EGBM - English Major (B.A.) -- Undergraduate (Combined B.A./M.A.T. Dual Certification Program in Elementary Education (K-6) and Teacher of Students with Disabilities

**Effective Fall 2018, Updated September 2017**

Please visit the Teacher Education Program website for the required undergraduate professional sequence of courses, overall course outline, and other important Program requirements, guidelines, and procedures. Students also are strongly advised to review the Teacher Education Program Handbook.

A minimum of 120 semester hours of coursework is required for the baccalaureate degree. For this program, students must complete the baccalaureate degree with a minimum 2.75 overall GPA and a minimum 3.0 major GPA.

### I. GEN ED

- **A. New Student Seminar**
- **C1. Writing**
- **C2. Literature** (Majors encouraged to take ENGL 110, ENGL 111, or ENGL 114; these count toward the major) 0-3
- **C3. Communication (CMST 101)** 3
- **D. Fine and Performing Arts** (Majors are encouraged to take ENFL 208; this course counts toward the major) 0-3
- **F1. Great Works and Their Influences:** (Majors are encouraged to take ENGL 116 or ENGL 117; these courses count toward the major) 0-3
- **F2. Philosophical and Religious Perspectives (EDFD 220)** 3
- **G. Computer Science** 0-3
- **H. Mathematics (MTHM 302)** 3
- **I. Natural Science Laboratory** 4
- **J. Physical Education** 1
- **K1. American and European History (EDFD 221)** 3
- **K2. Global Cultural Perspectives** 3
- **K3. Social Science Perspectives (PSYC 101)** 3
- **L. Interdisciplinary Studies (ECEL 200)**

### II. GRADUATION REQUIREMENTS – WORLD LANGUAGES AND CULTURES

1. **World Languages** 3-6
2. **World Cultures:** Majors are encouraged to take ENGL 237, ENGL 238, ENGL 274, ENGL 294, ENLT 366, or ENLT 367 to fulfill this requirement as each of these will also count toward the major. 0-3

### III. ENGLISH MAJOR

36

Core Competencies

- Read and interpret texts with attention to formal and theoretical issues;
- understand the social, historical, and political contexts in which literature and other cultural texts are written and read;
- possess an awareness of American, British, and other literary histories through the study of both canonical and non-canonical texts, in national and transnational frameworks; and
- define their own intellectual interests, conduct research independently, and produce clear, coherent analytical essays.
### ENGLISH MAJOR COURSES — Full List (Mark transfer courses T)

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>1.</td>
<td>ENGL 300: Critical Approaches to English (GWR) _________</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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<td>11.</td>
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Minimum: 36 credits

#### Breakdown of Required Courses:

**A. REQUIRED ------- 3 CREDITS**

ENGL 300: Critical Approaches to English  
Semester: _____________

**B. STUDENT CHOICE ------- 33 CREDITS**

Thirty-three additional credits are required. Guidelines detailed below provide an outline for students to complete through individual selection, in accordance with student interest and course availability. Individual courses may meet more than one guideline. Full information on which guidelines individual course sections meet is available at the department website: [http://chss.montclair.edu/english/](http://chss.montclair.edu/english/).

1. **Literature: Five courses**
   a. Pre—1700, Title: _______
   b. Pre—1800, Title: _______
   c. Pre—1900, Title: _______
   d. Post—1900, Title: _______
   e. Any literature (ENGL or ENLT), Title: _______

2. **Genre Study: Three courses.** Significant attention to at least three of four genres — poetry, fiction, drama, or film.
   a. Title: _______ Genre: _______
   b. Title: _______ Genre: _______
   c. Title: _______ Genre: _______

3. **Additional Guidelines**
   a. **International Issues:** Primary focus on texts outside the American or British traditions. Title: _______
   b. **Ethnic Studies:** Significant study of representations of “race” or “ethnicity,” with at least one-third of the course devoted to texts from one or more minority cultures of this country. Title: _______
   c. **Women’s and Gender Studies:** At least one-third of the course will focus on texts by women or will focus on representations of gender. Title: _______
   d. **Class Issues:** At least one-third of the course will focus on representations of class issues. Title: _______

*33 credits are completed from the following range of courses: ENFL 200-499; ENGL 110-499 (except ENGL471); ENLT 300-499; ENWR 200-499 (except ENWR 301); LNGN 220, 230, 284; JOUR 216. No more than three 100-level courses can count towards the major.*
IV. FREE ELECTIVES

0-9

V. TEACHER EDUCATION PROGRAM REQUIREMENTS

42

A. PRE-PROFESSIONAL SEQUENCE

6

(Freshman Year/First Semester Sophomore Year)

*EDFD 220 Philosophical Orientation to Education (fulfills Gen Ed F2) (3)
*EDFD 221 Historical Foundation of American Education (fulfills Gen Ed K1) (3)
*MTHM 201 Mathematics in Elementary Schools I 3
CMST 101 Fundamentals of Speech (fulfills Gen Ed C3) (3)

PSYC 101 Introduction to Psychology (fulfills Gen Ed K3) (3)
FCST 214 Child Development I (prereq: PSYC 101) 3
ECEL 200 Persp. in Early Childhood & Elem. Ed (fulfills Gen Ed L) (3)

*May be taken in the following semester when applying to the program

(Second Semester Sophomore Year)

Apply to the Teacher Education Program.

If not taken during Pre-Professional semester(s): EDFA 220 Philosophical Orientation to Education; MTHM 201 Math for Elementary P-S; EDFA 221 Historical Foundation of American Education

PROFESSIONAL SEQUENCE TAKEN AS AN UNDERGRADUATE

36

(First Semester Junior Year)

FCST 314 Child Development II: Adolescence 3
ECEL 279 Theories and Models of Inclusive Education 3
MTHM 302 Mathematics in Elementary Schools II (fulfills Gen Ed H) (3)
READ 399 Early Literacy Development & Instruction 3

(Second Semester Junior Year)

ECEL 418 or FCST 418 Working with Diverse Families. 3
ECSE 305 Development & Learning in Children with & Without Disabilities 3
ECEL 408 Social Studies & the Arts in Elem. Classrooms 3

(First Semester Senior Year)

ECEL 427 Explorations: Science, Math, Technology 3
ECSE 439 Pedagogy in Inclusive Elem. Classrooms 3
READ 408 Reading: The Content Areas 3

(Second Semester Senior Year)

*ECSE 536 Obs. & Assess. Elem. Children w/ Disabilities 3
*ECSE 508 Partnerships with Families of Children with Disabilities 3
*READ 515 Literacy Strategies Inclusive Elem. Classroom 3

*These courses will count for credit on both Undergraduate/Graduate levels.

TOTAL UNDERGRADUATE CREDITS

120-129
GRADUATE PROFESSIONAL SEQUENCE COURSES

GRADUATE COURSES TAKEN AT THE UNDERGRADUATE LEVEL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ECSE 536</td>
<td>Obs. &amp; Assess. Elem. Children w/ Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 508</td>
<td>Partnerships with Families of Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>READ 515</td>
<td>Literacy Strategies Inclusive Elem. Classroom</td>
<td>3</td>
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GRADUATE COURSES TAKEN AT THE GRADUATE LEVEL

**SUMMER**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECSE 580</td>
<td>Conceptual Foundations of Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>ECEL 691</td>
<td>Issues, Trends, &amp; Research in Inclusive Education</td>
<td>3</td>
</tr>
<tr>
<td>Elective course (suggested: ARG5 560, ECSE 506, ECSE 511, ECSE 509, ECSE 518, ECSE 519, MEDI 503, MEDI 506, PSYC 563, READ 524, READ 525, READ 600, SPED 580, SPED 585, SPED 587, SPED 595)</td>
<td>3</td>
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**FALL**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECEL 510</td>
<td>Clinical I*</td>
<td>2</td>
</tr>
<tr>
<td>ECEL 502</td>
<td>Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>ECEL 522</td>
<td>Curriculum Development &amp; Assessment in Diverse Elementary Settings</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 523</td>
<td>Communication, Collaboration, Consultation in Inclusive Early Childhood and Elementary Contexts</td>
<td>3</td>
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**SPRING**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECEL 511</td>
<td>Clinical II</td>
<td>6</td>
</tr>
<tr>
<td>ECEL 504</td>
<td>Seminar II</td>
<td>3</td>
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</tbody>
</table>

TOTAL GRADUATE LEVEL CREDITS: 36

** A clinical II audit is conducted by the Center of Pedagogy to verify that all clinical II requirements have been met prior to the student teaching semester. All requirements must be met by December 15th for spring clinical II. Requirements include successful completion of all program coursework, submission of passing Elementary Praxis score, completion of speech requirement, completion of the Physiology and Hygiene requirement, and acceptable overall/major GPA as outlined in the Teacher Education Program handbook.

NOTES

Students are responsible for completing several requirements in addition to coursework in order to be recommended to the state of New Jersey for instructional certification. These other requirements must be completed prior to clinical II (i.e., by the December 15th clinical II audit deadline) and include:

1. Physiology and Hygiene requirement: must take University-approved course or pass University-approved test.
2. Praxis Exam: must pass all state-required Praxis Subject Assessment exams for the certification area.

Students also are responsible for:

Seeking advisement from their academic advisors for registration and completion of degree requirements. Students will be assigned undergraduate advisors while completing the undergraduate degree, and graduate advisors when moving into the graduate year of the program.

Consulting the Teacher Education Program Handbook regarding policies and procedures for the Teacher Education Program.

Completing an application with The Graduate School to transition to the graduate year of study in the program.

Filing the proper Audit forms in the Office of the Registrar for graduation.

Completing the State-required assessment, edTPA. This is completed during clinical II.

The graduate program of study is offered only in the semester sequence shown above, beginning with summer courses and culminating with student teaching in the spring semester.

Updated 9/29/17 MAK
10/25/17 JDG