

PROCESS C

CURRICULUM PROPOSAL SCC #04-05-

NEW Programs - MAJOR Program Revisions - PROGRAM Name Changes

LIBRARY RESOURCE FORM REQUIRED

Deadlines: October 8, 2004 to be implemented Fall 2005 ~ February 11, 2005 to be implemented Spring 2006

PROPOSAL TITLE: Specialization in Elementary Education

Sponsor(s): Robin McBee E-Mail: mcbec@rowan.edu Ext: 4736  
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DEPARTMENT: Elementary/Early Childhood Education

COLLEGE: Education

If Liberal Arts & Sciences CHECK:  History/Humanities  Math/Sciences  Social/Behavioral Sciences  
 UNDERGRADUATE  GRADUATE

THE ATTACHED NEW PROGRAM - MAJOR PROGRAM REVISION - PROGRAM NAME CHANGE IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

- New degree program
- Major changes-degree requirements/major/minor or certificate program
- New Major
- Changes to College name, School, Department or Degree
- New Minor
- Quasi-curricular change
- New concentration, specialization, or track
- New Certificate of Graduate Study Program (COGS & COGA)

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date: 9/24/04  
\*Department Curriculum Chair: [Signature] Date: 9/24/04  
Academic Dean: [Signature] Date: [Signature]

COLLEGE CURRICULUM COMMITTEE

CLOSED HEARING Date: 11/3/04 Approved  Not Approved

COLLEGE CURRICULUM CHAIR: [Signature]

\*Department Curriculum Committee is Committee of the whole, with Department Chair as Chair UNIVERSITY CURRICULUM COMMITTEE

OPEN HEARING Date: 11/15/04 Approved  Not Approved

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement/Vote: 11/22/04

Comments: Amend Senate unanimously

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 5/3/05  
 Approved  Not Approved

REGISTRAR

Date: 5/11/05 Official Copy & Approval Sheet Filed  
Date: \_\_\_\_\_ Course Description Received & Approved ~ Heg's Taxonomy & Course # \_\_\_\_\_  
Course Description Received & Approved ~ Heg's Taxonomy & Course # \_\_\_\_\_  
Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- VP Student Affairs
- Others

Tom - 5-8-05  
6-1-05

3/16  
7  
[Handwritten notes]

## **Bachelor of Arts in Education – Elementary Education Specialization Proposal**

### **Abstract**

This proposal for a new Elementary Education Specialization, which is sponsored by the Department of Elementary/Early Childhood Education, replaces the former Bachelor of Arts Degree in Elementary Education with a specialization in Elementary Education for the new Bachelor of Arts in Education.

The need in the College of Education to replace formerly separate Bachelor's Degree Programs with a new general Bachelor of Arts in Education Degree having four specialization areas was prompted by new rules and regulations (N.J.A.C. 6A: 9) adopted by the State of New Jersey in January, 2004 and scheduled to go into effect on September 1, 2005. These new regulations significantly changed the requirements for initial teacher preparation programs in the state and are prompting several changes in our College's and Department's programs. The state eliminated initial teacher certification in special education, which has forced the closing of the degree program in Teacher of the Handicapped, and required that all beginning teachers pursue one of four specializations: Early Childhood (Pre-kindergarten through grade 3), Elementary (Kindergarten through grade 5), Subject Matter (Kindergarten through grade 12 in a specific subject area such as English, Art, or Mathematics), and Health and Exercise Science. Special Education licenses can now only be pursued as endorsements to a primary initial certification (early childhood, elementary, or subject matter specializations). The N. J. Department of Education also adopted a new set of professional standards for teachers based on the principles nationally recognized by the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992). These standards, now in New Jersey state code, require that certain core academic and pedagogical content (literacy, numeracy, sheltered English, diversity, exceptionalities, and technology) be reflected throughout all initial teacher certification degree programs. These changes led the College of Education's faculty to develop a single cohesive approach to its initial teacher preparation programs through an overarching Bachelor of Arts in Education Degree, with half of its courses being based on a common framework and specializations appropriate to early childhood, elementary, subject matter, and health and exercise science. This proposal is for the Elementary Education Specialization.

The proposed Elementary Education Specialization will be housed in the Department of Elementary/Early Childhood Education. Education majors in this specialization will also be required to concurrently complete the requirements for a dual major in one of nine academic majors approved for certification and offered by the Colleges of Liberal Arts & Sciences, Communication, and Fine & Performing Arts. The Department of Elementary/Early Childhood Education will oversee all aspects of implementing the Elementary Education Specialization in coordination with, as appropriate, other departments in the College of Education and the dual majors in the Colleges of Liberal Arts & Sciences, Communication, and Fine & Performing Arts.

The curriculum for this proposed specialization is a 10-course/24 credit hour sequence of courses to be taken in the junior and senior years. In addition to courses offered by the Elementary/Early Childhood department, the reading, secondary education/foundations, and special education departments will offer courses for the specialization.

Implementation will begin in the Fall 2005 semester, in accordance with the state-mandated timeline for compliance with the new regulations. There will be no additional resources required in that existing faculty and space provisions will continue to service the students in our education programs.

## Details

**a. Title of the Proposal:** Bachelor of Arts in Education – Elementary Education Specialization

**b. Sponsors:** Department of Elementary/Early Childhood Education  
(Contact Robin Haskell McBee, Department Chair)

**c. Scope and Size of Program:**

The current enrollments and graduation rates for the Elementary Education Program are listed in the table that follows. Note that it is anticipated that 100-200 additional students will be added as Teacher of the Handicapped program ends and students must enroll in elementary or subject matter programs.

Year	Total Students *	No. of Degrees Awarded*
1998	717	154
1999	691	149
2000	675	157
2001	686	157
2002	688	169
2003	753	177

*\*from Rowan University's 2003 Source Book*

**d. Relationship to Curriculum:**

This proposed specialization comprises the professional sequence of courses that will be followed by students in the Education major wishing to complete requirements for initial teacher certification to teach elementary grades K-5. The proposed B. A. in Education has four required strands of study: General Education courses, (proposed) General Education courses offered by the College of Education (total of 60-62 credit hours), Common Education Framework (total of 14 credit hours), and Professional Specialization Sequence (total of 20 credit hours), upon which this proposal focuses. Elementary Education Specialization candidates will also continue to be required to complete degree requirements in one of nine academic disciplines approved by the University for certification (total of 30-37 credit hours).

Since the state's new code requires 60 credits of general education courses, and since Elementary Education Specialization teacher candidates must also complete a dual major with its own general education requirements, the general education portion of this specialization's course of study includes varied courses from banks in Communications; Science and Mathematics; Social and Behavioral Sciences; History, Humanities and Language; and Arts – all designed to best meet dual major requirements as well as prepare our majors for teaching academic content mandated at the elementary level. It also includes a proposed twelve credits of course work in one existing and three newly proposed general education courses to be offered by the College of Education, and the foundation provided by these four courses will ready students in the Elementary Education Specialization for junior and senior level study in the specialization.

All Elementary Education Specialization candidates will also complete seven courses (14 credit hours of study) in areas that are part of the Common Education Framework of our proposed B. A. in Education. At the freshman and sophomore levels, these courses are taken together by both elementary and subject matter specialization candidates, and they introduce the candidates to the basics of the profession, while at the junior and senior levels the courses are tailored for the areas of specialization. The Common Education Framework courses are offered by faculty from the departments of Elementary/Early Childhood Education, Reading, Secondary Education/Foundations of Education, and Special Education Services/Instruction. Since most of these courses include required field work, and in some cases field experiences are shared between two courses (sometimes from different College of Education departments), the development and management of these field experiences will have to be carefully coordinated between departments and the College's Office of Field Experiences. Also, as has been the case in the past, field components in the junior and senior years require a block of free time on the part of the teacher education candidates, so close coordination with the dual majors and their upper level course offerings will continue to be necessary as the course scheduling gets underway.

**e. Prerequisites or eligibility;**

Students must meet University admissions requirements for admission into the B. A. in Education with Specialization in Elementary Education, and they must also be declared academic majors in one of the following majors eligible for certification: Child Drama, English, Geography, History, Liberal Arts: American Studies, Liberal Arts: Math/Science, Mathematics, Spanish, Writing Arts.

**f. Suggested Time and scale:**

The proposed specialization, along with the B. A. in Education, is expected to become effective in the fall of 2005, in anticipation of both the initiation of the new state procedures and of our NCATE review process. If approved, as anticipated, in the fall of 2004, we will begin to advertise the new program and admit new students for program commencement in the fall of 2005.

**g. Resource requirements (equipment, library, staff, space, etc.):**

No additional resources beyond what is currently offered are required since this specialization is replacing an already existing similar program. In addition, beginning in Fall, 2005, the College will move into a new state-of-the-art facility adjacent to its present home near Robinson Hall.

**h. Recommended Library Resources:**

We do not anticipate the need for any extraordinary library resources for this program since it is replacing an already existing program. Resources that would enhance courses have been listed with each course.

## **Rationale**

This proposed specialization meets the College of Education's goal for all teacher candidates, in this case the elementary education teacher candidates, to become members, creators, and facilitators of learning communities with the knowledge, skills, and dispositions needed to foster academic, social, and personal responsibilities and social justice as well as to facilitate these outcomes in their K-5 learners. Each of the courses in the proposed specialization builds on the

learning community knowledge, skills, and dispositions developed in the Common B. A. Framework's two Teaching in Learning Communities courses (I and II) as teacher candidates further expand their pedagogical understanding and skills related to developing their young learners' academic, social, personal and social justice growth within the cultural contexts of the schools they attend and the communities where they live.

The proposed specialization also helps teacher candidates meet departmental goals and direction by developing into strong beginning instructional leaders who are able to collaborate successfully with parents, colleagues, learners, and community members in order to best meet the needs of all learners in their classes. Through the proposed specialization, candidates are expected to emerge as beginning teachers who are competent and confident in their capabilities to respond effectively to the challenges of creating content-rich learning environments and experiences for all learners while meeting district and state expectations for high K-5 student academic performance. The courses further promote elementary education teacher candidates' acquisition and refinement of a developmental perspective, cooperative disposition, and reflective orientation toward the learning communities in which they participate.

### **Essence of the Specialization**

#### **a. Major goals and specific objectives of the B. A. program**

Graduates of the B. A. program of which this specialization is part, will demonstrate the knowledge, dispositions, and skills outlined in the New Jersey Professional Standards for Teachers (NJPST) (2004), which are based on the ten INTASC Principles (1992) that guide program development in compliance with NCATE, our accrediting body. These standards served as the basis for formulating the College of Education's major goal statements and objectives in its Conceptual Framework (2004).

##### **1. Collaborative Inquiry, Learning, & Problem Solving**

*Graduates understand and work effectively within the political contexts, social systems, and economic realities of schools and structure their learning communities and formal and informal learning experiences around shared goals and collaborative partnerships within and beyond the immediate learning community classroom.*

- **Communication.** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions
- **Collaboration and Partnerships.** Teachers shall build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
- **Subject Matter Knowledge.** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

##### **2. Reflective Decision-Making**

*Graduates know and appropriately incorporate the content of all subject areas they must teach; (a) know and appropriately incorporate the ways learners function at different developmental stages; (b) construct understanding of that subject area knowledge; (c) understand and are able to incorporate into their planning and*

*instruction a wide variety of pedagogies and technologies appropriate to subject areas and learner development; (d) understand and are able to construct and adjust fluid learning environments which maximize learning for all learners; (e) understand the purpose for and regularly incorporate self, learner, and program assessment; (f) demonstrate an openness to critique and diverse views; and demonstrate commitment to lifelong learning.*

- **Instructional Planning and Strategies.** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.
- **NJPST Standard 5: Assessment.** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
- **NJPST Standard 10: Professional Development.** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

### **3. Transformational Practice**

*Graduates are able to discuss and demonstrate the ways in which they maximize high levels of development and achievement for all learners and how their teaching practices are inclusive, collaborative, reflective, and responsive to the needs and developmental realities of learners and the cultural contexts of the schools and communities of the learners.*

- **Diverse Learners.** Teachers shall understand the practice of culturally responsive teaching.
- **Learning Environment.** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **Human Growth and Development.** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.
- **Special Needs.** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

#### **a. *Specific objectives of the Elementary Education Specialization program:***

The Elementary Education Specialization within the B.A. in Education further seeks to provide the teacher education candidates within this specialization with an appropriate foundation in the academic and pedagogical theory and practice of elementary teaching and learning. This includes the specific outcomes listed below.

- Upon completion of the specialization, teacher candidates can demonstrate their knowledge of the development, learning, and motivation of children and the ability to apply that knowledge to the construction of appropriate learning opportunities for elementary-aged children.
- Upon completion of the specialization, teacher candidates demonstrate their knowledge of the content, concepts, skills, and standards for the elementary curriculum areas of English language arts, science, mathematics, social studies, the arts, health education, and physical education; approaches for making connections across these curriculum areas; and methods for promoting and maximizing all elementary children's acquisition of knowledge, skills, and academic progress in these curricular areas.
- Upon completion of the specialization, teacher candidates demonstrate and provide evidence of beginning teacher expertise in instructional planning and delivery, including integrating and applying knowledge for instruction, adapting to diverse students, developing elementary children's critical thinking and problem-solving skills, actively engaging children in their learning, and communicating effectively to foster children's learning.
- Upon completion of the specialization, teacher candidates demonstrate and provide evidence of their knowledge of and ability to use a variety of formal and informal assessment strategies to guide instructional planning, assess learner progress, and strengthen the development of each child.
- Upon completion of the specialization, teacher candidates are able to demonstrate awareness and understanding of the national and state professional standards and ethical codes and considerations that guide the profession; they are able to use and provide evidence of their use of their reflective, research, observational, technological, data analysis, and evaluative skills to gather resources, make instructional decisions, collaborate with others, and revise their practice; and they are able to demonstrate their ability to work collaboratively with their learners, learners' parents and families, colleagues, and community members to build, nurture, and sustain dynamic learning communities.

**b. Structure of Organization:**

This program has five common component areas, three of which are requirements of the general Bachelor of Arts in Education, and two (numbers 4 & 5) of which are specific to this proposed specialization. The five components are:

- 1) A common 12 semester hour core of (proposed) general education requirements in Education, which will be required of all Elementary and Subject Matter Specialization candidates as part of the State-mandated 60 semester hour general education foundation;
- 2) An academic major that is aligned with the N. J. Core Curriculum Content Standards as mandated by the State;
- 3) A common 14-semester hour framework of pedagogical courses and related field experiences which help prepare candidates as competent and confident instructional leaders and facilitators of learning communities that address diverse learner needs in all academic areas with a special focus on literacy and numeracy;
- 4) Field-based pedagogy courses which further develop candidates' preparation for teaching in elementary classrooms; and

- 5) A professional semester that includes a supervised clinical experience in an approved public school program.

See appendix A for courses with their descriptions

What follows is a summary of the courses that teacher candidates would take in the proposed education general education component, the common B. A. framework component, and the Elementary Education Specialization.

**Proposed COE General Education Courses** (Required of all Elementary Education Specialization Majors)

**Characteristics of Knowledge Acquisition (3 sh)**

**History of American Education (3 sh)**

**Literacies in Today's World (3 sh)**

**Human Exceptionality (3 sh)**

**BA Common Framework Courses** (Required of all Elementary Education Specialization Majors)

**Teaching: An Introduction to the Profession (3 sh)**

**Teaching in Learning Communities I (2 sh)**

**Teaching in Learning Communities II (2 sh)**

**Differentiating Instruction: Teaching in the Inclusive Classroom (2 sh)**

**Teaching Literacy (3 sh)**

**Teaching Students of Linguistic and Cultural Diversity (1 sh)**

**Technology in Education (1 sh)**

**Elementary Education Specialization Courses**

**Inquiry and Discovery in the Elementary Classroom (3 sh)**

**Practicum: Assessment in the Elementary Classroom (1 sh)**

**Mathematics Pedagogy for Elementary Teachers (2 sh)**

**Practicum in Mathematics and Literacy (1 sh)**

**Differentiated Literacy Instruction (2 sh)**

**Clinical Practice in Elementary Education (10 sh)**

**Elementary Education Clinical Seminar (1 sh)**

This capstone seminar provides elementary education candidates with a supportive atmosphere in which to synthesize the pre-service components of their academic preparation with actual experience, emerging issues in the field of education, and their transition into the profession. Candidates develop a philosophy of teaching; gather and present evidence of their comprehensive knowledge, skills, and dispositions expected in this profession; and demonstrate knowledge of current critical and contemporary issues facing educators and those who hold stake in education. Interviewing skills and a professional portfolio will be developed. An associated field component (Clinical Practice) is required as a co-requisite. Requirements: completion of junior level professional sequence of courses, admission to Clinical Practice. Should be taken senior year.



### **Courses from Other Units:**

This proposed specialization program requires students to take a dual major in one of nine non-education majors. The general education requirements for each major, combined with the Specialization in Elementary Education, vary by major. Those majors are:

Child Drama Arts	Dept. of Theatre and Dance	College of Fine and Performing Arts
English Sciences	Dept. of English	College of Liberal Arts and Sciences
Geography	Dept. of Geography & Anthropology	College of Liberal Arts and Sciences
History	Dept. of History	College of Liberal Arts and Sciences
Liberal Arts: American Studies Sciences	Interdisciplinary	College of Liberal Arts and Sciences
Liberal Arts: Math/Science Sciences	Interdisciplinary	College of Liberal Arts and Sciences
Mathematics Sciences	Dept. of Mathematics	College of Liberal Arts and Sciences
Spanish Sciences	Dept. of Foreign Languages	College of Liberal Arts and Sciences
Writing Arts	Dept. of Composition & Rhetoric	College of Communications

Given the broad array of program and general education requirements in these seven majors, all departments in the Colleges of Liberal Arts and Sciences, Communications, and Fine and Performing Arts will be consulted as to their agreement to provide courses for majors in Education, Elementary Education Specialization. Letters of consultation are attached.

### **Administration:**

The Elementary Education Specialization Program will be administered by the Department of Elementary/Early Childhood Education, including staffing and managing resources for courses.

### **Results of Consultation**

#### **a. Letters of consultation**

The following Departments were consulted:

Liberal Studies/American Studies, Diane Ashton  
Art, Thomas Skeffington  
Biological Sciences, Patricia Mosto  
Chemistry and Biochemistry, Robert Newland  
Communication Studies, Cynthia Corison,  
Computer Science, Jennifer Kay  
Composition and Rhetoric, Janice Rowan  
Co-Teach Program,  
Economics, Bela Mukhoti  
English Language and Literature, Cindy Vitto,  
Foreign Languages and Literatures, Sonia Spencer

Geography and Anthropology, Richard Scott  
Health and Exercise Science, Richard Fopeano  
History, Edward Wang  
Journalism, Carl Hausman  
Mathematics, Ronald Czochoz  
Music, Robert Rawlins  
Office of Field Experience, Robert Kern  
Philosophy and Religion, David Clowney  
Physics and Astronomy, Jeff Hettinger  
Political Science, Bernadyne Weatherford  
Psychology, Keiko Stoeckig  
Secondary Education/Foundations of Education, Holly Willett  
Special Education Services/Instruction, Sandra McHenry  
Sociology, James Abbott  
Theatre and Dance, Melanie Stewart

See appendix D for letters of consultation

**New Courses:** New course proposals follow this proposal.

**Library Resources:** The Library department liaison has been consulted on resources for all courses. Each course has a list of resources required or desired for the course, and those lists have been submitted. The library consultation can be found in Appendix F.

**APPENDIX A**  
**SUMMARY OF COURSE WORK**

### **Characteristics of Knowledge Acquisition (3 sh)**

This course will focus on how human beings think, process information and acquire skills. Discussion of learning philosophies and applications in a variety of settings will be addressed. Methods of inquiry, reflection, motivation, creativity and critical thinking will be explored. No requirements or prerequisites; should be taken freshman or sophomore year.

### **History of American Education (3 sh)**

This course provides an in-depth study of American education from 1600 to the present, covering preschool through post-secondary education. It focuses on the social forces, sources of conflict, major educational figures and patterns of schooling during each period. No requirements or prerequisites; should be taken freshman or sophomore year.

### **Literacies in Today's World (3 sh)**

Students are provided with historical and cultural perspective of how and why people acquire and use literacy to meet personal and societal needs. By viewing literacy through different lenses students will acquire an understanding of the interrelationship of language, thought, and social practice. No requirements or prerequisites; should be taken freshman or sophomore year.

### **Human Exceptionality (3 sh)**

This course is designed to develop students' awareness and understanding of the nature and needs of individuals with exceptionalities. It provides a lifespan perspective that will assist students in better understanding and, hopefully, accepting and advocating for individuals with disabilities. A field component is required. No requirements or prerequisites; should be taken freshman or sophomore year.

**BA Common Framework Courses** (Required of all Elementary Education Specialization Majors)

### **Teaching: An Introduction to the Profession (3 sh)**

This course is designed to develop students' awareness and understanding of the teaching profession, including its professional characteristics, its historical development, and the images of teachers in literature and the mass media. A field experience component is required. No requirements or prerequisites; should be taken freshman year.

### **Teaching in Learning Communities I (2 sh)**

This course introduces Elementary and Subject-Matter candidates to the elements of successful, caring learning communities and builds a foundation for *Teaching in Learning Communities II* and further educational work. Candidates study, observe, and participate in various learning communities and collaborative teaching-learning environments as they examine the interplay between planning, instruction, assessment, culture, diversity, and management within learning communities. A field experience component is required. Acceptance into the Teacher Certification program required; should be taken first semester of the sophomore year.

### **Teaching in Learning Communities II (2 sh)**

This course provides in-depth examination and practice of instructional planning and assessment in a caring learning community. Candidates study viable learning community approaches where content-rich, research-based, and culturally responsive teaching and democratic and inclusive practices are used in caring learning environments. Candidates develop skills in objective, lesson, unit, and assessment design. Prerequisite: *Teaching in Learning Communities I*; co-requisite: *Teaching Literacy*; field experience component is required. Should be taken second semester of sophomore year.

**Differentiating Instruction: Teaching in the Inclusive Classroom (2 sh)**

This Junior Level (300) course will focus on how the diverse needs of individuals with educational disabilities/differences can be met within the general education classroom environment. Emphasis will be on developing instructional and assessment strategies that will assist the classroom teacher in diversifying instruction to meet individual needs. A field component is required. Pre-requisite: *Human Exceptionalities, 08083XXX*; must be taken first semester of the junior year.

**Teaching Literacy (3 sh)**

A basic understanding of the reading process and its relationship to the other language arts is the focus of this course. Topics pertaining to reading/writing instruction in grades k-12, ranging from emergent literacy to comprehension of narrative and expository discourse are covered. There is an emphasis on strategies for developing phonemic awareness, word recognition skills, fluency, vocabulary, and comprehension through various instructional settings. The importance of literature-enrichment activities and making curricular connections is highlighted. Field component is required; no other requirements or prerequisites exist. Should be taken second semester of sophomore year; co-requisite: *Teaching in Learning Communities II*.

**Teaching Students of Linguistic and Cultural Diversity (1 sh)**

The issues of inclusion form an integral part of a teacher preparation program. The schooling of all children demands that diversity in multiple forms be addressed in the inclusive classroom, including cultural and linguistic diversity. Knowledge about diversities and the performance of appropriate instructional strategies are emphasized in this course, and attention is directed to the sensitivity needed to assist the learning of students of linguistic and cultural diversity. No requirements or prerequisites; should be taken junior year.

**Technology in Education (1 sh)**

This laboratory course focuses on the use of educational technology in support of student learning, and integration of technology into the N-12 curriculum. Strategies to incorporate technology and the World Wide Web into the school curriculum will be explored. Each student will develop an electronic portfolio to demonstrate their growth over time and record evidence of their teaching competencies. No requirements or prerequisites; should be taken senior year, along with *Clinical Practice in Elementary Education* and *Clinical Practice Seminar for Elementary Education*.

**Elementary Education Specialization Courses**

**Inquiry and Discovery in the Elementary Classroom (3 sh)**

This course examines the use of established elementary education standards in science, social studies, health, and the arts and how interdisciplinary, thematic units of inquiry facilitate meeting those standards. Candidates apply current research on the way children learn and effective teaching in science, social studies, health, and the arts, as well as instructional knowledge and skills they are developing related to inquiry-based instruction, assessment, and differentiating that instruction for elementary students. An interdisciplinary unit of inquiry is developed. A field component is required.

Prerequisite: *Teaching in Learning Communities II*; co-requisite: *Practicum: Assessment in the Elementary Classroom* and *Differentiating Instruction: Teaching in Inclusive Classrooms*; must be taken first semester junior year.

#### **Practicum: Assessment in the Elementary Classroom (1 sh)**

This field-based course provides an opportunity for candidates to apply instructional knowledge and skills related to inquiry-based instruction, assessment, and differentiation in elementary school field placements. Building on school district materials and mandates, candidates design appropriate assessments for interdisciplinary units of inquiry and review, administer, and reflect on results of varied assessments of student learning. This course provides a required field component. Prerequisite: *Teaching in Learning Communities II*; co-requisite: *Inquiry and Discovery in the Elementary Classroom* and *Differentiating Instruction: Teaching in Inclusive Classrooms*; must be taken first semester junior year.

#### **Mathematics Pedagogy for Elementary Teachers (2 sh)**

This course in mathematics pedagogy for the elementary school teacher candidate focuses on the knowledge and skills essential for teaching mathematics. Utilizing current research findings about how students develop mathematical concepts and processes, candidates will develop an understanding of teaching and learning mathematics. Teacher candidates will develop a repertoire of instructional strategies and will develop and analyze effective mathematics lessons. A field component is required. Prerequisites: completion of junior year, first semester professional sequence of courses for the Elementary Education Specialization; co-requisites: *Practicum in Mathematics and Literacy, 0802.3XX*; *Differentiated Literacy Instruction in the Inclusive Classroom, 0830.3XX*; must be taken second semester of the junior year.

#### **Practicum in Mathematics and Literacy (1 sh)**

This course provides an opportunity for Education students in the Elementary Education Specialization to practice their developing instructional skills once a week in a K-5 classroom setting. Students will work with partners in assigned classrooms to assist with literacy and mathematics instruction and to take the lead in developing and teaching lessons in literacy and mathematics. Pre-requisites: completion of junior year, first semester professional sequence courses; co-requisites: *Mathematics Pedagogy for Elementary Teachers, 0802.3XX*; *Differentiated Literacy Instruction, 0830.3XX*; must be taken second semester of the junior year.

#### **Differentiated Literacy Instruction (2 sh)**

This course prepares students to provide differentiated instruction in diverse classrooms with a wide range of developmental levels, instructional needs, interests, and backgrounds. Students will learn how to select, administer, and analyze various assessment tools to inform instruction. Field experience is required. Pre-requisites: *Teaching Literacy, 0830.2XX*; co-requisites: *Mathematics Pedagogy for Elementary*

*Teachers, 0802.3XX; Practicum in Mathematics and Literacy, 0802.3XX*; must be taken second semester of the junior year.

**Clinical Practice in Elementary Education (10 sh)**

The clinical practice experience is a supervised, full-time activity conducted in a public elementary classroom. In this course, candidates must demonstrate mastery of subject area content, lesson planning, and use of multiple instructional; ability to assess learner progress, manage all aspects of classroom activity, work collaboratively with all colleagues, administrators, families, and community, and to document evidence of doing all of the above. This is a full-time field-based course. Requirements: completion of junior level professional sequence of courses, admission to Clinical Practice; co-requisites: *Clinical Practice Seminar for Elementary Education, 0802.4XX, Technology in Education, 08XX.4XX*; should be taken senior year.

**Clinical Practice Seminar in Elementary Education (1 sh)**

This capstone seminar provides elementary education candidates with a supportive atmosphere in which to synthesize the pre-service components of their academic preparation with actual experience, emerging issues in the field of education, and their transition into the profession. Candidates develop a philosophy of teaching; gather and present evidence of their comprehensive knowledge, skills, and dispositions expected in this profession; and demonstrate knowledge of current critical and contemporary issues facing educators and those who hold stake in education. Interviewing skills and a professional portfolio will be developed. An associated field component (Clinical Practice) is required as a co-requisite. Requirements: completion of junior level professional sequence of courses, admission to Clinical Practice. Should be taken senior year.

*APPENDIX B*

**NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS**

## **New Jersey Professional Standards for Teachers (6A:9-3.3)**

(a) Teacher preparation, district induction, and professional development programs shall align their learning opportunities with the following standards:

**1. Standard One: Subject Matter Knowledge.** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

### **i. Teachers know and understand:**

(1) In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;

(2) The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;

(3) That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and

(4) Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

### **ii. Teachers value and are committed to:**

(1) Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and

(2) Enthusiasm for the discipline(s) they teach and see connections to every day life.

### **iii. Teachers engage in activities to:**

(1) Promote the development of critical and creative thinking, problem solving and decision making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;

(2) Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and

(3) Evaluate teaching resources and curriculum materials for their completeness, accuracy, and usefulness for representing particular ideas and concepts.

**2. Standard Two: Human Growth and Development.** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.

**i. Teachers know and understand:**

(1) How students construct knowledge, acquire skills, and develop habits of mind and how to use instructional strategies that promote student learning;

(2) How student learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values; and

(3) How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges, and gifted and talented exceptionalities.

**ii. Teachers value and are committed to:**

(1) The educability of all children and adolescents;

(2) The belief that all children and adolescents bring talents and strengths to learning;

(3) Appreciation for multiple ways of knowing;

(4) The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and

(5) The belief that all children and adolescents can learn at high levels and in helping all students achieve success.

**iii. Teachers engage in activities to apply learning theory to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, cognitive style, and achievement levels.**

**3. Standard Three: Diverse Learners:** Teachers shall understand the practice of culturally responsive teaching.

**i. Teachers know and understand:**

(1) How a person's worldview is profoundly shaped by his or her life experiences, as mediated by factors such as race/ethnicity, social class, gender and special needs;

(2) The supports for and barriers to culturally responsive teaching in school environments; and

(3) The process of second language acquisition and strategies to support the learning of students whose first language is not English.

**ii. Teachers value and are committed to:**

(1) Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and

(2) The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

**iii. Teachers engage in activities to:**

(1) Create a learning community in which individual differences are respected;

(2) Learn about the diverse students they teach, and the students' families and communities;

(3) Use strategies to support the learning of students whose first language is not English; and

(4) Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs, taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs.

**4. Standard Four: Instructional Planning and Strategies.** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

**i. Teachers know and understand:**

(1) How to plan instruction based on students' needs, developmental progress, and prior knowledge;

(2) Available resources and materials for instructional planning;

(3) Techniques for modifying instructional methods, materials, and the environment to help all students learn; and

(4) A variety of instructional approaches and the use of various technologies, along with their advantages and limitations, and use them to promote thinking, understanding, and application of knowledge to address the needs of all students.

**ii. Teachers value and are committed to** the development of students' critical thinking, independent problem solving, and performance capabilities:

**iii. Teachers engage in activities to:**

(1) Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;

(2) Plan instruction based on knowledge of classroom, school and community culture;

(3) Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts;

(4) Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries, and help students connect their learning to personal goals;

(5) Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;

(6) Use formal and informal forms of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice; and

(7) Create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

**5. Standard Five: Assessment.** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

**i. Teachers know and understand:**

(1) The characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and

(2) Measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

**ii. Teachers value and are committed to** the attitude that students' strengths are the basis for growth and their errors are opportunities for learning.

**iii. Teachers engage in activities to:**

(1) Use multiple sources of data to analyze student performance and to modify future plans and instructional techniques that promote desired student learning outcomes;

(2) Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;

(3) Accurately document and report assessment data and ongoing student data to parents and professional staff; and

(4) Use a variety of formal and informal assessment techniques to enhance their knowledge of learners, evaluate students' progress and performance and modify teaching and learning strategies.

**6. Standard Six: Learning Environment.** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**i. Teachers know and understand:**

(1) The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;

(2) How the classroom environment influences learning and promotes positive behavior for all students; and

(3) How participation supports commitment.

**ii. Teachers value and are committed to:**

(1) The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning;

(2) Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and

(3) The expression and use of democratic values in the classroom.

**iii. Teachers engage in activities to:**

- (1) Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision making, and work collaboratively and independently;
- (2) Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
- (3) Create a positive classroom climate which is socially, emotionally, and physically safe;
- (4) Establish and maintain appropriate standards of behavior;
- (5) Use instructional time effectively; and
- (6) Organize, prepare students for and monitor independent and group work that allows for full and varied participation for all individuals.

**7. Standard Seven: Special Needs.** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

**i. Teachers know and understand:**

- (1) How to access information regarding applicable laws, rules, regulations, and procedural safeguards regarding planning and implementing the individual education program; and
- (2) Available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.

**ii. Teachers value and are committed to** the belief that children and adolescents with special needs can learn at high levels and helping all students achieve success.

**iii. Teachers engage in activities to:**

- (1) Apply knowledge of students' abilities/disabilities, experiences, talents, and prior learning as well as language, culture, economics, family and community values to positively affect student learning;
- (2) Employ appropriate diagnostic measures and interpret the results to implement strategies that influence patterns of learning and impact the processes of inquiry;
- (3) Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate;

(4) Utilize a wide range of teaching techniques to accommodate and modify strategies, services, and resources, including technology, to meet the needs of all learners, including those with exceptionalities; and

(5) Make appropriate provisions (in terms of time and circumstances for work, task assigned, communication and response modes) for individual students who have particular learning differences or needs.

**8. Standard Eight: Communication.** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

**i. Teachers know and understand** the power of communication in the teaching and learning process.

**ii. Teachers value and are committed to:**

(1) Appreciating the cultural dimension of communication, responding appropriately, and seeking to foster culturally sensitive communication by and among all students in the class; and

(2) Being a thoughtful and responsive listener.

**iii. Teachers engage in activities to:**

(1) Communicate clearly in English, using precise language and acceptable oral and written expressions;

(2) Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;

(3) Use effective verbal and nonverbal techniques which foster individual and collective inquiry;

(4) Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and

(5) Communicate in a variety of ways that demonstrate a sensitivity to cultures, linguistic, gender and social differences and that may affect communication in the classroom.

**9. Standard Nine: Collaboration and Partnerships.** Teachers shall build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

**i. Teachers know and understand:**

- (1) The importance of school-family-community interaction and of the unique needs and perspectives of the community;
- (2) The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and
- (3) How to collaborate with other stakeholders regarding the education and well being of students while respecting student privacy and confidentiality.

**ii. Teachers value and are committed to:**

- (1) The role of parents and other family members as a child's primary teachers;
- (2) Being concerned about all aspects of the student's well-being and work with school partners to provide opportunities for student success; and
- (3) Being willing to work with other professionals to improve the overall learning environment for students.

**iii. Teachers engage in activities to:**

- (1) Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences; and
- (2) Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being.

**10. Standard Ten: Professional Development.** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

**i. Teachers know and understand** how education research can be used as a means for continuous learning and development.

**ii. Teachers value and are committed to:**

- (1) Refining practices that address the needs of all students and the school community;
- (2) Professional reflection, assessment, and learning as an ongoing process; and
- (3) Being willing to collaborate with colleagues to give and receive help.

**iii. Teachers engage in activities to:**

- (1) Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
- (2) Learn through professional education organizations; and
- (3) Make the entire school a productive learning climate through participation in collegial activities.

## **Appendix C**

### **Structure of Organization**

- **Specialization in Elementary Education Course Sheet**
- **Sample Course Sequence for Elementary with History Dual Major**
- **Sample Course Sequence for Elementary with Liberal Studies: Math/Science Dual Major**
- **Comparison Chart Old vs. Revised Program**
- **Total Semester Hours Needed for Program, comparison of Old and New Programs**

**BA in Education – Specialization in Elementary Education**

**General Education Requirements -- 61 Credit Hours**

**Communications (9 sh)**

College Composition I	_____	3 sh
College Composition II	_____	3 sh
Public Speaking	_____	3 sh

*Science/Mathematics (10 sh)*

Mathematics course	_____	3 sh
Non-lab Science	_____	3 sh
Lab Science	_____	4 sh

*Social and Behavioral Sciences (12 sh)*

*History, Humanities, and Language (12 sh)*

*Arts (3 sh)*

*General Education Electives (15 sh)*

**Professional Courses -- 34 Credit Hours**

**BA Framework**

Teaching: An Introduction to the Profession	_____	3 sh
Teaching in Learning Communities I	_____	2 sh
Teaching in Learning Communities II	_____	2 sh
Teaching Literacy	_____	3 sh
Teaching Students of Linguistics & Cultural Diversity	_____	1 sh
Differentiated Instruction: Inclusion	_____	2 sh

**Elementary Specialization**

Inquiry and Discovery in the Elementary Classroom	_____	3 sh
Practicum: Assessment in the Elementary Classroom	_____	1 sh
Mathematics Pedagogy	_____	2 sh
Mathematics/Literacy Practicum	_____	1 sh
Differentiated Literacy Instruction	_____	2 sh

**Professional Semester**

Clinical Practice in Elementary Education	_____	10 sh
Elementary Education Clinical Seminar	_____	1 sh
Technology in Education	_____	1 sh

<b>Free electives –</b>	<b>(Minimum of 25 hours)</b>
<b>General Education –</b>	<b>61 Credit hours</b>
<b>Professional Courses –</b>	<b>34 Credit hours</b>
<b>Total Credits in Program –</b>	<b>120</b>



**Sample Course Sequence for New Program:  
Elementary Major with History Dual Major**

<b>First Semester</b>		<b>Second Semester</b>		<b>FRESHMEN</b>	<b>33</b>
Teaching: An Intro to the Prof	3	Characteristics of Knowl Acquisition	3		
US History to 1865	3	Non-lab Science	3		
College Comp I	3	College Comp II	3		
Western Civ to 1660	3	World History after 1500 (M/G)	3		
Contemporary Math	3	Literacies in Today's World	3		
		G.E. Foreign Language I	3		
<b>Third Semester</b>		<b>Fourth Semester</b>		<b>SOPHOMORE</b>	<b>35</b>
Teaching in Learn. Communities I	2	Teaching in Learn. Communities II	2		
Human Exceptionality	3	Historical Methods	3		
Structures of Math	3	200 Level History Elective	3		
Public Speaking	3	Lab Science	4		
200 Global History	3	Teaching Literacy	3		
G.E. Foreign Language II	3	Child Development	3		
<b>Fifth Semester</b>		<b>Sixth Semester</b>		<b>JUNIOR</b>	<b>33</b>
Inquiry & Discovery in Elem Class	3	Math Pedagogy for Elem Teachers	2		
Practicum: Assessment in Elem	1	Math/Literacy Practicum	1		
Differentiat Inst.: Tch in Inclusive	2	Differentiated Literacy Instruction	2		
Tch Students Ling. & Cult Div	1	300/400 Level History Global	3		
300/400 History Proseminar	3	Political Science Elective	3		
300/400 Level History	3	Readings in World Literature	3		
Art or Music Appreciation	3	History of American Education	3		
<b>Seventh Semester</b>		<b>Eighth Semester</b>		<b>SENIOR</b>	<b>30</b>
Geography/Anthro M/G	3	Clinical Practice in Elem Ed	10		
Introduction to Sociology	3	Elementary Clinical Seminar	1		
300/400 Level History	3	Technology in Elementary Class	1		
300/400 Level History	3				
History Seminar (WI)	3				
Economics	3				

Bold = Professional Courses = 34 hrs	Red = Content Major Courses = 36 Hours	Total
Green = COE Required Gen Ed = 12 hours	Gen Ed Courses = 49	hr 131

**Sample Course Sequence for New Program: Elem Ed and Liberal Stds:  
Math/Science**

<b>First Semester</b>		<b>Second Semester</b>		<b>FRESHMEN</b>
<b>Teaching: An Intro to the Prof</b>	3	Characteristics of Knowledge Acq	3	
Chemistry of Everyday Life	4	Physics of Everyday Life	4	
College Comp I	3	College Comp II	3	
Logic of Everyday Reasoning	3	<b>Principles of Earth Science</b>	3	
US History	3	Negotiating Literacies	3	
<b>Third Semester</b>		<b>Fourth Semester</b>		<b>SOPHOMORE</b>
<b>Teaching in Learn. Communities I</b>	2	<b>Teaching in Learn. Communities II</b>	2	
Human Exceptionality	3	Statistics I	3	
<b>Structures of Mathematics</b>	3	<b>Discrete Math</b>	3	
<b>Intro to Programming</b>	3	<b>Essentials of Bio</b>	4	
Public Speaking	3	<b>Teaching Literacy</b>	3	
<b>Solar System or Astronomy</b>	3-4	Child Development	3	
<b>Fifth Semester</b>		<b>Sixth Semester</b>		<b>JUNIOR</b>
<b>Inquiry &amp; Discovery in Elem Class</b>	3	<b>Math Pedagogy for Elem Teachers</b>	2	
<b>Practicum: Assessment in Elem</b>	1	<b>Math/Literacy Practicum</b>	1	
<b>Differentiat Inst.: Tch in Inclusive</b>	2	<b>Differentiated Literacy Instruction</b>	2	
<b>Tch Students of Ling and Cult Div</b>	1	Patterns in Nature II	4	
Philosophy of Science-WI	3	<b>Chem of the Environment</b>	3	
Patterns in Nature I	3	Geography Elective (M/G)	3	
History of American Ed	3	English Literature	3	
<b>Seventh Semester</b>		<b>Eighth Semester</b>		<b>SENIOR</b>
Math Science Senior Seminar (WI)	3	<b>Clinical Internship in Elem</b>	10	
<b>Principles of Ecology</b>	4	<b>Elem Clinical Seminar</b>	1	
West Civ/World History	3	<b>Technology in Elementary Class</b>	1	
Gen Ed Elective	3			
Art Elective	3			

Gen Ed Elective	3			31
<b>Bold = Professional Courses = 34 hrs</b> Red = Content Area    Green = Elective Green = COE Required Gen Ed = 12 hours    Gen Ed Courses = 50				<b>Total</b> 132-133

<i>Elementary</i>	<i>New Program</i>	<i>Old Program</i>
<b>BA in Education Framework Courses</b>	Teaching an Introduction to the Profession 3 sh	Teaching as a Profession 1 sh
	Teaching in Learning Communities I 2 sh	Educational Studies IV 3 sh and Ed. Studies I
	Teaching in Learning Communities II 2 sh	Educational Studies IV 3 sh also parts of Ed. Studies I
	Teaching Students of Linguistic and Cultural Diversity 1 sh	New course
	Teaching of Literacy 3 sh	Foundations of Reading 3 sh
<b>General Education Courses</b>	Characteristics of Knowledge Acquisition	Replacing Gen. Ed. Electives
	History of American Education	Existing Course
	Literacies in Today's World	Replacing Gen. Ed. Electives
	Human Exceptionality	Replacing Gen. Ed. Electives
<b>Note: General Education Courses for Teacher Candidates must total at least sixty (60) semester hours according to state code</b>		
<b>Elementary Specialization Courses</b>	Mathematics Pedagogy 2 sh	Educational Studies III 3 sh also parts of Ed. Studies I
	Math/Literacy Pract 1 sh	
	Differentiating Instr. Inclus 2 sh	New Course
	Inquiry & Discovery in Elem 3 sh	Educational Studies I 3 sh Educational Studies II 3 sh Educational Studies III 3 sh Health Education in Elem 1 sh
	Pract: Assess in Elem 1 sh	
	Differentiated Literacy Inst 2 sh	New course
<b>Professional Semester</b>	Clinical Practice in Elementary Education 10 sh	Student Teaching Elementary 12 sh
	Clinical Seminar: Elementary 1 sh	ST Seminar Elementary 1 sh
	Technology in Education 1 sh	Replacing sessions conducted in various Ed. Studies Courses

**SEMESTER HOURS NEEDED TO GRADUATE  
ELEMENTARY WITH DUAL MAJORS**

<b>NAME</b>	<b>OLD PROGRAM</b>	<b>REVISED PROGRAM</b>
Am Studies	130	134
Child Drama	125	130
Writing Arts	121	125
English	127	131
Geography	127	131
History	127	131
Mathematics	134-135 (137-138)	134-135 .
Math/Science	128-129	132-133
Spanish	130	131 or 134