

Division of Education

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Post-Baccalaureate Special Education Program

MASTER OF ARTS IN CURRICULUM & INSTRUCTION

The Master of Arts in Curriculum and Instruction is designed for experienced teachers as a way to further enhance their professionalism and the quality of their teaching. The graduate program prepares educators for leadership roles in their schools. Integrating theory, practice, and research, the M.A. in Curriculum and Instruction provides teachers with opportunities to conduct action research in their schools. Through this research, teachers will acquire advanced knowledge and develop greater competence in their disciplines, while discovering innovative and effective approaches to teaching and learning. Students are required to take seven core courses and five elective courses for a total of 36 credits. The credits which meet the educational requirements for the **Supervisor's** certificate may be completed as part of the elective requirements within this program. Other concentrations available to students in this degree program include **Principal's Certificate** (39 credits) and **Special Education** (42 credits).

ADMISSION REQUIREMENTS

- A minimum undergraduate GPA of 2.75
- Certification in education or significant teaching experience in a private setting
- Official undergraduate/graduate transcripts
- Satisfactory score on the MAT (Miller Analogies Test) or GRE (Graduate Record Exam); waived for students who have completed a master's degree at an accredited institution or a Caldwell College post-baccalaureate program
- Passing Praxis scores
- Two professional references
- Personal interview
- Writing sample: In lieu of the statement of objectives on the application, include with your application a 1-2 page typed statement of your goals/objectives for entering the Curriculum and Instruction master's program

PROGRAM REQUIREMENTS

Required Courses (21 credits)

- ED 580 Models of Teaching and Instruction (3)
- ED 590 Curricula in a Multicultural Society (3)
- ED 598 Strategies for Curriculum Change and Development (3)
- ED 599 Integrating Technology Into Curriculum Design and Classroom Instruction (3)
- ED 610 Educational Research I (3) (Capstone course, prerequisite 27 credits)
- ED 611 Educational Research II (3) (Capstone course, prerequisite ED 610)
- ED 674 Education Law and Regulation (3)

Electives (15 credits by advisement)

- ED 500 Curriculum Theory and Development (3)
- ED 505 Student Development and Learning (3)
- ED 510 Reading and Communication (Field Component) (3)
- ED 515 Classrooms and Community: A Social Unit (3)
- ED 520 Professional Skills (Field Component) (3)
- ED 521 Overview of Students in Special Education (3)**
- ED 523 History of Special Education and the Law (3)**
- ED 525 Assessment and Planning for Students with Individualized Needs (3)**
- ED 530 Academic Curriculum Alternatives, Adaptations and Technology (3)**
- ED 535 Theories of Teaching, Learning and Reading for Students with Individualized Needs (3)**
- ED 539 Behavioral Assessment and Intervention Planning in Special Education**
- ED 540 The Special Education Teacher as Collaborator (3)**
- ED 575 Ethics, Education and Society (3)
- ED 585 Historical and Philosophical Foundations of Education (3)
- ED 625 Learning Theory Issues and the Developing Student (3)
- ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)*+
- ED 650 Curriculum Leadership (3)*+
- ED 660 Teacher as Creative Catalyst (3)
- ED 670 General Principles of Staff Supervision: Theory and Practice in Educational Administration and Supervision (3)*+
- ED 671 Foundations of Pre K-12 Administration & Curriculum Supervision (3)*
- ED 672 School Finance: Public and Private Funding (3)+
- ED 675 Communications for School Leaders (3)+
- ED 678 Managing Human and Material Resources (3)+
- ED 680 Internship in Educational Administration (3)+

* These four courses fulfill the requirements for a Supervisor's Certificate.

** Students wishing to obtain a Master of Arts with a concentration in Special Education will take the seven elective courses designated for Teacher of Students with Disabilities endorsement. No other elective will be required.

+ These six courses fulfill coursework requirements for a Principal's Certificate (either ED 635 or ED 650). No other elective will be required.

Transfer of Graduate Credit

Caldwell College will accept the transfer of six credits of graduate work in education from another accredited institution provided the credits were completed within five years of the student's registration at Caldwell. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course. Each transfer request will be reviewed by the Program Coordinator. Students entering this program upon completion of the Post-Baccalaureate Teacher Certificate program or Post-Baccalaureate Special Education program will receive advanced standing; therefore, no additional transfer credits will be accepted. Such students must show evidence of having received or expecting teacher certification, which is a prerequisite for this program.

Statement of Outcomes Assessment

Any student who completes the M.A. in Curriculum and Instruction must successfully complete a two-semester capstone course, ED 610-611, in which an action research project is undertaken.

MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION

This program is designed for individuals who seek certification as: School Principal, School Administrator, Supervisor, or School Business Administrator.

ADMISSION REQUIREMENTS

- NOTE: All program requirements remain as is at present for students who entered the program prior to September 2008. However, students who enter the program as of September 2008 will be required to register for ED 680 in the semester they take what is presently titled ED 676/677 Problem-based Externship in Educational Administration I & II. When they take those two courses and enroll in ED 680, ED 676/677 will be numbered ED 686/687 and entitled **Problem-based Inquiry in Educational Administration I & II**.
- A minimum undergraduate GPA of 2.75 or an earned master's degree with a minimum 3.0
- Official undergraduate/graduate transcripts
- Prior to registering for the third course, the candidate must obtain a satisfactory score on the MAT (Miller Analogies Test) or GRE (Graduate Record Examination). Students who have completed a master's degree at an accredited institution may have the MAT or GRE test waived.
- Two professional references
- Personal interview with the Program Coordinator
- Writing sample: In lieu of the statement of objectives on the application, explain in a typed essay of at least 750 words why you wish to be a school principal; the leadership experiences you have had; and what specific leadership traits you believe you possess that would support your potential success as a principal.
- NOTE: Candidates for School Business Administrator Certification must have an undergraduate degree in Business.

PROGRAM REQUIREMENTS (36 credits)

- ED 612 Educational Research for School Administration (3)
- ED 635 Principles & Practices of Curriculum Development & Supervision (3)
- ED 650 Curriculum Leadership (3)
- ED 670 General Principles of Staff Supervision (3)
- ED 671 Foundations of Pre K-12 Administration & Curriculum Supervision (3)
- ED 672 School Finance: Public and Private Funding (3)
- ED 673 Case Studies in Educational Administration and Supervision (3)
- ED 674 Education Law and Regulation (3)
- ED 675 Communications for School Leaders (3)
- ED 676 Problem-Based Inquiry in Educational Administration I (3)
- ED 677 Problem-Based Inquiry in Educational Administration II (3)
- ED 678 Managing Human and Material Resources (3)
- ED 680 Internship in Educational Administration (3)

Internship: Effective with program admission in Fall 2008, students entering the M.A. program in educational administration must participate in a state-mandated 300 hour internship. This will be accomplished on the basis of 10 hours per week over two 15 week semesters. There will be a set of specific activities that relate to the duties of a school principal that students will be expected to accomplish. Three (3) credits will be awarded for the 300 hours.

NOTE: It is understood that students must also meet the State of New Jersey's requirements for certification. Fees and requirements are set by the NJ Department of Education.

Transfer of Graduate Credit

Caldwell College will accept the transfer of six credits of graduate work in education from another accredited institution provided the credits were completed within five years of the student's initial registration at Caldwell. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course. Each transfer request will be reviewed by the Program Coordinator. All requests for transfer credit must be submitted and approved within the student's first semester in the program.

OFF-CAMPUS LEADERSHIP DEVELOPMENT (OCLD) *Fast Track Master of Arts in Educational Administration*

This one-calendar year, 36-credit master's degree program joins theory and practice by combining academic study in class with related project work that is job-embedded. Both classes and projects are conducted in or near the candidate's school district or diocese.

ADMISSION REQUIREMENTS

- Letter of permission from superintendent of schools of district or diocese and signed consent of a certified principal as administrator-mentor
- Undergraduate GPA of 2.75, or an earned master's degree with 3.0 GPA
- Official undergraduate/graduate transcripts
- Satisfactory score on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE) before the start of the Fall semester. Students who have completed a master's degree at an accredited institution may have the MAT or GRE waived.
- One professional reference from someone other than the superintendent of schools
- Personal interview with the Program Coordinator
- Writing sample: In lieu of the statement of objectives on the application, explain in a typed essay of at least 750 words why you wish to be a school principal; the leadership experiences you have had; and what specific leadership traits you believe you possess that would support your potential success as a principal.

- Please note the April 15 deadline to submit complete application dossiers to be considered for admission into the summer OCLD cohort. Admission decisions will be made as applications are received.

Admission Calendar. Due to the demand for this program, the application deadline for the OCLD summer cohort will be April 15, with admission decisions rendered on a rolling basis based upon fully complete application dossiers. Applicants deemed highly qualified will be admitted up until April 15 or until the program is full. Admission of any candidates who do not meet the usual qualifications but are considered likely to succeed will be on a probationary basis. Depending on the space available, the program coordinator may either place probationary students with the summer cohort or begin their course of study in the fall or spring traditional program. Those placed in the summer cohort must maintain a 3.0 cumulative graduate GPA to be fully admitted. Those placed in fall or spring traditional classes must earn a B or better in each class in order to be admitted to the summer OCLD cohort.

The following represents a typical OCLD scheduling pattern; a given cohort may have a slightly different version of this schedule.

PROGRAM REQUIREMENTS (36 credits)

Summer 2008

ED 671 Foundations of Pre K-12 Administration & Curriculum Supervision (3)

ED 674 Education Law and Regulation (3)

ED 680 Internship in Educational Administration (3)

Fall 2008

ED 650 Curriculum Leadership (3)

ED 672 School Finance: Public and Private Funding (3)

ED 686 Problem-Based Inquiry in Educational Administration I (3)

Spring 2009

ED 670 General Principles of Staff Supervision (3)

ED 673 Case Studies in School Administration and Supervision (3)

ED 687 Problem-Based Inquiry in Educational Administration II (3)

Summer 2009

ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)

ED 675 Communications for School Leaders (3)

ED 678 Human and Material Resources (3)

Most of the courses will include a related project assignment that will enable the student to engage in a practical application of the classroom instruction. The project will be designed and implemented in relation to circumstances extant in the candidate's district or diocese. These projects will be delineated in a planning protocol and will be subject to approval by the College liaison staff member, the administrator-mentor, and the student. The suitability of the projects will be judged according to the following criteria:

- Appropriate time allocation
- Application of course content
- Availability of adequate resources and information
- Identification of a useful product with effect(s) on student performance
- Acceptable presentation plan for completed project

Mentoring Requirement:

The administrator-mentor will assist the student in establishing a schedule that will enable the student and the mentor to share routine and challenging experiences, and reflect on the meaning and implications of those experiences. The schedule will be related to the set of mentoring activities and will be reviewed during the initial summer session. The student will be expected to keep a log of completed activities. The log will be organized according to New Jersey Professional Standards for School Leadership (NJPSSL) standards. The log of activities and the rubric will be used as evaluative criteria for the internship. They will be submitted to the supervisor for ED 680.

Transfer of Graduate Credit

Caldwell College will accept the transfer of six credits of graduate work in education from another accredited institution provided the credits were completed within five years of the student's registration at Caldwell. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course. Each transfer request will be reviewed by the Program Coordinator.

Statement of Outcomes Assessment

Any student who completes the M.A. in Educational Administration must successfully complete a two-semester research project in ED 676-677 that applies research skills to field-based problems in educational administration. The student's log of mentor activities and the rubric evaluating those activities are also considered as part of the outcome assessment.

NOTE: It is understood that students must also meet the State of New Jersey's requirements for certification. Fees and requirements are set by the NJ Department of Education.

MASTER OF ARTS IN SPECIAL EDUCATION

The M.A. in Special Education is designed to give teachers the necessary skills and information to teach in a general education classroom, in a self-contained special education classroom, work in a related field in special education, or teach in partnership in an inclusive education setting. The goal of this program is to give teachers the skills to effectively teach students with disabilities. The program consists of 42 graduate credits. A required core of 21 credits fulfill the New Jersey Department of Education requirements for the Teacher of Students with Disabilities endorsement. The remaining 21 credits of the degree consist of one of two specialization tracks.

Option A: General Education Certification in K-5 or K-12: For students who are not currently certified in general education but wish to become general education certified while earning their M.A. degree (and certification) in Special Education.

Option B: Learning Disabilities Specialization: For students who are currently certified in general education and want to specialize in working with children with learning disabilities while earning their M.A. degree in Special Education.

GENERAL ADMISSION REQUIREMENTS

- A minimum undergraduate GPA of 2.75 or a master's in a relevant field with a minimum 3.0 GPA
- Official undergraduate/graduate transcripts
- Two letters of recommendation for graduate study
- Satisfactory scores on the general Graduate Record Exam (GRE), or the Miller Analogies Test (MAT) (Students who complete the Post-Baccalaureate Certificate Program in ABA, Special Education or General Education prior to matriculating into the Master's program in Special Education are exempt from this requirement, including those approved to defer their student teaching in order to do it in a special education setting.)
- Writing sample: an essay of at least 5 pages, preferably related to special education, that you previously submitted as part of an undergraduate or graduate course.
- Personal interview

ADDITIONAL ADMISSION REQUIREMENTS FOR SPECIALIZATIONS

Option A: General Education Certification in K-5 or K-12

- Students wishing to pursue K-12 certification need an undergraduate content major in the area that they would like to teach (e.g., math, science, social studies, English). Students wishing to pursue K-5 certification need a content major or a liberal arts major.
- The PRAXIS exam is not required for admission: however, the passing score, as established by the state of New Jersey, is required for certification. Students are expected to pass this exam prior to student teaching.
- In addition, nine undergraduate credits in behavioral sciences are required for certification by the state of New Jersey. Students are expected to have completed these courses prior to student teaching. These courses include two Psychology courses and one Sociology course. Psychology: PS 211 Child Psychology and either PS 209 Prenatal and Infant Psychology (Elementary Certificate) or PS 216 Adolescent Psychology (Secondary Certification) or their equivalents. Sociology: Either SO 231 Sociology of Poverty, SO 323 Sociology of Racial and Cultural Groups, SO 343 Sociology of Education, SO 425 Sociology of Gender, SO 474 Contemporary Social Problems, or SO 476 Urban Sociology.

Option B: Learning Disabilities Specialization

- NJ Teacher Certification

PROGRAM REQUIREMENTS

Required Core Courses (21 credits):

This course sequence is approved by the New Jersey Department of Education requirements for the Teacher of Students with Disabilities endorsement.

ED 521 Overview of Students in Special Education (3)

ED 523 The History of Special Education and the Law (3)

ED 525 Assessment and Planning for Students with Individualized Needs (3)

ED 530 Academic Curriculum Alternatives, Adaptations, and Technology (3)

ED 535 Theories of Teaching, Learning & Reading for Students with Individualized Needs (3)

ED 539 Behavioral Assessment and Intervention Planning in Special Education (3)

ED 540 The Special Education Teacher as Collaborator (3)

Option A, Teaching Certification — Additional Required Courses (21 graduate credits + 12 undergraduate credits):

This course sequence is approved by the New Jersey Department of Education as meeting requirements for certification in general education for K-8 or K-12.

- ED 500 Curriculum Theory and Development (3)
- ED 505 Student Development and Learning (3)
- ED 510 Reading and Communication (3)
- ED 515 Classrooms and Community: A Social Unit (3)
- ED 520 Professional Skills (3)
- ED 610 Education Research I (3)
- ED 611 Education Research II (3)
- ED 470 Student Teaching (9) (undergraduate course)
- ED 475 Student Teaching Seminar (3) (undergraduate course)

Option B, Learning Disabilities — Additional Required Courses (21 credits):

This option is for students who are currently certified in general education and want to specialize in Learning Disabilities.

- ED 557 Learning Disabilities: Concepts, Characteristics & Identification Procedures (3)
- ED 559 Assessment of Learning Disabilities and Instructional Planning Techniques (3)
- ED 564 Diagnosis and Corrections of Reading Difficulties (3)
- ED 568 Instructional Strategies for Students with Learning Disabilities (3)
- ED 569 Advanced Instructional Techniques for Students with Specific Learning Difficulties (3)
- ED 610 Education Research I
- ED 611 Education Research II

Transfer of Credit

Caldwell College will accept the transfer of six credits of graduate work from another accredited institution provided the credits were completed within five years of the student's registration at Caldwell College. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course. Each transfer request will be reviewed by the Program Coordinator.

Statement of Outcomes Assessment

As the capstone requirement for the Masters in Special Education, students pursuing option A (General Education Certification) and C (Learning Disabilities) must successfully complete a two-semester capstone course, ED 610 Education Research I & ED 611 Education Research II. In these classes, students will first complete a review of the literature in a particular area within special education. They will then design and conduct an action research project.

POST-MASTER'S SUPERVISOR'S CERTIFICATION PROGRAM

This program is designed to meet the State of New Jersey Certification requirements for the Supervisor's Certificate for applicants who have a master's degree and three years experience under NJ certification for teaching or support services.

ADMISSION REQUIREMENTS

- Verification of an earned master's degree through official graduate transcript(s), or
- Current enrollment in the Master of Arts in Curriculum and Instruction, or
- Current enrollment in Master of Arts in Educational Administration
- Copy of existing teaching or support service certificate for the field in which Supervisor's Certificate is sought

PROGRAM REQUIREMENTS (12 credits)

ED 635 Principles & Practices of Curriculum Development & Supervision (3)

ED 650 Curriculum Leadership (3)

ED 670 General Principles of Staff Supervision (3)

ED 671 Foundations of Pre K-12 Administration & Curriculum Supervision (3)

NOTE: Supervisor's Certification requires three years of successful teaching experience or its equivalent in New Jersey schools under an appropriate teaching or support service certificate.

POST-MASTER'S PRINCIPAL'S CERTIFICATION PROGRAM

This program is designed to meet the State of New Jersey Certification requirements for the Principal's Certificate for applicants who have a master's degree in educational leadership, curriculum and instruction, or a recognized field of leadership or management. Courses in the applicant's master's degree will be reviewed to determine the specific courses required for Principal's certification, which may include educational research.

ADMISSION REQUIREMENTS

- Verification of an appropriate earned master's degree through official graduate transcript(s), or current enrollment in the M.A. in Curriculum and Instruction or M.A. in Educational Administration

PROGRAM REQUIREMENTS (21 credits)*

ED 635 Principles & Practices of Curriculum Development & Supervision (3)

OR

ED 650 Curriculum Leadership (3)

ED 670 General Principles of Staff Supervision (3)

ED 672 School Finance: Public and Private Funding (3)

ED 674 Education Law & Regulation (3)

ED 675 Communications for School Leaders (3)

ED 678 Managing Human and Material Resources (3)

ED 680 Internship in Educational Administration (3)

**Effective September 1, 2008, the New Jersey principal's certificate will require a 300 hour internship. The internship will therefore be a component of the Post-Masters Principals' certification program. The internship is embodied in a new course, ED 680, entitled Internship in Educational Administration. This 3 credit course will take place over 2 semesters.*

POST-BACCALAUREATE SPECIAL EDUCATION CERTIFICATION PROGRAM

This Post-Baccalaureate program is designed for a certified teacher who has decided to seek additional certification in special education. The program is designed to give this individual the necessary skills and information so that s/he can teach in a general education classroom, in a self-contained special education classroom, a self-contained school, or teach in partnership in an inclusive education setting. The goal of this program is to give teachers the necessary foundational skills to effectively teach students with disabilities. The courses in this program may also serve as a concentration in the Master of Arts in Curriculum and Instruction degree program for those teachers who plan to provide leadership in inclusive education in their schools. The Post-Baccalaureate in Special Education program has seven courses for 21 credits which fulfill the requirements for the Teacher of Students with Disabilities endorsement.

ADMISSION REQUIREMENTS

- A minimum undergraduate GPA of 2.75
- NJ Certification in education
- Official undergraduate/graduate transcripts
- Two professional references
- Personal interview
- Writing sample: In lieu of the statement of objectives on the application, submit an essay of at least 5 pages, preferably related to special education, that you previously submitted as part of an undergraduate or graduate course.

PROGRAM REQUIREMENTS (21 credits)

- ED 521 Overview of Students in Special Education (3)
- ED 523 History of Special Education and the Law (3)
- ED 525 Assessment and Planning for Students with Individualized Needs (3)
- ED 530 Academic Curriculum Alternatives, Adaptations, and Technology (3)
- ED 535 Theories of Teaching, Learning and Reading for Students with Individualized Needs (3)
- ED 539 Behavioral Assessment & Intervention Planning in Special Education (3)
- ED 540 The Special Education Teacher as Collaborator (3)

Transfer of Graduate Credit

Caldwell College will accept the transfer of three credits pending review of the description of the course and submission of official transcripts by the program coordinator. For those students who wish to complete a concentration in the Master of Arts in Curriculum and Instruction program, see transfer of graduate credit requirements listed in that program description.

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAM

This program is offered for individuals who have a baccalaureate degree and wish to obtain teaching certification. The regular program is open to students with undergraduate backgrounds in the liberal arts and sciences. Applicants are advised that additional undergraduate course work may be required to meet NJ certification standards. See "Certification Procedures" in the Academic Policies section for information on procedures to earn NJ certification.

ADMISSION REQUIREMENTS

- An undergraduate degree with a minimum GPA of 2.75 or a master's degree in a relevant content area with a minimum 3.0 GPA
- Official undergraduate/graduate transcripts
- Two professional references
- Writing sample: Submit the statement of objectives described on the application form.
- Personal interview

NOTE: The Praxis Exam is not required for admission; however, the passing score, as established by the state of New Jersey, is required for certification. Students are expected to pass this exam in their first semester, but in any case prior to student teaching.

PROGRAM REQUIREMENTS (27 credits)

GRADUATE COURSES (15 credits)

- ED 500 Curriculum Theory and Development (3)
- ED 505 Student Development and Learning (3)
- ED 510 Reading and Communication (Field Component) (3)
- ED 515 Classrooms and Community: A Social Unit (3)
- ED 520 Professional Skills (Field Component) (3)

UNDERGRADUATE COURSES (12 credits)

- ED 470 Student Teaching (9)
- ED 475 Student Teaching Seminar (3)

The Student Teaching experience is the culmination of the program. Student Teaching must be completed in the semester following the completion of all coursework.

Note: Nine undergraduate credits of behavioral science are required prior to student teaching, as follows:

K-5 (Elementary)

- 1 Sociology course with approved multicultural content
- Prenatal/Infant Psychology
- Child Psychology

5-8 (Middle School)

- 1 Sociology course with approved multicultural content
- Prenatal/Infant Psychology
- Child Psychology
- Adolescent Psychology

K-12 (Secondary)

- 1 Sociology course with approved multicultural content
- Child Psychology
- Adolescent Psychology

Early Childhood Program – Students who wish to obtain the P-3 endorsement must also complete ED 332 Methods of Early Childhood Education and ED 333 Curriculum in Early Childhood Education.

Upon completion of the Post-Baccalaureate Program, students entering the Master of Arts in Curriculum and Instruction Program may transfer 15 credits into the elective section of the Curriculum and Instruction Program.

The MAT or GRE will be waived for students entering the M.A. in Curriculum and Instruction or M.A. in Special Education from the Post-Baccalaureate Teacher Certificate program. Since students will receive 15 credits of advanced standing, no other transfer credits will be accepted.

Additionally, students who successfully complete the Post-Baccalaureate Teacher Certification program may wish to enter the Post-Baccalaureate Special Education Certificate program.

Transfer of Graduate Credit

The Post-Baccalaureate Teacher Certification program accepts up to three credits of transfer credit on approval.

Education Course Descriptions

ED 500 Curriculum Theory and Development (3)

The prospective teacher will study curriculum priorities of the school and assessment techniques. He or she will learn how to unit plan, organize content, develop outcomes, and select materials.

ED 505 Student Development and Learning (3)

The prospective teacher will study students, their characteristics as individuals, special needs populations, how students learn, individual interests of students, motivation, and how to establish a productive learning environment.

ED 510 Reading and Communication (Field Component) (3)

The prospective teacher will learn about language development, the reading process, methods and materials for learning to read, and application of reading skills in all subject areas. The prospective teacher will learn to use technology as part of the reading and communication process. **Field component requires a minimum 30 hours of in-school observation.**

ED 515 Classrooms and Community: A Social Unit (3)

The prospective teacher will learn about the classroom as a social unit and the management/organization skills to create an effective learning environment. The prospective teacher will become familiar with the organizational, social, economic, and political forces that impact upon schools. **Prerequisites: ED 505 and ED 510.**

ED 520 Professional Skills (Field Component) (3)

The prospective teacher will study the common skills for the delivery of instruction including planning, comparative methodology, questioning, instructional skills, use of technology, selection of materials, goal setting, pacing of instruction, and measuring outcomes. The prospective teacher will investigate student creativity and learn how to engage students in active learning. **Field component requires a minimum 30 hours of in-school observation. Prerequisites: ED 505 and ED 510.**

ED 521 Overview of Students in Special Education (3)

(formerly ED 640 The Special Learner in the Regular Classroom)

Develops strategies and techniques for teaching children with individualized differences. Students will develop an understanding of a wide range of individualized differences, ranging from students with severe disabilities to gifted and talented students, as well as non-English speaking students. Research, attitudes, and current practice as they relate to children with individualized differences will be discussed and analyzed. **The course has a 12-hour field component.**

ED 523 The History of Special Education and the Law (3)

This course will provide instruction in the salient issues involved in the education of students with disabilities. The class will examine the history of special education, pertinent state and federal legislation, and relevant topics in the field. Understanding the Special Education Process, the Individuals with Disabilities Education Act (IDEA), the No Child Left Behind (NCLB) Act, and Individualized Education Programs (IEPs) will be emphasized. **The course has a 12-hour field component.**

ED 525 Assessment and Planning for Students with Individualized Needs (3)

(formerly called Assessing & Planning for All Learners in the Inclusive Classroom)

Examines the assessment process and studies the use of assessment findings to develop learning plans for students in a variety of classroom settings. A central part of this course will be IEP (Individual Education Plan) components and how the IEP is developed and then used to structure the student's learning program. This course will demonstrate how to use the following: classroom observations, portfolios, teacher-made tests, the IEP, reading inventories, and standardized tests. **The course has a 12-hour field component. Prerequisite: ED 521.**

ED 530 Academic Curriculum Alternatives, Adaptations, and Technology (3)

This course is designed to teach future teachers to create effective learning environments for students with varying levels of skill in attention, academics, and social areas in a variety of learning environments. It will introduce ways of adapting materials, modifying curriculum and adjusting teaching strategies to meet the needs of all students. This course will also introduce various ways in which technology can enhance the learning experiences of students in a variety of learning environments. **The course has a 25-hour supervised field component. Prerequisites: ED 521; ED 525; ED 535; ED 539.**

ED 535 Theories of Teaching, Learning & Reading for Students with Individualized Needs (3)

(formerly called Theories of Teaching, Learning & Reading for Inclusive Education)

This course provides a comprehensive examination of theories of learning coupled with an analysis of the commonalities and diversities among learners. It includes the study of theories of learning, theories of intelligence, theories of reading, learning styles, and theories of development. The course examines how various physical, emotional, and chemical conditions impede development and learning in all areas of the curriculum. It looks at reasons for reading failure, the role of language development in reading failure, and the interaction between reading, writing, listening, and speaking. **The course has a 12-hour field component. Prerequisites: ED 521 and ED 525.**

ED 539 Behavioral Assessment and Intervention Planning in Special Education (3)

This course is designed to teach future special education teachers formal and informal behavioral approaches to assessment and behavior intervention planning for students with disabilities in a variety of educational environments. Students will learn the principles of Applied Behavior Analysis (ABA), including: response definitions, measurement procedures, functional behavior assessment (FBA) and the definitions, measurement procedures, functional behavior assessment (FBA) and the behavior intervention plan (BIP) in compliance with IDEA regulations. The student will understand the theoretical foundations underlying these approaches and will learn how to apply these concepts in their classrooms working collaboratively with the Child Study Team members, other teachers and parents. **The course has a 12-hour field component.**

ED 540 The Special Education Teacher as Collaborator (3)

(formerly called The Special Educator as Collaborator)

Provides students with the skills necessary for collaboration and consultation with other professionals and discusses not only how schools and teachers can collaborate with these agencies, but which agencies are the appropriate ones to contact. Communication strategies and skills, with emphasis on communicating with the home, with other teachers, and with professionals outside the field of education, will be practiced. Team building strategies between teachers and other professionals will be developed. Collaborative learning and collaborative planning will be practiced for implementation in in-class support programs. **This course includes a 12-hour field component requirement. Prerequisite: ED 521.**

ED 557 Learning Disabilities: Concepts, Characteristics and Identification Procedures (3)

This course is designed to acquaint students with the concepts of learning disabilities and the observable characteristics of those who are learning disabled. An orientation to educational diagnoses including: purpose, types, content, administration, analysis and individual instructional planning will be provided. Support systems for youngsters with learning problems and for their diverse families will also be featured. IDEA rules and regulations will be recognized. **This course includes a 12-hour field component requirement.**

ED 559 Assessment of Learning Disabilities and Instructional Planning Techniques (3)

This course provides advanced training in the identification of, and the planning for students with, learning disabilities. Administration and analysis of diagnostic batteries, views on measurement issues and evaluation of data to make decisions regarding eligibility and instructional planning will be covered. Case study methods will be used to simulate teacher, parent and Child Study Team practices. **This course includes a 12-hour field component requirement.**

ED 564 Diagnosis and Corrections of Reading Difficulties (3)

This course is designed to provide practice for the teacher in the use of formal and informal assessments in appraising a student's skill in reading. The utilization of a literacy profile, which serves as the basis for instructional practices, as well as miscue analysis, running records, and other techniques for the diagnosis and prescription of reading difficulties will be emphasized. **This course includes a 12-hour field component requirement. Prerequisites: ED 557 and/or concurrent with ED 559.**

ED 568 Instructional Strategies for Students with Learning Disabilities (3)

This course is designed to present advanced teaching strategies that are tailored to assist students with learning disabilities to master academic and social skills. Specific subtypes of learning disabilities will be highlighted. These include disorders of linguistic functioning; disorders that reflect auditory, visual and central processing which selectively interfere with the organization, integration, analysis and synthesis of verbal/non verbal information; disorders which relate to ADHD; and those which are connected to social competence. Techniques for teaching to a student's strengths will be featured, along with easily implemented methods to engage right/left brain power for creative thinking and problem solving skills. **This course includes a 12-hour field component requirement. Prerequisites: ED 564.**

ED 569 Advanced Instructional Techniques for Students With Specific Learning Difficulties (3)

This course is designed to prepare the student with techniques for students with special needs. Particular methods of instruction in reading, writing, arithmetic, and spelling are presented for special education and regular education settings. **This course includes a 12-hour field component requirement. Prerequisites: ED 568.**

ED 575 Ethics, Education and Society (3)

Enables educators to assist their students to live ethically in a complex world. This course emphasizes the classroom as a community of scholars who learn values while learning to value other people. The classroom is further understood as a place where right and wrong are defined by behavior. Case studies and research literature will assist educators to understand that ethical matters related to local and global issues require reflection, study, and community discourse.

ED 580 Models of Teaching and Instruction (3)

Defines good teaching as a process whereby an educator leads students through a planned curriculum. The teacher who is knowledgeable in a specific area will refine instructional skills such as selecting content; pacing instruction; creating an instructional climate; ensuring active participation; focusing students on task; using effective questioning techniques; and providing feedback and evaluation of student learning. The course requires educators to review curriculum and emphasizes the analysis of their own instructional practices in the classroom.

ED 585 Historical and Philosophical Foundations of Education (3)

Examines a wide range of philosophical foundations of education including perennialism, essentialism, behaviorism, and humanism. The course reviews the evolution of western education with particular emphasis on the American public school. Educators will study key historical case studies and address philosophical-historical questions challenging the education profession. Issues include the concept of core curriculum, choice in education, comprehensive schools versus specialized schools, and school reform through community involvement.

ED 590 Education in a Multicultural Society (3)

Focuses on a multiethnic/multicultural curriculum with goals that are consistent with the needs of a global society. Educators become informed, active citizens capable of making reflective decisions in a world beset by momentous social and human problems. Educators learn how to solve social problems through responsible action, and develop a sense of political efficacy and the ability to influence public policy.

ED 595 Integrating Technology Into the Classroom (3)

Focuses on technology for the 21st Century as a different way of thinking rather than simply a more efficient way of conducting traditional education. This course is a critical analysis of a full range of educational technology and its use in the classroom. Educators will develop their talents in visual literacy in order to assist students to receive video information as critically as the written word. Technological expertise includes work with individual computer stations; interactive video; broadcast television; videotaped materials; and selected software programs.

ED 596 Integrating Technology Into Daily Instruction (3)

Provides an overview of the basic components of computer systems and their applications to instruction. Various operating systems will be explored. In addition, students will be introduced to the use of specific applications software such as word processing, database management, and spreadsheets and will develop a working knowledge of hardware and software operations. Develops students who know how to access resources to maintain emergent technological literacy. Each student will design an instructional project as part of this class.

ED 597 Creating and Implementing Technology Plans, Challenge Grants (3)

Explores learning theories and how learning is achieved when instruction is presented from a computer based paradigm. This course is designed to provide a systematic exploration of the interaction between educational purposes, pedagogical strategies and methods, curricular designs and materials, technology, and learning theory. Designs, models, and alternative patterns of teaching/training will be explored and practiced using microteaching exercises. Develop students who know how to access resources to maintain emergent technological literacy. Each student will design an instructional project as part of this class.

ED 598 Strategies for Curriculum Change and Development (3)

Provides an understanding of the processes of change and decision making in developing and implementing curriculum. The historical development of curriculum, how curriculum is organized, and the relationship between curriculum and instruction will be discussed. Educators will develop a written process for curriculum development, as well as a process for evaluating curriculum in order to ensure ongoing curriculum improvement. Educators will develop a comprehensive integrated curriculum guide including content, instructional methods, lesson plans, and assessment.

ED 599 Integrating Technology into Curriculum Design and Classroom Instruction (3)

Participants will learn to use and evaluate computer-based tools in educational environments. Included in this set of tools will be general productivity software, special purpose educational software, as well as innovative technology. Participants will develop their own portfolios of products and strategies displaying the use of such tools with students and other clients. Knowing how to access resources to maintain emergent technological literacy will be developed by participants.

ED 602 Designing and Using Web Pages in the Classroom (3)

Covers the study and application of multimedia systems combining the features of video, motion, still digital imagery, and digital sound with current instructional practices in student-centered learning. Develops students who know how to access resources to maintain emergent technological literacy. Each student will design an instructional project as part of this class.

ED 603 Designing a Distributed Technology Model (3)

Presents the organization, design, and evaluation of computer systems for educational settings. An analysis of district-wide and school-curriculum needs, personnel roles, and services will be conducted. Budgets, physical facilities, and in-service activities will be examined and the problems of implementing educational systems will be explored. In addition, students will study a wide range of software packages to determine strong and weak points and will be required to write documentation and evaluation reports on the packages studied. Develops students who know how to access resources to maintain emergent technological literacy. Each student will design an instructional project as part of this class.

ED 610 Educational Research I (3)

Guides students through the process of creating a research proposal for action research to be conducted in their school systems. This proposal will include a statement of the problem, a review of related literature, and a description of the methodology to be used in the study. As part of this process, students will develop an understanding of research procedures and analyze published research related to their topic of study. **Prerequisite: At least 27 graduate credits.**

ED 611 Educational Research II (3)

Guides students through 1) the process of conducting an action research study and completing a thesis from the proposal developed in Educational Research I, or 2) the process of preparing a journal article suitable for publication. The thesis or article will present a defensible position on a matter of significance in the topic of study. Capstone projects will be published on the Web by ProQuest/UMI; a fee of \$60.00 will be billed with course tuition to partially cover publication and copyright costs. **Prerequisite: ED 610.**

ED 612 Educational Research for School Administration (3)

Provides students with the quantitative and qualitative research methodologies that will be needed to complete the problem-based learning project they will confront during their externship (ED 676-677). The student will become familiar with ethnographic research, quantitative analysis, demographic data, enrollment projections using cohort survival techniques, and research reports that include the above procedures. A series of identified scenarios will be provided to engage students in applying the acquired methodologies. These scenarios will require that data be compiled into a coherent report which reflects the effective application of the data in support of a recommendation(s). **Prerequisite: At least 18 graduate credits.**

ED 625 Learning Theory Issues and the Developing Student (3)

Provides background and current research on learning theories, with particular emphasis on current brain research. Teachers will learn how to interpret brain research and use that information to provide brain compatible learning experiences. Students will also examine theories of development in order to provide developmentally appropriate learning experiences for their students.

ED 630 Issues Facing Educators for the 21st Century (3)

Examines current issues affecting schools today and the effect those issues will have in the 21st century as the global information age develops. Education has a long history of conflicting ideas. An effort will be made to explore a collection of critical school issues by considering divergent views. A variety of speakers with experience in dealing with current issues will provide their perspective on a variety of topics. Students will question, analyze, and discuss these topics each week. Additionally, students will become familiar with several models of school reform. They will develop an understanding of the complexities of current issues and the implementation of school reform.

ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)

Prepares students for the supervision of curriculum, instruction, and personnel in subject specific content areas. Students will be able to set goals, design instruction, plan programs, develop and evaluate learning materials, design and implement staff development, restructure staffing patterns and delivery systems for educational programs, and utilize State and National Standards in curriculum planning and assessment of student performance.

ED 641 Travel Experience (3)

Consists of specific education topics which will form the focus of an international study trip.

ED 650 Curriculum Leadership (3)

Provides an advanced study of effective curriculum leadership traits needed by urban and suburban school personnel. The demands of accountability as well as the strategies and techniques used for recasting curricula will be addressed. Curriculum leadership involves posing problems that challenge the apparent order in the school and classroom; reflection upon the assumptions, values and meanings of the activities found in the educational setting; and an assessment of the consequences in a process of critical inquiry about curriculum.

ED 660 Teacher as a Creative Catalyst (3)

Introduces educators to non-traditional modes of thinking and problem solving through the exploration of new and creative modes of planning and assessment. Students will become familiar with the research on creativity and creative techniques to employ in their classrooms. The course will focus on creativity as universal in children of all cultures. Attitudes that inhibit creativity will be analyzed and discussed.

ED 670 General Principles of Staff Supervision: Theory and Practice in Educational Administration and Supervision (3)

Introduces students to the process of instructional supervision and models for implementation of the supervisory process. The course provides an overview of the relevant theory and research in supervisory theory and practice. Supervision as 'coaching' will be contrasted with traditional criterion models and clinical supervision. Data collection to provide feedback to teachers as a basis for instructional improvement will be demonstrated and simulated. Where possible undergraduates will be critiqued in person or through videotape as a source of supervisory experience. Legal requirements that circumscribe the supervision and evaluation process will be reviewed. Methods of addressing the needs of the unsuccessful teacher will also be presented.

ED 671 Foundations of Pre K-12 Administration & Curriculum Supervision (3)

This course introduces students to Pre K-12 school administration and curriculum supervision and provides an overview of the historical and research foundations of organizational and curriculum development theory. Using a problem-based approach, it develops an understanding of curriculum development practice grounded in the understanding of how school organizations work. This will include such topics as: the school as a social system, open systems theory, uses of power and authority, leadership theory, supervisory approaches, curriculum guidelines, and long range or strategic planning for curriculum and operational development.

ED 672 School Finance: Public and Private Funding (3)

Describes the current methods of funding education in the public sector and through various private or parochial school methods. Leads the student to also consider various supplemental funding sources, public and private. State and federally funded programs and their implications for various school organizations are explained. The Generally Accepted Accounting Procedures (G.A.A.P.) will be introduced and applied by the student. The various functions of a school business office will be explained and simulated. Sources of funding in the public and private sectors and overall governance of finances with considerations of accountability will be examined and understood.

ED 673 Case Studies in Educational Administration and Supervision (3)

Focuses on a detailed analysis of practical problems in school administration with consideration of ethical behavior as a criterion of decision-making. Legal and regulatory criteria for decision making will also be introduced. Several decision-making models will be explored and applied. This course will engage students in simulations and a major presentation contrasting case study and problem-based learning.

ED 674 Education Law and Regulation (3)

Examines current statutes and recent case law in the field of education. New Jersey Administrative Code and State regulations are also studied. The student will be provided with a context for understanding and applying the controlling legal precedents to the school setting. Issues such as compulsory attendance, student and teacher rights, tort liability, first amendment, sexual harassment, civil rights, tenure rights, and other current legal matters and procedures will be studied. The relationship of statute, code, and regulations to contract stipulations will also be considered.

ED 675 Communications for School Leaders (3)

Develops the writing skills and styles needed by the school administrator to communicate effectively with the many publics who comprise the constituency of the schools. The student will learn the value of clear verbal and written expression and successful presentation styles. Expressing oneself to a variety of audiences in a manner which is suitable to their needs, interest, and abilities, as well as their right to know will be explained and modeled. Practical communication circumstances will be used whenever possible. The student will be shown how to communicate in a manner that will be most likely to gain support for initiatives and programs. Grant writing and the characteristics of a successfully framed proposal will be included. The role of modern technology in the communications of today's school leader will also be stressed.

ED 676 Problem-based Inquiry in Educational Administration I (3)

Students will become familiar with the language and techniques of inquiry into the problems associated with educational administration. Job-embedded situations will be analyzed, related literature examined and useful data will be gathered to lend insight that will seek to improve student learning. Improvement of students' performance will be the consistent focus of these inquiries. Part I of the course will address the defining of the problem, related literature to validate the problem's import, and selection of appropriate methodology. **Prerequisite: ED 612.**

ED 677 Problem-based Inquiry in Educational Administration II (3)

In this, the second part of the course, students engage in the data-collection process. It is their task to establish the relationship between the topic of the inquiry and the student performance data. A form for presenting the results of the inquiry in a technologically useful manner will be determined. Finally, the results of the inquiry will be presented, including the implications of the findings for the specific performance of students, and generally for all students. An audience of interested practitioners will be assembled for the presentations. **Prerequisites: ED 612 and ED 676.**

ED 678 Managing Human and Material Resources (3)

Administering personnel policies, methods and techniques in both the public and private sectors. The student will also examine internal and external environmental influences, relevance to organizational structure, collective bargaining, tenure, affirmative action, recruitment, selection, induction, development appraisal, termination and legal parameters for all of the above. The course also addresses the process of budgeting for personnel and material resources needed to ensure the smooth operation of schools. Bidding requirements and practices for public and private sector administrators will be addressed. Purchasing practices, building renovations, capital projects, and the funding of such projects will comprise the subject matter of this course.

ED 680 Internship in Educational Administration (3)

This two semester intern experience is designed to engage the student in experiences to approximate functioning in the manner of the practicing professional principal. Students' intern experiences will be guided by a set of prescribed activities that engage him/her in instruction, supervision, school community, budget, cultural, and curriculum development. The internship will be supervised by College liaison personnel.

ED 698 Seminar in Special Topics (1-3)

Addresses current theoretical and practical issues in education which are not directly addressed by other courses. The course provides an opportunity for an in-depth understanding of particular education-related concerns and for consideration of the research associated with these topics. The focus of course is in part determined by faculty expertise and student requests.

ED 699 Independent Study (1-3)

Offers qualified students the opportunity to engage in individually designed, faculty-directed study that is relevant to the student's program but not available through the standard curriculum. By permission only.