

## Global Graduate Programs

The mission of The College of New Jersey Global Programs is to create exemplary professionals by providing focused professional graduate studies in education, grounded in current best practices, in preparation for our students to take instructional or leadership positions in international schools throughout the world. Our programs in professional education comprise an extensive, integrated, and focused collection of experiences that are recognized worldwide and serve to expand the influence of the College and its mission. Through its global graduate programs, TCNJ offers a number of professional development options to educators throughout the world at international sites. In addition, students enrolled in any of our on-campus (Ewing) graduate programs are welcome to participate in summer global graduate studies.

### General Site Information

Students may enroll in courses during the summer months at a number of international sites and at selected sites during winter/spring.

### Bolivia

In La Paz, Bolivia, students may enroll in courses leading to certification and master's degrees in elementary and secondary education. Classes are held periodically throughout the year at the American Consular School of La Paz.

### Egypt

In Cairo, Egypt, students may enroll in courses leading to certification and master's degrees in elementary and secondary education. Classes are held periodically throughout the year in partnership with the Hayah International Academy, which hosts classes both on its main campus and at other Cairo venues.

### Kuwait

At our site in Kuwait City, Kuwait, students can pursue certificate programs and master's degrees in elementary and secondary education. Classes are held periodically throughout the year at the Universal American School of Kuwait.

### South Africa

At our site in Johannesburg, South Africa, course work leading to elementary or secondary education and/or master's degrees is available. This unique program focuses on a research-based framework and requires students to experience and examine education in a holistic fashion. Courses in each cohort are team-taught in an intensive three-week experience. Students live on campus at The American International School of Johannesburg, where classes are held.

### Spain

In Palma de Mallorca, Spain, more than 18 graduate courses are held during a five-week period from late June through July. Students can pursue course work leading to completion of one of three master's degrees and/or certificate programs in elementary or secondary education (secondary subject area), teaching English as a second language, and educational leadership. Classes are held at Bellver International College, which is located in Cala Mayor, a popular tourist destination along the southern coast of the island. Housing is available within walking distance of the school or along the bus route.

### Taiwan

At our site in Hsiuchu, Taiwan, students can pursue certificate programs and master's degrees in elementary and secondary education. Classes are held periodically throughout the year at the Pacific American School in Hsiuchu.

### Thailand

In Bangkok, Thailand students can pursue certificate programs and master's degrees in elementary or secondary education. Courses are offered in three sessions during the month of June, and students can complete up to three graduate courses at that time. Classes are held at Ruamrudee International School in Bangkok, in an intensive 9 A.M.–5 P.M. schedule. Accommodations can be arranged by the local site coordinator at Canary House, a residential hotel.

## Master of Education in Elementary (EDEO) or Secondary (SECO) Education

Stuart Carroll, *Academic Adviser, Graduate Global Programs in Elementary and Secondary Education*

Brenda Leake, *Academic Adviser, Johannesburg Program*

The Master of Education in Elementary or Secondary Education is designed to increase the professional competence of fully certified elementary and secondary school teachers. Courses include current trends and practices in schools today.

### Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Teaching certificate
- Graduate Record Exam (GRE)
- (Also see page 9)

### Graduation Requirements:

30 credits

### Required Courses:

- |  |               |
|--|---------------|
| <b>Research:</b>   | <b>3 cr.</b>  |
| EDFN 508/Introduction to Research and Data-Based Decision Making               |               |
| <b>Foundations and Multicultural Education:</b>                                | <b>3 cr.</b>  |
| EDFN 520/Social Problems and Education   |               |
| or   |               |
| EDFN 521/Cultural Foundations of Education                                     |               |
| <b>Specialization:</b>   | <b>18 cr.</b> |
| SPED 501/Learning and Behavior of Handicapped                                  |               |
| EPSY 523/Advanced Child and Adolescent Development                             |               |
| ELEM 663/SCED 663/Advanced Trends in Elementary/Secondary Education            |               |
| ELEM 696/SCED 696/General Seminar in Elementary/Secondary Education            |               |
| RDLG 537/Language Arts Literacy  |               |
| or   |               |
| RDLG 578/Teaching Reading K–12   |               |
| or   |               |
| RDLG 579/Content Area Literacy   |               |
| CURR 514/Curriculum Theory and Practice  |               |
| <b>Electives:</b> Chosen with advisement                                       | <b>6 cr.</b>  |
| (Internship I can be used to satisfy 3 credit hours of elective requirements.) |               |

**Comprehensive Examination:** REGS 999

## Master of Education in Teaching English as a Second Language (ESLD)

Yiqiang Wu, *Academic Adviser, Graduate Global Programs in Teaching English as a Second Language*

The program consists of course work leading to the Master of Education in Teaching English as a Second Language. Certificate programs are available for those students who hold a bachelor's degree and/or master's degree and wish to obtain an initial and/or second teaching endorsement. Careful advisement and course selection are needed by students who concurrently seek:

- MEd with ESL or bilingual certification
- ESL initial or endorsement certification
- Bilingual endorsement

### Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- (Also see page 9)

### Graduation Requirements:

30 credits

### Required Courses:

#### Research:

- EDFN 508/Introduction to Research and Data-Based Decision Making **3 cr.**

#### Foundations and Multicultural Education:

- EDFN 520/Social Problems and Education **3 cr.**

or

- \*(A) EDFN 521/Cultural Foundations of Education

#### Specialization:

- \*(A) ESLM 525/Second Language Acquisition **15 cr.**

- \*(A) ESLM 578/Theory and Practice of Teaching English as a Second Language

- \*(A) ESLM 587/Curriculum, Methods and Assessment for ESL/Bilingual Education

- \*(A) ESLM 688/Practicum for Second Language Teachers

- \*(A) ESLM 545/English Structure and Proficiency Assessment

or

- ENGL 510/The Structure of English

### Electives: Chosen with advisement.

**9 cr.**

- RDLG 579/Content Area Literacy

- EPSY 523/Advanced Child and Adolescent Development

- Another elective approved by program coordinator.

\*Required for ESL endorsement certification.

(A) Required for ESL initial certification.

### Comprehensive Examination: ESLM 700

## Master of Education in Educational Leadership (SECL)

Stuart Carroll, *Academic Advisor, Graduate Global Programs in Educational Leadership*

The Master of Education in Educational Leadership is a program designed to provide educators with the knowledge and skills needed for a leadership position in a school setting. These courses include concepts of leadership administration, supervision, and curriculum development. The program consists of 36 semester hours of study and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the New Jersey State Department of Education. U.S. citizens are eligible for initial New Jersey principal certification, pending successful completion of the current state-approved exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

### Admission Requirements:

- Undergraduate degree from an accredited college or university
- Competitive GPA
- Competitive scores on the Graduate Record Examination (unless the applicant is applying for the post-master's and/or holds a previous graduate degree)
- Teaching certificate or evidence of related educational experience\*
- At least three completed years of successful educational experience\*

### Eligibility Requirements for New Jersey Principal License (for U.S. Citizens):

- Successful completion of master's or post-master's program
- Five years of successful educational experience\*
- Pass a state-approved examination
- File application for certification with the TCNJ STEP office

### Program Requirements:

36 credits

### Required Courses:

#### Research: **3 cr.**

- EDFN 508/Introduction to Research

#### Foundations and Multicultural Education: **3 cr.**

- EDFN 520/Social Problems and Education

OR

- EDFN 521/Cultural Foundations of Education

#### Specialization: **18 cr.**

- EDAD 525/Introduction to Educational Administration

- SUPV 520/Staff Supervision

- EDAD 617/Advanced School Leadership: Supervision/Admin

- EDAD 530/Group Dynamics for Educational Leaders

- EDAD 572/School Law

- EDAD 540/School Finance

#### Curriculum: **6 cr.**

- CURR 514/Curriculum Theory and Practice

AND

- CURR 555/Advanced Study of Curriculum

OR

- EDAD 597/Special Topics in Educational Leadership: Curriculum

OR

- EDAD 697/Independent Study in Educational Leadership: Curriculum

#### Practicum: **6 cr.**

- EDAD 691/Fall Internship in Educational Leadership I

- EDAD 692/Spring Internship in Educational Leadership II

- EDAD 693/Summer Internship in Educational Leadership III

### Culminating Experience Requirement:

- REGS 999/Comprehensive Examination

## Post-Master's Certification Program in Educational Leadership (SECM)

Stuart Carroll, *Academic Advisor, Graduate Global Programs in Educational Leadership*

The Post-Master's Certification Program in Educational Leadership is an intensive graduate program designed to provide educators with the knowledge and skills needed for a leadership position in a school setting. The program consists of 24 credit hours of study and meets standards of

\*Educational experience is defined by the New Jersey State Department of Education as "experience in a public or non-public school, a public or non-public school district, or a regionally accredited higher education setting in New Jersey or out-of-state."

ISLLC (Interstate School Leaders Licensure Consortium) and the New Jersey State Department of Education. U.S. citizens are eligible for initial New Jersey principal certification, pending successful completion of the current state-approved exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

**Admission Requirements:**

- Undergraduate and graduate degree from an accredited college or university
- Competitive GPA
- Teaching certificate or evidence of related educational experience\*
- At least three completed years of successful educational experience\*

**Eligibility Requirements for New Jersey Principal License (for U.S. Citizens):**

- Successful completion of master's or post-master's program
- Five years of successful educational experience\*
- Pass a state-approved examination
- File application for certification with the TCNJ STEP office

**Program Requirements:**

24 credits

**Required Courses:**

**24 cr.**

- EDAD 525/Introduction to Educational Administration
- EDFN 508/Introduction to Research
- SUPV 520/Staff Supervision
- EDAD 540/School Finance
- EDAD 572/School Law
- EDAD 617/Advanced School Leadership: Supervision/Admin
- EDAD 691/Fall Internship in Educational Leadership I
- EDAD 692/Spring Internship in Educational Leadership II
- EDAD 693/Summer Internship in Educational Leadership III

Student must take the following course if they have not previously had a graduate curriculum course.

- CURR 514/Curriculum Theory and Practice

## Principals' Training Center

The College of New Jersey works cooperatively with The Principals' Training Center to allow students to earn graduate credit for the completion of specified PTC workshops. Students may combine graduate credit from PTC courses with The College of New Jersey's Educational Leadership courses taken in Mallorca, Spain.

The College of New Jersey will accept a maximum of 12 credits (four courses) from specified PTC course work, or a combination of PTC courses and up to six credits (if approved by the program advisor) from other institutions (totaling 12 credits), which may be applied towards the Master of Education Degree in Educational Leadership. A maximum of 6 credits (2 courses) from specified PTC course work may be applied towards the Post-Master's Certificate in Educational Leadership. Students who have not previously completed a course in curriculum may transfer an additional three credits (totaling nine credits) into the Post-Master's Certificate through the transfer of the Curriculum and Resource Development Course offered by PTC.

In order to earn TCNJ graduate credit for PTC courses, students must pay PTC an additional fee and complete an additional assignment to be graded by their PTC instructor in order to meet TCNJ graduate course

\*\*Educational experience is defined by the New Jersey State Department of Education as "experience in a public or non-public school, a public or non-public school district, or a regionally accredited higher education setting in New Jersey or out-of-State".

equivalency requirements. Students do not need to apply to TCNJ or pay a TCNJ graduate school application fee to obtain credit.

To learn more about content and schedules go to the PTC Web site at [www.theptc.org](http://www.theptc.org).

## Teacher Certification for International Schools: (IOTE—Elementary) and (IOTS—Secondary)

Stuart Carroll, *Academic Adviser, Graduate Global Programs in Elementary and Secondary Education*

The program includes courses designed for the overseas professional seeking elementary and/or secondary certification through the state of New Jersey. Equivalent certification is available for non-U.S. citizens. Secondary (IOTS) certification is available in mathematics, English, social studies, biology, physical science (chemistry and physics), and earth science. Upon completion of this program, students may transfer into the MEd program (elementary or secondary).

**Admission Requirements:**

- Bachelor's degree from an accredited or approved institution
- IOTE—60 undergraduate credits in liberal studies, including two college-level courses in each of the following subjects:
  - English, mathematics, science, social studies (including at least one course in U.S. history)
- IOTS—30 undergraduate credits in core content (Also see page 9)

**IOTE—Elementary:**

**Program Requirements:**

25 credits

**Required Courses:**

**Foundations and Multicultural Education:**

**3 cr.**

- EDFN 520/Social Problems and Education
- or

- EDFN 521/Cultural Foundations of Education

**Specialization:**

**22 cr.**

- SPED 501/Students with Disabilities in Our Schools
- RDLG 579/Content Area Literacy
- EPSY 523/Advanced Child and Adolescent Development
- VCPD 530/Learning to Read
- ELEM 663/Advanced Trends
- ELEM 694/Internship I (3 cr.)

or

- EDFN 508/Introduction to Research and Data-Based Decision Making (Johannesburg only)
- ELEM 695/Internship II (4 cr.)

**Certification Examination: Praxis**

Note: Students applying for elementary certification must have 60 undergraduate credits in liberal studies.

**IOTS—Secondary:**

**Program Requirements:**

25 credits

**Required Courses:**

**Foundations and Multicultural Education:**

**3 cr.**

- EDFN 520/Social Problems and Education
- or

- EDFN 521/Cultural Foundations of Education

**Specialization:**

**22 cr.**

- SPED 501/Students with Disabilities in Our Schools
- RDLG 579/Content Area Literacy

EPSY 523/Advanced Child and Adolescent Development  
 SCED 590/Content Area Methods  
 SCED 663/Advanced Trends  
 SCED 694/Internship I (3 cr.)

or

EDFN 508/Introduction to Research and Data-Based  
 Decision Making (Johannesburg only)  
 SCED 695/Internship II (4 cr.)

#### Certification Examination: Praxis

Note: Students applying for secondary certification must have an undergraduate major in one of the following areas approved for certification: mathematics, English, biology, chemistry, physics, or social studies.

### Teaching English as a Second Language Certification Program (ESLO)

Yiqiang Wu, Academic Adviser, Graduate Global Programs in Teaching English as a Second Language

The Teaching English as a Second Language Certification Program provides the necessary courses for provisional certification or endorsement certification as a teacher of English as a second language in the state of New Jersey.

After completing the required courses, candidates need to prepare an application package in order to obtain their ESL certification. The package must include the following items:

1. A notarized certification application form
2. A notarized language proficiency interview form
3. A written exam form
4. Passing score on ACTFL oral/written proficiency test ([www.ACTFL.org](http://www.ACTFL.org))
5. A photocopy of a teaching credential in another field (for endorsement only)
6. A letter documenting teaching experience from the school principal (for endorsement only)
7. A notarized non-citizen oath form (for non-U.S. citizens only)
8. An official copy of transcripts from other institutions (for course transfer only)
9. An application fee of \$150 (\$75 for endorsement) payable to The College of New Jersey

Note: For a New Jersey state-issued certificate, non-citizens must have a U.S. Social Security number and be eligible for employment in the U.S.

Please contact your adviser for certification application forms and procedures.

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
 (Also see page 9)

#### Program Requirements:

15–21 credits

#### Prerequisites for State Endorsement:

6 cr.

Students applying for state endorsement in teaching English as a second language must have an approved teacher certification and one year of teaching experience or successfully complete the following six credit hours of course work (or their equivalent) as part of this program:

EPSY 523/Advanced Child and Adolescent Development  
 ESLM 688/Practicum for Second Language Teachers

#### Required Courses:

##### Foundations and Multicultural Education:

3 cr.

EDFN 520/Social Problems and Education

or

\*EDFN 521/Cultural Foundations of Education

#### Specialization:

15–18 cr.

\*ESLM 525/Second Language Acquisition  
 \*ESLM 578/Theory and Practice of Teaching ESL  
 \*ESLM 587/Curriculum, Methods, and Assessment for ESL/  
 Bilingual Education  
 RDLG 579/Language and Literacy for ESL

or

ENGL 510/The Structure and Phonology of American English

or

ESLM 545/English Structure and Proficiency Assessment

\*Required for ESL endorsement.

### Bilingual Endorsement (ESLB)

Yiqiang Wu, Academic Adviser, Graduate Global Programs in Teaching English as a Second Language

Bilingual endorsement provides the necessary courses for certification as a bilingual teacher in the state of New Jersey.

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
 Teaching certificate or eligibility thereof in a subject area  
 (general elementary or secondary math, science, or social studies)  
 Proven proficiency in English and another instructional language  
 (Also see page 9)

#### Program Requirements:

12–15 credits

#### Required Courses:

15 cr.

EDFN 577/Sociolinguistics & Cultural Foundations of ESL  
 ESLM 525/Second Language Acquisition  
 ESLM 578/Theory and Practice of Teaching ESL  
 ESLM 587/Curriculum, Methods, and Assessment for ESL/  
 Bilingual Education  
 ESLM 688/Practicum for Second Language Teachers

#### Comprehensive Examination: ESLM 700

### Performance Learning Systems (PLS)

The Office of Global Programs and Performance Learning Systems (PLS) work together to offer innovative, online graduate courses to meet the academic and professional needs of those who wish to take advantage of the benefits of a distance learning experience. At present, students may enroll in the following graduate courses: Effective Classroom Management (VCPD 520), Learning to Read (VCPD 530), Reading to Learn (VCPD 540), and Teaching through Learning Channels (VCPD 550), which are offered in the fall, spring, and summer terms. To learn more about content and schedules for the courses, go to the PLS Web site at [www.plsweb.com](http://www.plsweb.com).

### Courses Available through PLS

#### VCPD 520/Effective Classroom Management (Online)

3 cr.

Evaluate expectations for student behavior and learn practical strategies to increase student responsibility, self-control, and self-management. Learn how to create a proactive classroom environment that will allow you to spend the major part of your contact time in instructional activities, thus resulting in increased student learning. Create a positive classroom climate:

- Design the physical classroom environment.
- Establish teaching rules and routines.
- Appreciate the importance of the first days of school.
  - Minimize misbehavior.
  - Administer discipline with the brain in mind.

- Deal with misbehavior and consequences.
- Develop effective strategies:
  - Utilize reflective practices to adjust classroom management strategies.
  - Identify teacher and parent roles in promoting responsibility and learning.
  - Recognize ways in which diverse populations affect classroom management.
  - Understand learning styles and their application to classroom management.

**VCPD 530/Learning to Read:****Beginning Reading Instruction (Online) 3 cr.**

Learn to implement a balanced, integrated approach to teaching, beginning with reading centered on scientific strategies aligned with state and national reading research initiatives. These specially designed curriculum resources and teaching strategies will enhance the reading learning process across all areas of the curriculum. Teachers will have access to an interactive CD-ROM and other resources designed to offer every student the opportunity to succeed in learning to read.

- Apply a balanced and integrated approach:
  - Teach phonemic decoding, comprehension strategies, and literature appreciation.
  - Encourage independent reading, using a variety of types of texts.
  - Explore relationships among words to teach vocabulary.
  - Use writing to foster greater understanding of text.
- Develop effective practices for teaching reading proficiency skills:
  - Phonemic awareness
  - Phonological awareness
  - Decoding
  - Fluency
  - Comprehension
- Prevent reading failure through intervention and assessment:
  - Screen students using informal assessments.
  - Monitor students' progress.
  - Establish an effective intervention system.

**VCPD 540/Reading to Learn:****Comprehension Instruction (Online) 3 cr.**

Discover the best ways to help your students construct meaning from what they read. Examine scientifically based comprehension strategies, and learn how to adapt them to your classroom and/or content area. Assess student progress, and adjust your teaching to become more effective.

- Understand how to teach reading comprehension:
  - Analyze the latest reading comprehension research.
  - Examine the importance of effective reading-comprehension instruction across the curriculum.
  - Determine the variables related to successful reading comprehension, including learner characteristics, aspects of text, the reading task, motivation and engagement, and students' use and transfer of strategies.
- Implement effective reading comprehension practices:
  - Provide appropriate reading comprehension strategies for diverse learners.
  - Develop instructional practices that help students interact with texts to enhance meaning.
  - Provide meaningful, productive vocabulary instruction.
  - Use informal and formal assessments to diagnose students' needs.
  - Develop and implement intervention strategies for individual learners.
  - Select and develop appropriate instructional materials that align with state and local standards.

**VCPD 550/Teaching through Learning Channels (Online) 3 cr.**

Explore learning-style preferences and develop brain-compatible strategies to address them through multisensory teaching. Discover how to address students' basic motivational needs in a learning environment that incorporates a variety of brain-compatible techniques.

- Understand basic student needs:
  - Learn the five basic requirements for motivating students.
  - Identify how these needs are met in your classroom and in your school.
  - Design lessons to meet all five needs.
- Discover how to teach to all learning styles:
  - Learn strategies that address all sensory, perceptual, and organizational preferences.
  - Meet classroom challenges by using learning-style approaches.
  - Design lessons you can use immediately with your students.
- Learn how to teach for concept mastery:
  - Explore the five steps of the natural learning process.
  - Design lessons that apply these steps.

**VCPD 590/Secondary Content Method (Online) 3 cr.**

This course examines the content in the secondary school content curriculum standards and helps students make connections among the higher-level courses they have taken in college and the material taught in secondary schools. Students study the content and pedagogy appropriate for teaching high school curriculum content standards. They enhance their familiarity with national standards and the New Jersey Core Curriculum Content Standards and examine standards-based teaching and curricula in light of current education research. Students learn that problem solving is central to all of teaching and learning and that it is to be incorporated as a central theme in their own instructional practices. Students also examine research on how adolescents learn presented curriculum content, and they learn instructional strategies for teaching course work to children from diverse cultures and ability levels.