

## **Career and Technical Education Program**

### **24 Credits Course Requirements**

<b>NCD 413 50-Hour Introduction to Teaching Course</b>
<b>Semester 1</b> EDU 500 Classroom Management Workshop EDU 645 Curriculum and Methods EDU 628 Learning and Motivation
<b>Semester 2</b> LTED 607 Reading the Secondary School EDU 649 Secondary and Middle School Curriculum
<b>Semester 3</b> EDU 684 Integrating Curriculum & Instruction: Including Diverse Populations EDTC 621 Using the Internet in Education
<b>Semester 4</b> EDU 693 Educational Assessment EDU 672 Internship Seminar

### ***Preprofessional 50-hour Course***

**EDU 413 Introduction to Teaching (50 hours):** This course is comprised of 30 hours of instruction, 8 hours of classroom observation, and 12 hours of clinical experience. Topics covered include the INTASC Standards: Learner development, diverse learners, instructional strategies, individual and group motivation, creating positive learning environments, communication techniques, lesson planning, informal and formal assessments, professional responsibilities and relationships, and reflection for growth and improvement.

### ***Semester 1***

**EDU 500 Classroom Management (3 credits):** This course improves and evaluates students' ability to create a learning environment which encourages both individual and group learning and conflict resolution among peers. It provides opportunities to role-play and analyze teaching decisions meant to prevent classroom disruptions, encourage student interest, make positive the experience of diversity in the classroom, and diffuse crises.

**EDU 645 Curriculum and Methods (3 credits):** This course focuses on organization and presentation of subject matter including instructional planning, teaching methods, curriculum development, evaluation, selection of instructional materials, and the appropriate use of textbooks and teacher's guides. The course familiarizes students with national and New Jersey Curriculum Standards. Unit plans, lesson plans, and materials for classroom use are developed, integrating subject areas across disciplines, by use of thematic units, group activities, etc.

**EDU 628 Learning and Motivation (3 credits):** This course focuses on theories of learning and cognitive development. It offers the best available knowledge on the classic and contemporary theories, principles, and concepts about learning—how it occurs, why it may fail, and how it can succeed. Self-regulation and the most effective means of motivating learning are emphasized. Students apply this knowledge through role-playing classroom scenarios, case study analyses, and problem-based learning. An understanding of the learner's culture, abilities, learning style, and individual needs is applied to classroom scenarios as a means of developing a healthy learning environment.

### ***Semester 2***

**LTED 607 Reading in the Secondary Curriculum (3 credits):** This course is designed to provide information about such topics as goals and objectives of effective secondary reading programs, utilizing research findings for effective classroom instruction, methods and materials of instruction, assessment, reading across the curriculum, and incorporating technology into the reading program.

**EDU 649 Secondary and Middle School Curriculum (3 credits):** This course offers a survey of the status and trends of the curricula in American middle and secondary schools. After a consideration of the foundations of the curriculum, the course investigates the differing roles and purposes of middle and secondary schools and how their curricula carry out these roles and purposes. Emphasis is on curriculum methods in specific content areas such as Mathematics, Science, English Language Arts, Social Studies, Modern Language, etc. Candidates develop teaching units and study the pedagogical content knowledge of their teaching discipline.

### ***Semester 3***

**EDU 684 Integrating Curriculum and Instruction: Including Diverse Populations (3 credits):** This course focuses on teaching diverse populations (e.g. special education students, Section 504 students, ESL students) in inclusive elementary school settings. Students are familiarized with the characteristics and educational needs of diverse students, federal and state legislation and litigation, modification of curriculum methods, materials assessment, classroom behavior, and the classroom environment for individuals with special needs. Home, school, and community relationships are examined. The course addresses the knowledge base and the

interpersonal skills necessary for collaboration among general educators, special educators, staff members and parents. Students apply their knowledge of learning and technology to design, manage, and facilitate a student-centered, multidimensional learning environment.

**EDTC 621 Using the Internet in Education (3 credits):** This course develops students' capacity to create and lead school-wide STEM efforts to foster student success using internet-based tools and applications. Students will learn and practice strategies for using the internet to analyze data, determine learner needs, and generate curriculum and policies to support faculty and learner success.

#### ***Semester 4***

**EDU 693 Educational Assessment (3 credits):** This course provides an overview of the multidimensional nature of measurement and evaluation in education. It focuses on the construction and implementation of various tools for formal and informal assessment. Students develop their questioning techniques, tests, and other forms of content assessment. The consequences of poor assessment are identified along with strategies for obtaining valid and reliable assessment for sound classroom decision making.

**EDU 672 Internship Seminar (3 credits):** This seminar will help candidates reflect on and improve three dimensions of their teaching: Planning, Instruction, and Assessment. Teacher candidates will develop a portfolio that includes a lesson unit of three to five lesson plans, authentic artifacts from their teaching experience, supporting audio-visual examples of their instruction, and comprehensive well-written commentaries throughout that provide support and rationale based on the learning strengths and needs of their students. This portfolio can be submitted for edTPA State Performance Assessment if required.