal Consideration as a Teacher Education Candidate and Continuance in the Undergraduate K-12 Major

- Enroll in an appropriate liberal arts or science dual major as indicated by the state (see above list).
- Achieve and maintain a cumulative 2.75 GPA or higher.
- Attend a pre-candidacy workshop and complete an application for candidacy. The College of Education candidacy admissions is housed in the Office of Certification, Suite 3108, 1600 Valley Road; 973.720.3685.
- Successfully complete ANTH 202 Anthropology of Education and PSY 110 General Psychology prior to acceptance as a candidate.
- Pass the writing assessment and complete the speech and hearing assessment prior to acceptance as a candidate.
- Successfully complete Math 110 and all General Education courses before beginning the practicum semester.
- Satisfactorily complete the required introductory education course (CIED 203).
- Take and pass the appropriate Praxis II before student teaching.

**Field Experience Application Deadlines** For both the practicum and student teaching, candidates should apply to the Office of Field Experiences by October 15 for placement the following fall, and by March 15 for placement the following spring. A New Jersey substitute license is required.

### The Secondary Education/Subject Field Certification (K-12) Major

In addition to the general education requirements and the dual liberal arts or science major, teacher candidates must also complete the following professional preparation program to be recommended for K-12 teaching certification. It is expected that all courses and field experiences in the professional preparation program are completed at the University. Transfer credits in education are not accepted for courses taken toward an associate's degree, unless a specific articulation agreement has been reached with

the two-year college. Limited transfers or substitutions of professional courses from other colleges are accepted only from NCATE accredited institutions and must be reviewed on a case-by-case basis by the Department chairperson for approval.

### COURSE REQUIREMENTS..... 30 CREDITS

CIED 203	Teaching as a Profession* .....	3
	(twenty-hour field experience required)	
CISE 295	Educational Psychology and Classroom Management* .....	3
CISE 325	Teaching As Learning** .....	2
CISE 335	Working Within Schools: Schools as Institutions and Communities** .....	2
CISE 352	K-12 Subject Field Experience + .....	2
CIRL 335	Literacy, Technology, and Instruction* .....	3
	(twenty-hour field experience required)	

### Select one of the following according to liberal arts or science major

CISE 411	Methods for Teaching Secondary Social Studies/Seminar** .....	3
CISE 412	Methods for Teaching Secondary English/Language Arts/Seminar** .....	3
CISE 413	Methods of Teaching Secondary Math/Seminar** .....	3
CISE 414	Methods of Teaching Secondary Creative Arts/Seminar** .....	3
CISE 417	Methods of Teaching Secondary Science/Seminar** .....	3
CISE 419	Methods of Teaching a Second Language in Elementary and Secondary Schools/Seminar** .....	3
CISE 450	Reckoning with the Past and Preparing for a Future in Education .....	2
EDUC 419	Senior Teaching Internship+ .....	10

\*These courses are taken before the practicum semester and after initial acceptance to the program.

\*\*These courses must be taken in conjunction with CISE 352 (K-12 Subject Field Practicum Experience).

+These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see section on Field Experiences elsewhere in this catalog.

### Courses

Unless otherwise noted, all courses are 3 credits.

#### CIED 203 Teaching as a Profession

This course examines the historical and philosophical foundations of education, including introductory knowledge of lesson planning, classroom management, teaching methods, special education, learning styles, child development, legal issues, a code of ethics, multicultural education, and the role of reflection in teaching. Current issues are discussed such as vouchers, charter schools, and the roles of local, state, and federal governments in funding public education. Teacher candidates conduct 20 hours of observations in P-3 (early childhood), K-5 (elementary),

6-8 (middle schools), or 9-12 (subject field) classrooms and assess their own abilities in relation to professional teaching standards. Teacher candidates are introduced to e-portfolios, assess their dispositions, and develop an educational philosophy.

Prerequisite: Admission to K-12 program

### **CIRL 335 Literacy, Technology, and Instruction**

This course is an introductory course in the use of new media and technologies as tools to foster critical and creative thinking in the context of hands-on exploration. Its purpose is to provide teacher candidates with a broad understanding of professional issues related to literacy, technology, and instruction. This course focuses on infusing technology and media literacy skills into the classroom across grades and curricula in consonant with the NJCCCS. The course uses a hands-on approach to enable teacher candidates to have practical applications for their learning and to integrate pedagogy with their respective liberal arts or science subject matter during twenty hours of tutoring. Teacher candidates will explore, investigate, evaluate, and analyze educational software and online resources relevant to the curriculum of their assigned students and develop and implement cooperative, technology-based learning experiences. Teacher candidates will discuss contemporary technology issues, read relevant literature, and use technology appropriately in an interdisciplinary lesson plan.

Prerequisite: CIED 203; co-requisite: CISE 295

### **CISE 295 Educational Psychology and Classroom Management**

This course provides prospective teachers with an understanding of psychological theories and their behavioral implications in the classroom. Methods for adapting instruction to diverse learners needs are explored. An exploration of many perspectives of classroom management enable teacher candidates to reflectively construct a well organized learning environment for all students.

Prerequisite: CIED 203; co-requisite: CIRL335

### **CISE 325 Teaching As Learning**

This is a course in curriculum – in what teachers teach. The course is taken in conjunction with a subject-specific methods course in how teachers teach and a practicum/ CISE 352 in which teacher candidates spend two days in a school. The purpose of the course is to help teacher candidates devise strategies for translating their liberal arts or science knowledge into teachable materials, design curricula that are consonant with the New Jersey Core Curriculum Standards and the National Standards for their liberal arts or science disciplines, and incorporate their own and their student's life experiences into their curricula. The goal is for teacher candidates to become teachers who are life-long learners, learning more about themselves, their students, and their liberal arts or science disciplines while they are teaching, and teaching

creatively and critically within the state and national standards. Toward this end, teacher candidates identify core concepts from courses in the liberal arts or science majors and review curricula and unit plans based on those concepts in order to analyze and critique the curricula of their practicum schools.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 335, CISE 352, and CISE content methods course 411, 412, 413, 414, 417, or 419

2 credits

### **CISE 335 Working Within Schools: Schools as Institutions and Communities**

This course deals with schools as social institutions that teachers must learn to negotiate in order to be successful. The course is taken in conjunction with CISE 352/Practicum in which teacher candidates work two days per week in a school and teacher candidates in this course use their practicum as social institutions. The goal of the course is for students to gain an understanding of teaching as a social activity conducted within political, social, and cultural systems and on terrain that is often contested by competing social groups. Students explore the legal, economic, and institutional constraints on schools, and the intellectual, cultural, and social possibilities of schools. Students examine schools as complex systems to which they must adapt but which they can also change in order to be effective teachers.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 325, CISE 335, CISE 352, and CISE content methods course 411, 412, 413, 414, 417, or 419

2 credits

### **CISE 352 K-12 Subject Field Experience**

The K-12 subject field experience is a two-day per week practicum with an experienced cooperating teacher under the supervision of an education professor. Teacher candidates are expected initially to observe the classroom and work one-on-one with students, then to work with the classroom teacher and gradually take on whole class responsibilities. Teacher candidates must take this course concurrently with the subject-specific methods course, CISE 411, et seq. Teacher candidates will meet periodically in seminar to discuss their field experiences. It is recommended that teacher candidates take the Praxis exam in their respective content area during the semester of this field experience.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 325, CISE 335, and CISE content methods course 411, 412, 413, 414, 417, or 419

2 credits

### **CISE 399 Selected Topics**

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisites: Permission of the department chairperson  
1-6 credits

**CISE 411 Methods for Teaching Secondary Social Studies Seminar**

This course examines methods and materials of teaching middle and high school social studies. Social studies is defined as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science and economics and which examines social problems over time and in different times and places. Social studies is presented as a means of understanding the unity and diversity of peoples and societies worldwide, and of using knowledge of other times and places to solve current social problems. The course examines the history of social studies, various opinions of the goals and methods of social studies, and various approaches to teaching social studies. Teacher candidates experiment in the course with a variety of social studies curricula and teaching methods – designing, developing, demonstrating, and evaluating lesson plans that utilize primary and secondary sources, involve library, internet, and field research, and teach social studies through engaging in civic action.

Prerequisites: CISE 295, CIRL335; co-requisites: CISE 325, CISE 335, CISE 352

**CISE 412 Methods for Teaching Secondary English/Language Arts Seminar**

This course is designed to provide teacher candidates with an opportunity to articulate their visions of themselves as English teachers and the implications of that vision, and to engage teacher candidates in developing instructional theories and practices that will help them enact that vision. This course is predicated on the assumption that all teaching is based on theory - that practice reveals theory. Teacher candidates will learn the way language is best learned and the way knowledge of English Language Arts is constructed.

Prerequisites: CISE 295, CIRL335; co-requisites: CISE 325, CISE 335, CISE 352

**CISE 413 Methods of Teaching Secondary Math Seminar**

Learning and assessment of mathematics at the high school and middle school levels is understood and applied according to the recommendations of the National Council of Teachers of Mathematics and the guidelines of the New Jersey Core Curriculum Content Standards. Strategies of teaching whole class and small groups, hands-on problem solving and posing experiences, integrating mathematics across and within the curriculum, technology applications, and applications of mathematics in the real world experiences are explored in depth.

Prerequisites: CISE 295, CIRL335; co-requisites: CISE 325, CISE 335, CISE 352

**CISE 414 Methods of Creative Arts (K-12) Seminar**

This course is designed for future teachers of creative arts. The course is established to provide opportunities for college teacher candidates to understand teaching and learning obligations of K-12 environments, to provide teaching skills in subject-specific areas, to develop instructional platform skills, to prepare for assignments as student interns, classroom teachers, and ultimately for leadership roles in education.

Prerequisites: CISE 295, CIRL335; co-requisites: CISE 325, CISE 335, CISE 352

**CISE 417 Methods of Teaching Secondary Science Seminar**

The emerging professional will organize experiences that include inquiry processes and knowledge construction fundamental to learning science. Developing concepts through concrete experience, appreciation for relationships among science, technology, and society, and issues of equity and diversity are stressed. Teacher candidates are required to demonstrate competence in planning and applying learning cycles, authentic assessment, thematic integration, the use of technology to teach and assess resources, and the maintenance of a safe, effective classroom.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 325, CISE 335, CISE 352

**CISE 419 Methods of Teaching a Second Language in Elementary and Secondary Schools Seminar**

This course is designed to inform subject field K-12 teacher candidates of current theories and practices of teaching a world language in elementary and secondary schools. Teacher candidates will gain in-depth pedagogical knowledge and understanding of language acquisition and literacy development in a second language. Specifically, teacher candidates will apply their theoretical understanding and pedagogical knowledge to classroom situations. They will analyze and critique curricula, engaging in inquiry driven discussions about theory and methodology, and plan innovative instruction.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 325, CISE 335, CISE 352

**CISE 499 Independent Study**

As approved and to be arranged.

Prerequisites: Permission of the department chairperson  
1-6 credits

**EDUC 419 Student Teaching Internship**

This seminar is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. Teacher candidates are observed eight times by a University supervisor who regularly reviews student journals. A seminar accompanies the internship and

meets on a weekly basis for discussion and reflection of the teacher candidates' teaching experiences, and teacher candidates brainstorm solutions to classroom problems. Career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files). Each student develops a portfolio that demonstrates his/her teaching abilities. Five days a week. Prerequisites: CISE 295, CIRL 335, CISE 325, CISE 335, CISE 352, the CISE content methods course 411, 412, 413, 414, 417, or 419, and passing Praxis II in the respective content area (subject field); co-requisite: CISE 450 10 credits

#### **CISE 450 Reckoning with the Past and Preparing for a Future in Education**

This course is the student teaching capstone seminar. Teacher candidates examine their educational experience at William Paterson with specific focus on the secondary certification program. Teacher candidates will also explore their future plans. Teachers from local schools will be invited to discuss the job selection process and how to live as a teacher. This capstone course complements student teaching and requires teacher candidates to collect samples of student work. Teacher candidates also reflect on their lives at and after William Paterson.

Prerequisites: CISE 295, CIRL 335, CISE 325, CISE 335, CISE 352, and the CISE content methods course 411, 412, 413, 414, 417, or 419; co-requisite: EDUC 419

### **Courses Meeting the National Council for the Social Studies (NCSS) Ten Themes for K-12 Social Studies Teachers**

#### **REQUIRED COURSES**

##### **Culture and Cultural Diversity**

Choose one:

- AACS/WS150 Racism and Sexism
- WS 110 Women's Changing Roles
- AACS 155 Racism and Justice
- ANTH 130 Intro to Anthropology

Some GE courses may fulfill this requirement, including:

Approaches to Art; Intro to Theater; Music Appreciation; Communication in Action; and Intro to Literature. Two semesters of foreign language study integrating cultural studies with language training also fulfill the requirement.

##### **Time, Continuity, and Change**

- HIST 101 Foundations of Western Civilization
- HIST 102 The West and the World
- HIST 205 History of the U.S. Through Reconstruction
- HIST 206 History of the U.S. Since Reconstruction

History majors may have other courses that fulfill this theme requirement. Consult advisor.

##### **People, Places, and Environment**

- GEO 150 World Regional Geography

##### **Individual Development and Identity**

- PSY 110 General Psychology
- CISE 295 Educational Psychology and Classroom Management

##### **Individual, Groups, and Institutions**

- SOC 101 Intro to Sociology  
or
- SOC 102 Social Problems

##### **Power, Authority, and Governance**

- POL 120 U.S. Government and Politics

##### **Production, Distribution, and Consumption**

Choose one:

- ECON 201 Macroeconomics
- HIST 328 Economic History
- POL 225 Political Economy
- POL 342 International Political Economy
- GEO 321 Economic Geography

##### **Science, Technology, and Society**

- CIRL 335 Literacy, Technology, and Instruction

Choose one:

- HIST 335 Science, Technology, and Society  
or
- HIST 410 Industrial Revolution

Some GE courses may fulfill this theme requirement. Consult advisor.

##### **Global Connections**

- HIST 102 West and the World

Plus two others:

- \* HIST 319 plus 1 non-Western course  
or
- Two non-Western courses

##### **Civic Ideals**

- POL 120 U.S. Government and Politics

# Department of Special Education and Counseling

**Professors:** M. Goldstein

**Associate Professors:** M. Catarina, P. Danzinger, P. Griswold (chair), C. Mulrine

**Assistant Professors:** J. D'Haem, H. Heluk, D. Stone, N. Vitalone-Raccaro

**Instructors:** K. Decker, B. Jones

The Department of Special Education and Counseling joins forces with the Department of Elementary and Early Childhood Education to offer a dual licensure (DL) program leading to Elementary Education K-5 certification with an endorsement as Teacher of Students with Disabilities (TSD). Coursework and field experiences prepare teacher candidates to plan, implement, and assess instruction in both the regular elementary education classroom and in special education settings. The curriculum includes an introduction to public education in a diverse society; learner characteristics associated with disabilities identified in IDEA 2004, and how they affect learning; and content related to educating all students to assume their roles in society. The focus is on research-based practices in assessment, instructional strategies, classroom management, and the use of general technologies to enhance classroom teaching and adaptive/assistive technologies to permit all learners to access the general education curriculum to the maximum extent possible. Important aspects of the program are its emphasis on developing collaborative practices with colleagues and parents, including those from culturally diverse backgrounds, and dealing with lifespan issues and transitions. The DL program has earned accreditation from the National Commission for the Accreditation of Teacher Education (NCATE) by enabling teacher candidates to demonstrate proficiency in the teaching standards established by the New Jersey Department of Education and the appropriate professional organizations. While graduates are certified to teach in all disability categories, except sensory impairments, the majority of special education coursework addresses the needs of learners with mild or moderate disabilities.

Most courses meet during the day; field experiences begin in sophomore year and continue through the senior teaching internship. Assuming a liberal arts major of 36 credits, students would need to complete 147 credits to complete the DL program and earn a bachelor of arts degree. Thus, good planning and frequent contact with the program director are necessary for timely degree completion. Below is a summary of program requirements.

For more detailed information, candidates are urged to consult the curriculum control sheet (available in the Department of Special Education and Counseling office) and the undergraduate handbook (available on the Internet at [www.wpunj.edu/coe/Departments/SPED\\_COUNSEL/spedcounshome.htm](http://www.wpunj.edu/coe/Departments/SPED_COUNSEL/spedcounshome.htm)).

## Requirements

### General Education

All candidates must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. In certain areas of general education, the DL program has identified required courses. For example, in the social sciences, teacher candidates must take PSY 110 General Psychology and SOC 101 Introduction to Sociology. In addition, certain directed electives have been designated to fulfill general education and upper-level elective courses. See the DL K-5 program curriculum control sheet for the most up-to-date list of required courses. Selection of specific courses should be made with advisement by the director of the DL program.

### Dual Major:

Candidates in the DL program must have two majors: education and a liberal arts major from the following list:

African, African American, and Caribbean studies  
 Anthropology  
 Art (history, studio, fine)  
 Communication (interpersonal, journalism)  
 English (literature, writing)  
 Latin American studies  
 Liberal studies in science and math  
 Mathematics, applied mathematics  
 Philosophy  
 Psychology  
 Science (biology, chemistry, earth, environmental)  
 Social studies (geography, history, political science)  
 Sociology (general studies)  
 Women's studies  
 World languages (Chinese, French, Spanish)

## Admission to the Program

Prior to admission, all teacher candidates must attend the pre-candidacy workshop where critical information regarding admission, field experiences, and program requirements is shared. Dates for the workshops are listed on the Office of Certification Web page: [www.wpunj.edu/coe/Departments/Cert/certhome.htm](http://www.wpunj.edu/coe/Departments/Cert/certhome.htm).

The DL program will admit teacher candidates upon fulfillment of the following requirements:

1. Declare a Liberal Arts Major from list of approved majors.
2. Possess a cumulative undergraduate Grade Point Average of at least 2.75.
3. Complete general education prerequisite courses, e.g., PSY 110, PSY 210, MATH 110, MATH 111, SOC 101, COMM 110, and ANTH 202 or their equivalents.
4. Complete 60 credit hours.
5. Submit an application (available in the Office of Certification ) for admission to the DL program with the following documentation:
  - Passing score on the College of Education writing examination

- Passing score on the speech/hearing assessments [given through the Department of Communication Disorders]
- One letter of recommendation from an educator.

Since advisement is critical to timely degree completion, students interested in pursuing the DL program option are encouraged to contact the department as soon as possible. Additional DL programs may be available after the publication of this catalog, and changes in state regulations on certification and the definition of “highly qualified” may require revisions to the existing DL program. Thus, the Department recommends that prospective teacher candidates visit the Department’s website, at: [www.wpunj.edu/coe/Departments/SPED\\_COUNSEL/spedcounshome.htm](http://www.wpunj.edu/coe/Departments/SPED_COUNSEL/spedcounshome.htm) for the most current information.

It is expected that all courses and field experiences in the professional preparation program are completed at the University. Transfer credits in education are not accepted for courses taken toward an associate’s degree, unless a specific articulation agreement has been reached with the two-year college. Limited transfers or substitutions of professional courses from other colleges are accepted only from NCATE accredited institutions and must be reviewed on a case-by-case basis by the Department chairperson for approval.

### Retention and Program Completion

To remain in the program, teacher candidates must: (1) maintain a cumulative GPA of at least 2.75; (2) demonstrate professional and personal dispositions consistent with the standards of the National Commission on the Accreditation of Teacher Education (NCATE), The Association for Childhood Education International (ACEI), and the Council for Exceptional Children (CEC); (3) earn at least a grade of C- in all alpha code SPC courses; and (4) complete the required number of service learning credits, submit appropriate written documentation, and have the submission approved. Candidates whose GPA falls below 2.75 will not be allowed to take additional coursework in the DL program until a GPA of 2.75 is re-established.

Candidates also must pass the PRAXIS II Elementary Education Content Knowledge Exam prior to student teaching. Information regarding the PRAXIS is available at the Web site of the Educational Testing Service ([www.ets.org](http://www.ets.org)) and the Office of Certification ([www.wpunj.edu/coe/Departments/Cert/certhome.htm](http://www.wpunj.edu/coe/Departments/Cert/certhome.htm)).

In addition, candidates are required to accumulate a minimum of 100 service learning credits (SLC) as part of their professional preparation. Suggestions and criteria for earning SLC are available in the undergraduate handbook at the Department of Special Education and Counseling’s Web page: [http://www.wpunj.edu/coe/Departments/SPED\\_COUNSEL/spedcounshome.htm](http://www.wpunj.edu/coe/Departments/SPED_COUNSEL/spedcounshome.htm).

### Field Experiences

Informal and formal field experiences are an integral part of the program. Formal, supervised field experiences include practicums in special education (SPC 355 Practi-

cum A) and elementary education (CIEE 301 Practicum), and the sixteen-week student teaching (EDUC 414 Senior Teaching Internship). Field experience assignments are arranged by the Office of Field Experiences in collaboration with the department faculty. Applications for practicums and student teaching must be submitted to the department one year in advance of anticipated placement. Applications and the accompanying biographical data form are available from the Office of Field Experiences and on their Web site: [www.wpunj.edu/coe/Departments/OFE/ofehome.htm](http://www.wpunj.edu/coe/Departments/OFE/ofehome.htm).

Candidates must pass the PRAXIS II Elementary Education Content Knowledge Exam prior to student teaching.

### State Certification Requirements

Current New Jersey state regulations stipulate that a candidate who has completed an approved teacher training program and passed the appropriate PRAXIS II Examination is issued a certificate of eligibility with advanced standing (CEAS). A candidate with elementary education certification meets the definition of “highly qualified” at the K-5 level. A school district may hire a candidate with a CEAS for a teaching position. Once the candidate accepts an offer of employment, a provisional certificate is issued. After being mentored and completing one year of successful teaching, the candidate receives a standard certificate.

## Curriculum

### MAJOR REQUIREMENTS .....19 CREDITS

SPC 255	Foundations of Education in a Diverse Society .....	3
SPC 313	Adaptive and Assistive Technologies in the Classroom.....	2
SPC 352	School Based Assessment for Diverse Learners*....	3
SPC 353	Instructional Management in Diverse and Inclusive Settings* .....	3
SPC 354	Behavior Management in Diverse Educational Settings*.....	3
SPEE 429	Individualized Instructional Content and Strategies.....	3
SPC 456	Lifespan Transitions: Home, School and Community .....	2
<b>A. Field Experiences .....12 Credits</b>		
SPC 355	Practicum A.....	1
CIEE 301	Practicum.....	1
EDUC 414	Senior Teaching Internship in General and Special Education/Seminar*** .....	10
<b>B. Professional Sequence.....12 Credits</b>		
CIEE 213	Teaching in a Global Technological World .....	2
CIEE 229	Literacy and Learning .....	3
CIEE 322	Language Arts and Social Studies Methods and Assessment**.....	3
CIEE 326	Science Methods and Assessment for Teaching K-5** .....	2
CIEE 329	Mathematics Methods and Assessment for Teaching K-5**.....	2

**TOTAL PROGRAM.....43 CREDITS**

**C. Directed Upper Level Electives:**

PSY 210	Developmental Psychology.....	3
CISE 295	Educational Psychology.....	3
CODS 371	Language Disorders in the Schools.....	3

\*To be taken as a package of coursework with SPC 355 Practicum A

\*\*To be taken as a package of coursework with CIEE 301 Practicum

\*\*\* Students must pass the PRAXIS II Elementary Education Content Knowledge Exam prior to student teaching

**Courses**

Unless otherwise noted, all courses are 3 credits.

**SPC 255 Foundations of Education in a Diverse Society**

This course provides an educational knowledge base consisting of philosophical, historical, and legal foundations to educate citizens in a democratic society. National and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. The diversity of languages, race/ethnicity, gender, socioeconomic, and other factors that influence society's perceptions of the continuum from normalcy to deviance are examined, and learner characteristics in physical, psychological, academic, and socio-behavioral domains are stressed. Particular attention is given to ways in which learner characteristics facilitate or impede the learning process. A twenty-hour unsupervised field observation, engaging with students in an urban classroom setting, is required as part of this course. *(This is an introductory course to earn dual certification in the special education and general education teacher certification programs.)*

Prerequisites: Completion of at least 50 credits of general education coursework, including: PSY 110, SOC 101, and ANTH 202.

**SPC 313 Adaptive and Assistive Technologies in the Classroom**

This course explores technologies that enhance the educational experience for all learners. Strategies are introduced to assist all students in gaining access to the general education curriculum. Teacher candidates learn to apply high and low technologies that help to compensate for differences in learner characteristics and abilities to equitably support student learning. This course should be taken in conjunction with CIEE 213 Teaching in a Global, Technological World.

Prerequisites: SPC 255 and acceptance to the DL program or special permission of one's advisor.  
2 credits

**SPC 352 School-Based Assessment for Diverse Learners**

This course provides knowledge of the integral relationships between standardized, functional assessments, and standards-based high-stakes assessments in relation to educational decision-making. Teacher candidates review assessment concepts of validity, reliability, and standardiza-

tion, and the vocabulary and mathematics associated with reporting assessment results. Ethical issues [e.g., test bias and the use of specific assessments with diverse populations] and matters of confidentiality of information are discussed. Emphasis is placed on understanding the contents of students' school files; specifically, interpreting quantitative and qualitative results, in order to plan appropriate instruction. Attention is also given to devising, administering, and scoring curriculum-embedded assessments and other teacher-made informal/authentic measures.

Prerequisites: Completion of at least 60 credits of general education course work including PSY 110, SOC 101, and ANTH 202; grade of C- or better in SPC 255; acceptance to the DL program; cumulative GPA of 2.75 or higher.

**SPC 353 Instructional Management in Diverse and Inclusive Settings**

This course examines the multiple facets of managing instruction for diverse learners in a variety of educational settings. The course stresses New Jersey's Core Curriculum Content Standards (NJ CCCS) and district curriculum requirements as foundations for teacher candidates to learn to develop units and differentiated lesson plans to facilitate long- and short-term instructional planning for all learners. For students with disabilities, the development of Present Levels of Academic Achievement and Functional Levels, Individualized Education Plan (IEP) goals, objectives, and supplementary aids and services are emphasized. Teacher candidates study techniques to individualize teaching strategies, testing accommodations, and curriculum adaptations to assist learners in maintaining access to the NJ CCCS. The creation and organization of shared classroom environments that facilitate learning and collaboration with peer-colleagues in all instructional settings are highlighted. A co-requisite supervised practicum is required (SPC 355).

Prerequisites: Acceptance to the DL program; cumulative GPA of 2.75 or higher; completion of all general education coursework; SPC 255, CIEE 213, and CIEE 229; co-requisites: SPC 354 and SPC 355.

**SPC 354 Behavior Management in Diverse Educational Settings**

This course focuses on creating learning environments that foster learning, safety, positive social interactions, and acceptance of diversity consistent with the Career Education and Consumer, Family, and Life Skills standards in the NJ CCCS. Methods of group behavior management are presented with emphasis on developing systematic classroom management practices that foster positive relationships, effective communication, and collaboration. The needs of children whose behaviors are harmful to themselves or to others, or which seriously disrupt learning, are addressed through individualized interventions, e.g., Functional Behavioral Assessments and Behavior Intervention Plans. Observation and recording measures for assessing and analyzing the communicative intent of inappropriate behaviors are examined, with emphasis placed on strategies for promoting self-management that

can be generalized to all settings.

Prerequisites: Acceptance to the DL program; cumulative GPA of 2.75 or higher; completion of all general education coursework; completion of SPC 255, CIEE 213, and CIEE 229; co-requisites: SPC 353 and SPC 355.

### **SPC 355     Practicum A and Seminar**

Offered to teacher candidates in their junior year, this supervised weekly field experience requires them to teach children with a range of abilities in special education settings. The experience is intended to provide teacher candidates with the opportunity to apply the knowledge and skills gained in the co-requisite courses (SPC 353 Instructional Management in Diverse and Inclusive Settings and SPC 354 Behavior Management in Diverse Classroom Settings). A weekly seminar is held in conjunction with the field experience to explore practical realities of schools and classrooms. Teacher candidates must spend one full day per week in a special education setting for this practicum.

Prerequisites: Completed application for placement must be submitted **one year in advance**.

### **SPED 399     Selected Topics**

Topics of current interest are discussed in a workshop format. This course is given on an occasional basis in order to meet the department's needs for exploring or updating a particular area of study. This course frequently is given on a one-time basis as an experimental offering. Students are asked to check the current master schedule to determine if this course is to be offered in any particular semester.

Prerequisites: Special education major, minimum 2.75 GPA; completion of at least four major courses  
1 - 3 credits

### **SPC 429     Individualized Instructional Content and Strategies for Learners with Academic Challenges K-5**

This course provides teacher candidates with appropriate curriculum alternatives and a repertoire of evidence-based instructional strategies to address the twin goals of accommodating individual differences while promoting meaningful access to curriculum content [both NJ CCCS and alternative content] for students with significant cognitive and learning disabilities, K-5. Teacher candidates review learner characteristics as the basis to mesh curriculum and instruction, and placement options for delivery of instruction with learner needs. Curriculum emphases that depart from traditional academics to encompass life skills, career development, and development of social learning competence are explored in depth. The course guides Teacher Candidates to promote positive student learning outcomes in both skills and content areas through integration of the NJ CCCS, adaptive/assistive technologies, alternative curriculum, and modified assessment and materials, as appropriate. Making data-based professional decisions that employ technologies to make the general education more accessible for students with disabilities is an emphasis of this course.

Prerequisites: Application must be submitted one year in advance; cumulative GPA of 2.75 or higher; completion of

all general education course work; completion of at least 60 hours of service learning credit; completion of SPC 353, SPC 354, and SPC 355; co-requisites: CIEE 301, CIEE 322, CIEE 326, CIEE 329

### **SPC 456     Life Span Transitions: Home, School, and Community**

The course examines life issues and their impact on individuals with disabilities and their families, extending from preschool through adulthood. Political, economic, and cultural beliefs of individuals from diverse cultures are explored in depth, focusing on positive communication models for the promotion of collaboration between home, school, and community. Life span issues affecting all individuals are reviewed, with attention to self-advocacy and career education. Teacher candidates learn to access services provided through school, community, state, and federal agencies that contribute to all students attaining a positive quality of life.

Pre-requisites: Cumulative GPA of 2.75 or higher; completion of all general education course work; completion of teaching methods courses.

2 credits

### **SPED 499     Independent Study**

In special circumstances, students are allowed to pursue a special research topic that is of interest to them and germane to their curriculum in special education. Independent study is available only by prior application, which must be made at least two months before the registration period for the following semester in which it is to be taken. Approval forms and directions for applying may be obtained from the department. Independent study may not be used as a substitute for a major course. A final document must be submitted to the department chair no later than two weeks before the termination of the semester. A grade of P or F is given.

1-3 credits

### **EDUC 414     Senior Teaching Internship in SPED/Seminar**

Students are assigned to an approved setting for a full-time, sixteen-week senior teaching internship that is split in half between general and special education. Teacher candidates serve successively as aide, associate, and teacher, concluding with a significant period of full-time teaching. The experience allows students to capitalize on their program of study by demonstrating competence in areas expected of individuals prepared for initial certification in K-5/TSD. A co-requisite seminar meets regularly as a forum where teacher candidates discuss and reflect on their experiences, and receive guidance and support. Prerequisites: To be taken in the semester prior to completion of the requirements for initial certification in K-5 education, with endorsement as "Teacher of Students with Disabilities." Requirements include a cumulative 2.75 GPA; satisfactory completion of all preliminary field experience and required courses in the program; and fulfillment of additional standards, as determined by the department.

10 credits