



Course Requirements and Descriptions as of September 2018

350 Hours/ 24 Credits

Pre-requisite: 50-Hour Introduction to Teaching Course

Semester 1 – All Candidates EDU 500 Classroom Management Workshop EDU 645 Curriculum and Methods EDU 628 Learning and Motivation	
Semester 2 – Elementary Candidates LTED 605 Literacy in the Elem Curriculum EDU 694 Curriculum: Math Science Technology (3 credits)	Secondary Candidates LTED 607 Reading in the Secondary School EDU 649 Secondary and Middle School Curriculum
Semester 3 Elementary Candidates EDU 684 Integrating Curriculum & Instruction: Including Diverse Populations EDU 691 Curriculum: Social Studies/World Cultures/Creative Arts	Secondary Candidates EDU 684 Integrating Curriculum & Instruction: Including Diverse Populations EDU 616 Innovations in Teaching in Secondary Education
Semester 4 – All Candidates EDU 693 Educational Assessment EDU 672 Internship Seminar and State Performance Assessment – edTPA	

All courses are offered online and for credit or non-credit.

New Pathways to Teaching Course Descriptions: Elementary Education

Semester 1

EDU 500 Classroom Management (1 credit): 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 605: Literacy in the Elementary Curriculum: This course integrates theory, research, and curriculum within the language arts and across the total curriculum. Emphasis is on interrelating language arts as a creative, constructive act; understanding current methods, approaches, materials and national trends; and implementing procedures for developing, evaluating, and interpreting the natural and developmental relationships that exist between and among listening, oral communication, reading, written communication, literature, and relevant cognitive and affective components as they relate to urban settings.

EDU 694 Integrating Curriculum: Math/Science/Technology: This course familiarizes students with national and state content standards for science (e.g., the use of the scientific inquiry process by children and their understanding of the laws of nature) and math (e.g., the development of skill in numeric operations and reasoning ability in children). Students develop the ability to make effective use of content knowledge in teaching the sciences, mathematics and computer utilization by creating unit plans and lesson plans for several elementary grade levels. Classroom methods and materials are designed and modified to suit children with special needs. Students integrate the teaching of math and science through the study of culturally different numeration systems, writing assignments, database management tools, technology-based strategies, library research, group presentation, and project-based explorations.

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. Software products and Internet resources are included as teaching tools.

EDU 691: Curriculum: Integrating Social Studies/World Cultures/Creative Arts (3 credits):

This course familiarizes students with national and state content standards for social studies, world cultures, and literacy. Students create unit and lesson plans for several elementary grade levels and design materials for the classroom. Students experiment with integrating subjects across disciplines using thematic units, group activities, the worldwide web, etc. There is a focus on integrating literacy instruction and content areas in the upper grades of elementary school. Special attention is given to teaching learning strategies (e.g., KWL, question-answer relationships, concept mapping, and guided writing procedures). Software products and Internet resources are included as teaching tools.

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. Included are standardized tests used in K-12 settings, research on testing, the use of test results in decision making/teaching goals, and communication of results to stakeholders.

EDU 672 Internship Seminar and State Performance Assessment – edTPA (2 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 will be submitted for their edTPA State Performance Assessment.

New Pathways to Teaching Course Descriptions: Secondary Education

Semester 1

EDU 500 Classroom Management (1 credit): 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. Software products and Internet resources are included as teaching tools.

EDU 616 Innovations in Teaching in Secondary Education (3 credits): This course will provide teachers with information and experiences that will help them to develop lessons and teach effectively in diverse secondary (7-12) classrooms. The course will focus on unique secondary needs including lesson planning, understanding standards and content, cooperative and small group instruction, formative assessment, legal concerns, diverse learners and professional development. This course is designed for New Pathways' teachers in their second year of the program. .

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. Included are standardized tests used in K-12 settings (e.g. PARCC, HSPA, SAT), research on testing, the use of test results in decision making/teaching goals, and communication of results to stakeholders.

EDU 672 Internship Seminar and State Performance Assessment – edTPA (2 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 will be submitted for their edTPA State Performance Assessment.