

## TEACHER PREPARATION 964

(Formerly Education 300)

Web Site: <http://teacherprep.camden.rutgers.edu>

### Teacher Preparation Program

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The Teacher Preparation Program coordinates course work leading to New Jersey Teacher Certification in the elementary school and/or subject matter field. All students seeking teacher certification must major in a liberal arts discipline. Postbaccalaureate students seeking teacher certification must have completed a B.A. degree or, if a B.S. degree has been earned, complete 30 credits in an appropriate liberal arts concentration.

A student who applies for elementary school certification will be state-licensed as "Teacher of Elementary Education." The elementary certificate enables one to teach through grade eight.

Subject matter certification (also sometimes referred to as "secondary" or "nongraded" certification) is offered in the following fields: art, biological sciences, English, ESL (in conjunction with another area of certification), French, German, mathematics, music, physical sciences (chemistry or physics major), social studies, Spanish, and speech arts and dramatics (theater arts major). Although most holders of a subject matter certificate seek to teach in a middle school or high school environment, the certificate actually allows the holder to teach that subject only in all grades.

*Periodic adjustments to the program may occur over time. It is the responsibility of all students in the program to keep informed of all program modifications on a regular basis by visiting the Teacher Preparation Program office and through regular visits to the program web site.*

### Admission to the Program

Admission to the Teacher Preparation Program at Rutgers–Camden is competitive. For currently enrolled Rutgers–Camden students, baseline admission requires:

1. an overall GPA of 2.80 or higher (4.0 representing A), as evidenced through a copy of most recent Rutgers–Camden transcript. No grades of D are acceptable for any courses required for certification. Postbaccalaureate students, see note below; and
2. a passing grade on an essay test (a coherent, well-organized 500-word essay on a general educational topic, with no more than three spelling, two grammatical, and two stylistic errors). The essay test may be retaken if it is not passed on the initial attempt.

Transfer students must also provide:

3. a copy of transfer credit evaluation (obtainable from the admissions office). Transfer students who have not yet earned a baccalaureate degree (i.e., undergraduate transfers) must meet the 2.8 GPA requirement on the basis of at least two courses taken at Rutgers–Camden.

Postbaccalaureate students must also provide:

4. a copy of letter of admission and transcript evaluation or verification of reenrollment into Rutgers, The State University of New Jersey, Camden, New Jersey.

Students who obtained a baccalaureate degree from Rutgers need to apply for reenrollment through the Office of Academic Advisement, not the admissions office.

Students who obtained a baccalaureate degree from another institution must apply through the admissions office and obtain a transcript evaluation of previous courses.

*Note:* The Teacher Preparation Program will recognize an overall GPA of 2.8 from a student who possesses a baccalaureate or master's degree from a four-year institution. Postbaccalaureate students from outside institutions (i.e., non-Rutgers graduates) who have a grade-point average of less than 2.8 in their academic major are not eligible for the Teacher Preparation Program with reference to that major (since the major grade-point average can not be adjusted). Students with degrees in this situation may choose another major department concentration in order to pursue certification (but not necessarily another degree). Returning Rutgers students will note that the grade-point average is adjusted as additional courses are taken.

### All Applicants

Once a student has met the above requirements (university enrollment, GPA of 2.8 or higher, and passing essay status), he or she should schedule an appointment for advisement. At this appointment, the courses for which the student has received credit and those needed to be satisfied will be reviewed. The entire application process (including directions for securing the required recommendation letters and completing the application forms) will also be reviewed and explained. A file will be created indicating that the student is now part of the Teacher Preparation Program. The student will be provided with a photocopy of the advisement forms contained in his or her program file folder. It is the student's responsibility to be informed of all requirements listed on these documents.

### Practicum Courses

Before being permitted to enroll in a practicum course, the student must have maintained the required overall GPA of 2.8, completed either 50:830:383 Educational Psychology or 50:920:345 Sociology of Education, and given evidence of a negative Mantoux (tuberculosis) test. The student must first see the Teacher Preparation Program secretary to obtain a special permission number, as soon as preregistration is available. Students are advised to register early, as the practicum courses fill up very quickly.

### Maintaining Active Status

It is incumbent upon each student in the program to maintain contact with the Teacher Preparation Program office. Students are urged to schedule update advisement appointments every term to ensure that their individual file remains active. Files of students who have no formal contact with the program office for a period of six months or more will be reclassified as inactive. Those who later seek to become active will be expected to abide by any and all changes in the program effective at the time of their return to active status.

### Student Teaching

Student teaching is a full-time, one-term experience (16 weeks). Students are strongly advised to participate in no other activities at this time (e.g., work, course work). All teaching candidates must take the appropriate Praxis II test and earn a passing score as determined by the New Jersey

Department of Education in order to be eligible for certification. Students are advised to take the appropriate Praxis II test no later than the term prior to their student teaching term. More information on the Praxis II is available in the Teacher Preparation Program office as well as on the program's web page. Following the completion of all requirements, the student applies for certification through Rutgers–Camden Teacher Preparation Program. A Certificate of Eligibility with Advanced Standing (CEAS) is granted by the New Jersey Department of Education. This is the standard, first-year teaching certificate issued to those who complete a state-approved teacher certification program.

### Applying for Student Teaching

Before filing for student teaching, students must have completed 50:350:101-102 English Composition I and II and either 50:920:345 Sociology of Education or 50:830:383 Educational Psychology, or equivalent transfer courses.

Students must file the Student Teaching Application one full year in advance of the beginning of the student teaching term. (To student teach in the spring term, the application must be filed by the end of January of the previous calendar year. To student teach in the fall term, the application must be filed by the end of September of the previous calendar year.) Application packets can be obtained in the Teacher Preparation Program office.

### Placement for Student Teaching

Students will be placed for student teaching only after each of the following has occurred:

1. A complete and accurate application for student teaching (along with two copies of the personal data sheet) has been submitted by the deadline.
2. Proof of a valid, current negative Mantoux test or its equivalent has been submitted. (Mantoux results are valid for four years.)
3. Two letters of recommendation from faculty members at Rutgers–Camden, outside the Teacher Preparation Program, have been submitted. (Postbaccalaureate students may submit recommendations from faculty members of the Teacher Preparation Program or from faculty of a previous institution.)
4. The student has maintained a minimum 2.8 GPA overall and in the major academic concentration.
5. The Teacher Preparation Program office has received, from the student's major adviser, the packet of three forms entitled Adviser's Major GPA Verification Form (found in the student teaching application packet). The adviser, not the student, is to return these forms directly to the Teacher Preparation Program office. The student is urged to check with the adviser to verify that this form has been returned to the teacher preparation office.
6. The teacher preparation office has not received from the dean of student affairs office evidence that the student has a documented history of infractions vis-à-vis the Student Code of Conduct.
7. The student has met personally with either the director or associate director. (Students will receive a letter approximately six to seven months before the student teaching term requesting an appointment.)

### Additional Requirements

All courses in the major and for the general education requirements must have been fulfilled by the end of the term preceding student teaching. Students may complete

courses required within the Teacher Preparation Program during the summer/winter preceding student teaching. However, students may not take more than two courses during the Summer Session or one course during the Winter Session preceding student teachings.

The student must agree to the following:

1. Acceptance of the student teaching assignment;
2. Understanding and acceptance of the fact that the entire student teaching term, including the required hours, fulfills the requirements of the state of New Jersey as well as those of the Rutgers–Camden Teacher Preparation Program;
3. Attendance at the scheduled meetings of the student teaching seminar course.

Placement for student teaching can be withdrawn should the student's GPA (either overall and/or in the major) fall below the required 2.8 or if the student has not successfully completed all remaining course work by the end of the preceding session (term or Summer/Winter Session).

### Program Requirements for Elementary Certification

The Teacher Preparation Program offers three tracks of elementary certification: the General Track, the Science Track, and the Foreign Language Track. All elementary certification candidates must take the general track.

The science and foreign language tracks are optional for majors in English, fine arts, foreign languages, history, mathematics, and the sciences. Students majoring in other disciplines must complete either the science track or the foreign language track.

#### General Track

- 50:\_\_\_:\_\_\_ one global studies (G) or diversity (D) course (3) (Students enrolled in the Teacher Preparation Program prior to fall 2003 can satisfy this requirement with courses previously considered "interdisciplinary" or "human/intercultural relations.")
- 50:120:\_\_\_ one biology (50:120:101,102,105,106,127, or 760:350) (3) (Any of these courses satisfies the New Jersey state physiology/hygiene requirement for teacher education.)
- 50:350:101 English Composition I (3)
- 50:350:102 English Composition II (3)
- 50:510:\_\_\_ one world history course (3)
- 50:512:\_\_\_ one United States history course (3)
- 50:640:103 Fundamental Math Systems I (3)
- 50:640:104 Fundamental Math Systems II (3)

#### Additional Courses Required for Elementary Certification

- 50:350:246 Literature of Childhood (3)
- 50:790:460 Geography and the World (3)

#### Professional Preparation Courses

- 50:350:309 Reading and Writing in the Elementary Curriculum (3)
- 50:830:383 Educational Psychology (3)
- 50:920:345 Sociology of Education (satisfies foundations of education requirement) (3)
- 50:964:371 Methods and Issues in Elementary Education (3)

**Practica** (two of the following three)

- 50:964:416 America Reads Practicum (prerequisite: 50:350:309) (3)
- 50:964:450 Suburban Practicum (3)
- 50:964:452 Urban Practicum (3)

**Student Teaching Term**

- 50:964:487 Student Teaching (10)
- 50:964:492 Student Teaching Seminar (2)

**Science Track**

Students are to follow the general track requirements and must take four additional courses in the natural sciences (astronomy, biochemistry, biology, botany, chemistry, geological science, microbiology, physics, physiology, plant physiology, general science, zoology) from at least two departments. Courses need not be lab-based.

**Foreign Language Track**

Students are to follow the general track requirements and must take four foreign language courses (not in English translation) in one language of their choice, plus 50:964:369 Methods and Issues of Foreign Language Teaching.

**Program Requirements for Subject Matter Certification**

- 50:\_\_\_:\_\_\_ one global studies (G) or diversity (D) course (3) (Students enrolled in the Teacher Preparation Program prior to fall 2003 can satisfy this requirement with courses previously considered “interdisciplinary” or “human/intercultural relations.”)
- 50:\_\_\_:\_\_\_ one social science elective (chosen from a list provided at the first advisement session)(3)
- 50:120:\_\_\_ one biology (50:120:101,102,105,106,127, or 760:350) (3) (Any of these courses satisfies the New Jersey state physiology/hygiene requirement for teacher education.)
- 50:350:101 English Composition I (3)
- 50:350:102 English Composition II (3)
- 50:510:\_\_\_ one world history course (3)
- 50:512:\_\_\_ one U.S. history course (3)
- 50:640:\_\_\_ one mathematics (must be a for-credit 640 course)

**Professional Preparation Courses**

- 50:350:310 Reading and Writing in the Secondary Curriculum
- 50:830:383 Educational Psychology
- 50:920:345 Sociology of Education (satisfies the foundations of education requirement)

**Practica** (two of the following three)

- 50:964:416 America Reads Practicum (with permission of program director) (3)
- 50:964:450 Suburban Practicum (3)
- 50:964:452 Urban Practicum (3)

**Methods and Issues in Teaching**

One course in the appropriate subject area for field of certification. (Please note that secondary methods courses are generally offered only during the Summer Session.)

- 50:964:354 Methods and Issues of Teaching Art (3)
- 50:964:369 Methods and Issues of Foreign Language Teaching (3)

- 50:964:405 Methods and Issues of Teaching English (3)
- 50:964:407 Methods and Issues of Teaching Social Studies (3)
- 50:964:411 Methods and Issues of Teaching Science (3)
- 50:964:413 Methods and Issues of Teaching Mathematics (3)
- 50:964:443 Methods and Issues of Teaching Music (3)
- 50:965:363 Methods and Issues of Theater Arts (3)

**Student Teaching Term**

- 50:964:487 Student Teaching (10)
- 50:964:492 Student Teaching Seminar (2)

The following areas of certification have these added requirements:

**Biological Science Certification**

In addition to courses drawn from the general requirements, the biology major, and the professional preparation courses, 3 credits in astronomy and 3 credits in geology are required.

**English Certification**

The series of courses identified by the English department as English requirements for teacher certification (K–12) are required.

**Mathematics Certification**

Students must confer with the mathematics department to ensure that they have met the proper number and array of courses for the teaching option, whether they are pure or applied mathematics majors.

**Physical Science Certification**

**Chemistry**

In addition to courses drawn from the general requirements, the chemistry major, and the professional preparation courses, 4 credits in biology, 3 credits in astronomy, and 3 credits in geology are required.

**Physics**

In addition to courses drawn from the general requirements, the physics major, and the professional preparation courses, 4 credits in biology, 3 credits in astronomy, and 3 credits in geology are required.

**Social Studies Certification**

Students must successfully complete the following array of courses. *Note that some overlap with Professional Preparation courses and the major may occur.*

**History**

- 3 credits in U.S. history (fulfilled by the history major)
- 3 credits in world history (fulfilled by the history major)
- 3 credits in economics
- 3 credits in geography (50:790:460 or 50:975:493)
- 3 credits in political science
- 3 credits in psychology (may be satisfied by 50:830:383 Educational Psychology)
- 3 credits in sociology (may be satisfied by 50:920:345 Sociology of Education)

## **Economics**

- 3 credits in U.S. history
- 3 credits in world history
- 3 credits in economics (fulfilled by the economics major)
- 3 credits in geography (50:790:460 or 50:975:493)
- 3 credits in political science
- 3 credits in psychology (may be satisfied by 50:830:383 Educational Psychology)
- 3 credits in sociology (may be satisfied by 50:920:345 Sociology of Education)

## **Psychology**

- 3 credits in U.S. history
- 3 credits in world history
- 3 credits in economics
- 3 credits in geography (50:790:460 or 50:975:493)
- 3 credits in political science
- 3 credits in psychology (fulfilled by the psychology major)
- 3 credits in sociology (may be satisfied by 50:920:345 Sociology of Education)

## **Sociology**

- 3 credits in U.S. history
- 3 credits in world history
- 3 credits in economics
- 3 credits in geography (50:790:460 or 50:975:493)
- 3 credits in political science
- 3 credits in psychology (may be satisfied by 50:830:383 Educational Psychology)
- 3 credits in sociology (fulfilled by the sociology major)

## **Political Science**

- 3 credits in U.S. history
- 3 credits in world history
- 3 credits in economics
- 3 credits in geography (50:790:460 or 50:975:493)
- 3 credits in political science (fulfilled by the political science major)
- 3 credits in psychology (may be satisfied by 50:830:383 Educational Psychology)
- 3 credits in sociology (may be satisfied by 50:920:345 Sociology of Education)

## **Certification in English as a Second Language**

Students working toward elementary certification or subject area certification—in social studies (psychology major), English, German, French, or Spanish—can obtain an ESL endorsement (additional certification) by completing the following courses in addition to their primary licensure:

- 50:615:201 Introduction to Linguistics (3)
- 50:615:202 Applied Linguistics (3)
- 50:830:203 The Psychology of Minority Groups (3)
- 50:964:345 Methods and Issues of Teaching English as a Second Language (3)

## **Courses**

### **50:964:345. METHODS AND ISSUES OF TEACHING ENGLISH AS A SECOND LANGUAGE (3)**

Provides an introduction to the complex process of learning a second language from both theoretical and practical viewpoints. It covers second-language acquisition theory, various methods of teaching ESL, and practical techniques for the teaching of reading, writing, listening, and speaking to students. Special emphasis will be placed on teaching ESL in the public schools.

### **50:964:354. METHODS AND ISSUES OF TEACHING ART (3)**

Methods and materials for teaching K–12 visual arts are presented with specific reference to production, history, criticism, evaluation, and assessment. Particular emphasis placed on acquiring knowledge and techniques related to discipline-based approaches to art education. The path from first experience through specific skill development and portfolio preparation in grade 12 will be explored. The aforementioned aspects will be considered in view of the New Jersey Core Curriculum Standards.

### **50:964:369. METHODS AND ISSUES OF TEACHING FOREIGN LANGUAGE (3)**

Through active participation, students gain an appreciation of the historical development of language acquisition and its impact on methodological techniques for grades K–12. Development of thematic units versus thematic vocabulary, effective assessment as well as the role of technology are considered. Current issues, trends, and concerns within the profession are discussed with reference to the New Jersey Core Curriculum Standards.

### **50:964:371. METHODS AND ISSUES IN ELEMENTARY EDUCATION (3)**

Provides an integrated introduction to current methods and issues in teaching the elementary school curriculum. Special attention given to short and long range planning, designing differentiated curricula to facilitate understanding, classroom management, and the development of instructional and evaluative techniques with consideration of the New Jersey Core Curriculum Standards.

### **50:964:405. METHODS AND ISSUES OF TEACHING ENGLISH (3)**

Studies the five language skills (reading, writing, speaking, listening, and viewing), their interrelationships, and methods of teaching these skills in grades K–12. Emphasis on whole language philosophy, writing as process, and literature as text in many genres. The aforementioned aspects will be considered in view of the New Jersey Core Curriculum Standards.

### **50:964:407. METHODS AND ISSUES OF TEACHING SOCIAL STUDIES (3)**

Considers the materials and methods of instruction adapted to social studies in secondary schools. Focuses on the preparation of social studies teachers, literature on materials and methods, aims and objectives, organization of curriculum assignments, unit teaching, methods of evaluating learning, use of media technology in instruction, collateral readings, and standardized tests. The aforementioned topics will be considered in conjunction with the New Jersey Core Curriculum Standards.

### **50:964:411. METHODS AND ISSUES OF TEACHING SCIENCE (3)**

Examines the aims and development of science education. Approximately half of the course is devoted to analysis of methods used in the various sciences taught in schools: demonstrations, laboratory, project methods, and use of media and field trips. Also considers such extra class activities of the teacher as ordering and storing supplies and equipment, advising clubs, study for professional advancement, and selection of textbooks and materials. Additional topics added as the needs of the class indicate. The aforementioned aspects will be considered in view of the New Jersey Core Curriculum Standards.

### **50:964:413. METHODS AND ISSUES OF TEACHING MATHEMATICS (3)**

Covers the selection, organization, presentation, and application of mathematics. Provides the students with techniques to alleviate math anxiety and to present instruction that will accommodate various learning styles and developmental levels with consideration being given to the New Jersey Core Curriculum Standards.

### **50:964:416. PRACTICUM—AMERICA READS SERVICE LEARNING (3)**

*Prerequisites: 50:350:309 (Reading and Writing in the Elementary Curriculum) for those seeking elementary certification; permission of the program director for those seeking subject-matter certification.*

This practicum has two components: a fieldwork component and a seminar component. In the fieldwork component, students are assigned to an elementary school to work with a cooperating classroom teacher for 3 hours a week and a total of 45 hours for the

term. Students are expected to observe and participate in classroom literacy activities as they gradually assume some teaching responsibilities. In the seminar component, students have the opportunity to read, write, and discuss with their peers the interrelationships of teaching/learning literacy theory and practice. Understanding and application of the New Jersey Language Arts/Literacy Standards are addressed as students learn to develop and evaluate literacy instruction for elementary school children. The two components of the course help students learn (1) classroom observation and lesson planning skills for literacy instruction; (2) ways to design, implement, and assess individual, small group, and whole class literacy activities; and (3) how to explore their own literacy learning and use this in the classroom.

**50:964:443. METHODS AND ISSUES IN TEACHING MUSIC (3)**

Examines the methods, materials, and techniques of the public school's classroom vocal and instrumental music and related theory programs. Includes the development of sequential musical concepts necessary for an effective instrumental, vocal, and general music program. The aforementioned aspects will be considered in view of the New Jersey Core Curriculum Standards.

**50:964:450. SUBURBAN PRACTICUM (3)**

This practicum has two components: a fieldwork component and a seminar component. In the fieldwork component, students are assigned to work in a suburban school setting under the supervision of a cooperating teacher. This experience provides the student with the opportunity to become familiar with the role of the teacher and the dynamics of the classroom and will include the teaching to two brief lessons. The student thus gains an understanding of instructional planning, teaching strategies, educational technology, classroom management, and how New Jersey Core Curriculum Standards are implemented in the classroom. In the seminar component, students have the opportunity to discuss and evaluate with their peers the classroom interaction which they have observed, as well as the interrelationships of teaching/learning theory and practice. Students also are guided through the initial stages of portfolio production. The two components of the course help students learn (1) classroom observation and lesson planning skills; (2) ways to design, implement, and assess individual, small group, and whole class activities; and (3) how to explore their individual instructional strengths in preparation for the student teaching experience.

**50:964:452. URBAN PRACTICUM (3)**

This practicum has two components: a fieldwork component and a seminar component. In the fieldwork component, students are assigned to work in an urban school setting under the supervision of a cooperating teacher. This experience provides the student with the opportunity to become familiar with the role of the teacher and the dynamics of the classroom and will include the teaching to two brief lessons. The student thus gains an understanding of instructional planning, teaching strategies, educational technology, classroom management, and how New Jersey Core Curriculum Standards are implemented in the classroom. In the seminar component, students have the opportunity to discuss and evaluate with their peers the classroom interaction which they have observed, as well as the interrelationships of teaching/learning theory and practice. Students also are guided through the initial stages of portfolio production. The two components of the course help students learn (1) classroom observation and lesson planning skills; (2) ways to design, implement, and assess individual, small group, and whole class activities; and (3) how to explore their individual instructional strengths in preparation for the student teaching experience.

**50:964:487. STUDENT TEACHING (10)**

*Prerequisites: Approval of department; application made one year in advance of term in which student teaching will occur. Corequisite: 50:964:492.*

Full-time student teaching in approved schools under the supervision of cooperating teaching and college supervisor.

**50:964:492. STUDENT TEACHING SEMINAR (2)**

*Corequisite: 50:964:487.*

Biweekly seminar coordinated with student teaching experience to examine actual student teaching situations and provide for specific application of instructional strategies presented in methods courses. Preparation of a professional portfolio is required and professional career planning will be addressed.

**50:964:495. INDEPENDENT STUDY IN EDUCATION (BA)**

*Prerequisites: Permission of the director of the Teacher Preparation Program and agreement by a program member to supervise the work being done.*