

EGBM English Major (B.A.) (Combined B.A./M.A.T. with Teacher Cert. in English (K-6) & Teacher of Students with Disabilities)- Effective Fall 2019

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 3.25 overall GPA and a minimum 3.25 major GPA.

Curriculum Guide for EGBM Major

I. GENERAL EDUCATION	15
-----------------------------	-----------

http://www.montclair.edu/catalog/requirements/gen-ed/ for GEN ED course information	
---	--

A. New Student Seminar	1
C1. Writing	3
C2. Literature: ENGL 110, ENGL 111, ENGL 113, or ENGL 114 count toward the major.	0
C3. Communication: CMST 101	0
D. Fine and Performing Arts: ENFL208. This course counts toward the major.	0
F1. Great Works and Their Influences: ENGL 116 or ENGL 117 count toward the major.	0
F2. Philosophical and Religious Perspectives: EDFD 220	0
G. Computer Science	3
H. Mathematics: MTHM 201	0
I. Natural Science Laboratory: BIOL 100 meets Teacher Education Program's Physiology and Hygiene requirement.	4
J. Physical Education	1
K1. American and European History: EDFD 221	0
K2. Global Cultural Perspectives: ENGL 230 recommended if available; counts toward major.	3
K3. Social Science Perspectives: PSYC 101	0
L. Interdisciplinary Studies: ECEL 200	0

II. WORLD LANGUAGES AND CULTURES	3-6
---	------------

1. World Languages	3-6
2. World Cultures: ENGL 237, ENGL 238, ENGL 274, ENGL 294, ENGL 366, or ENGL 367. These count toward the major.	0

III. ENGLISH MAJOR	36
---------------------------	-----------

Core Competencies. English majors will be able to:

- 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)

Number	Title	Semester	Credits
1. ENGL 300	Critical Approaches to English (GWR)	_____	3
2. ENGL 110-114	Introduction to Literature	_____	3
3. ENGL 116 or 117	World Literature	_____	3
4. ENGL 237/ENGL 238/ENGL 274/ENGL 294/ENGL 366/ENGL 367 WC		_____	3
5. ENFL 208	Introduction to the Film	_____	3
6. _____	_____	_____	3
7. _____	_____	_____	3
8. _____	_____	_____	3
9. _____	_____	_____	3
10. _____	_____	_____	3
11. _____	_____	_____	3
12. _____	_____	_____	3

Minimum: 36 credits

Breakdown of Required Courses:

A. REQUIRED ---15 CREDITS

ENGL 300: Critical Approaches to English (GWR)

ENGL 110-114: Introduction to Literature

ENGL 116-117: World Literature

ENGL 237/ENGL 238/ENGL 274/ENGL 294/ENGL 366/ENGL 367 World Cultures

ENFL 208: Introduction to the Film

B. STUDENT CHOICE --- 21 CREDITS *

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: <https://www.montclair.edu/english/student-resources/>

1. Literature: Five literature courses

- a. Pre-1700. Title: _____
- b. Pre-1800. Title: _____
- c. Pre-1900. Title: _____
- d. Post-1900. Title: _____
- e. Any literature course. Title: _____

2. Genre Study: Significant attention to at least three of four genres – poetry, fiction, drama, or film.

- a. Title: ENFL 208 _____ Genre: Film
- b. Title: _____ Genre: _____
- c. Title: _____ Genre: _____

3. Thematic Areas (Additional Guidelines):

- a. **International Issues:** Primary focus on texts outside the American or British traditions.

ENGL 116 or 117

- 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 the United States.

Title: _____

- c. **Women's and Gender Studies:** At least one third of the course will focus on texts by women or representations of gender.

Title: _____

- d. **Class Issues:** At least one third of the course will focus on representations of class.

Title: _____

*21 credits are completed from the following range of courses: ENFL 200-499; ENGL 110-499 (except ENGL 471); ENWR 200-499; LNGN 220, 230, 284; JOUR 216. No more than two 100-level courses can count toward the major.

IV. FREE ELECTIVES	3-6
V. TEACHER EDUCATION PROGRAM REQUIREMENTS	60

A. PRE-PROFESSIONAL SEQUENCE **21****(Freshman Year/First Semester Sophomore Year)**

*EDFD 220 Philosophical Orientation to Education (fulfills Gen Ed F2)	3
*EDFD 221 Historical Foundations of American Education (fulfills Gen Ed K1)	3
*MTHM 201 Mathematics in Elementary Schools I (fulfills Gen Ed H)	3
CMST 101 Fundamentals of Speech (fulfills Gen Ed C3)	3
PSYC 101 Introduction to Psychology (fulfills Gen Ed K3)	3
FSDH 214 Child Development I (prereq: PSYC 101)	3
ECEL 200 Perspectives 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): EDFD 220 Philosophical Orientation to Education; MTHM 201 Math for Elementary P-5; EDFD 221 Historical Foundations of American Education.

B. PROFESSIONAL SEQUENCE TAKEN AS AN UNDERGRADUATE 39**(First Semester Junior Year)**

FSHD 314 Child Development II: Adolescence	3
ECEL 279 Theories and Models of Inclusive Education	3
MTHM 302 Mathematics in Elementary Schools II	3
READ 399 Early Literacy Development & Instruction	3

(Second Semester Junior Year)

ECSE 305 Development & Learning in Children with & Without Disabilities	3
ECEL 408 Social Studies & the Arts in Elem. Classrooms	3
ECEL 375 Selected Topics in Early Childhood and Elementary Education	3

(First Semester Senior Year)

ECSE 339 Pedagogy in Inclusive Elem. Classrooms	3
READ 408 Reading: The Content Areas	3
Undergraduate elective (advisor approval required)	3

(Second Semester Senior Year)

*ECSE 536 Obs. & Assess. Elem. Children w/ Disabilities	3
* ECSE 523 Communication, Collaboration & Consultation in Inclusive Early Childhood and Elementary Contexts	3
*READ 515 Literacy Strategies Inclusive Elem. Classroom	3

*These courses will count for credit on both undergraduate and graduate levels.

TOTAL UNDERGRADUATE CREDITS	120
------------------------------------	------------

GRADUATE PROFESSIONAL SEQUENCE**COURSES GRADUATE COURSES TAKEN AT THE UNDERGRADUATE LEVEL 9**

ECSE 536 Obs. & Assess. Elem. Children w/ Disabilities	3
ECSE 523 Communication, Collaboration & Consultation in Inclusive Early Childhood and Elementary Contexts	3
READ 515 Literacy Strategies Inclusive Elem. Classroom	3

GRADUATE COURSES TAKEN AT THE GRADUATE LEVEL 27

(SUMMER)

ECSE 580 Conceptual Foundations of Autism Spectrum Disorders	3
ECEL 691 Issues, Trends, & Research in Inclusive Education	3
ECSE 508 Strengthening Partnerships with Families of Children with Disabilities	3

(FALL)

ECEL 510 Clinical I*	2
ECEL 502 Seminar I	1
ECEL 517 Integrating Science & Technology in Early Childhood and Elementary Classrooms	3
ECSE 542 Inclusive Pedagogies for Students with Complex Learning & Behavioral Needs	3

(SPRING)

ECEL 511 Clinical Practice II: Inclusive Early Childhood and Elementary Classrooms	6
ECEL 504 Seminar II: Inclusive Early Childhood and Elementary Classrooms	3

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.

4/9/19 ccm 4/10/19 mak; 7/21/20 mak