**The College of New Jersey**

**School of Education**

**Department of Elementary and Early Childhood Education**

**Elementary [Urban] Education Undergraduate Teacher Preparation Program**

Candidates developmentally move from observation to practice in school settings. A brief overview of clinical experiences describes courses, some of which contain field practices as a part of a course.

**Clinical Experiences**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number/Title** | **Units/Credits** | **Pre-requisites** | **Description of Field Experience** |
| ELE 203  Introduction to Urban Education | 1 unit | n/a | 10 weeks of experience in an after-school program. Teacher candidates will be working with students K-8 as tutors and mentors at least one day per week. TC also begins to write curriculum for after-school programming activities. |
| RAL 221  Literacy Strategies, Assessment and Instruction  ELE 201  Child and Adolescent Growth and Development | 2 course units combined | Student in good standing | 2 courses taken concurrently, combine study, research, and formal initial field experience at the sophomore level. Candidate observation and participation occur in an elementary setting, grades K-5.  For 9 weeks, candidates spend 1 full day per week in a classroom. Emphasis is placed upon literacy/reading programs. On-campus classes combine study, research discussions, and follow-up to clinical experiences. |
| MTT 202  Teaching Math in Early Childhood/Elementary/Middle  Schools  MST 202  Methods of Teaching Science, Health and Technology | 2 course units combined | Enrollment in major and 2.75 GPA | Taken concurrently, these courses usually follow RAL 221 and ELE 201. For 9 weeks candidates spend 1 full day per week in a classroom. Candidates undertake observation, planning and supervised instruction in a K-6 setting. |
| EDUC 694  Internship I | 3 credits | Enrollment in M.Ed program and 3.0 GPA | For 10 weeks, 1-½ days per week occur in an urban classroom with ELL students; during the final 2 weeks of the semester, 2 full-time weeks provide candidates with full immersion in instructional planning and practice as a pre-requisite to senior student teaching. |
| ELEM 695  Internship II | 6 credits | 3.0 GPA and Recommendation of Faculty | The full semester supervised practicum occurs in an elementary setting under guidance of a certified experienced elementary school teacher and a certified ESL teacher. |
| ELEM 690  Student Teaching Seminar | 2 credits | 3.0 GPA and Recommendation of Faculty | Concurrently with student teaching, students work to improve and refine growing skills and knowledge in planning and delivering instruction. |