

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.

Cairo

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 in Kuwait City.

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.

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 9A.M.–5P.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:

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

Foundations and Multicultural Education: **3 cr.**
EDFN 520/Social Problems and Education

or

EDFN 521/Cultural Foundations of Education

Specialization: **18 cr.**

SPED 501/Students with Disabilities in Our Schools

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

Electives: Chosen with advisement **6 cr.**
(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:

15 cr.

- *(A) ESLM 525/Second Language Acquisition
- *(A) ESLM 578/Theory and Practice of Teaching English as a Second Language
- *(A) ESLM 587/Curriculum and Methods for Multilingual Populations
- *(A) ESLM 688/Practicum for Second Language Teachers
- *(A) ESLM 545/Sociolinguistics and TESL

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 Adviser, 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 33 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 School Leadership Series Praxis Exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

Admission Requirements:

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

Graduation Requirements:

33 credits

Required Courses:

Research:

3 cr.

EDFN 508/Introduction to Research and Data-Based Decision Making

Foundations and Multicultural Education:

3 cr.

EDFN 500/Foundations of Education

or

EDFN 520/Social Problems and Education

or

EDFN 521/Cultural Foundations of Education

Specialization:

24 cr.

CURR 514/Curriculum Theory and Practice

EDAD 525/Introduction to Educational Administration

EDAD 530/Group Dynamics for Educational Leaders

EDAD 540/School Finance

EDAD 572/School Law

EDAD 617/Advanced School Leadership: Supervision/Administration

EDAD 660/Computer Application in Educational Administration

SUPV 520/Staff Supervision

Practicum:

3 cr.

EDAD 688/Practicum/Seminar in School Administration and Supervision

Comprehensive Examination: REGS 999

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

Stuart Carroll, Academic Adviser, Graduate Global Programs in Educational Leadership

The Post-Master's 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. A master's degree from an accredited institution is required for admission.

The program consists of 21* 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 School Leadership Series Praxis Exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

*If at least one graduate-level course in the area of curriculum development has not previously been completed, it will be an additional requirement for this program.

Admission Requirements:

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

Graduation Requirements:

21 credits*

Required Courses:

Research:

3 cr.

EDFN 508/Research and Data-Based Decision Making

Specialization:

15 cr.

EDAD 525/Introduction to Educational Administration

EDAD 540/School Finance

EDAD 572/School Law

EDAD 617/Advanced School Leadership: Supervision/Administration

SUPV 520/Staff Supervision

Practicum: 3 cr.

EDAD 688/Practicum/Seminar in School Administration and Supervision

*Note: Students must take the following course if they have not previously completed 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 coursework, 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 coursework 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 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.

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)
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 and Methods for
Multilingual Populations

RDLG 579/Content Area Literacy

or

ENGL 510/The Structure and Phonology of American English

or

ESLM 545/Sociolinguistics and TESOL

*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:

Foundations and Multicultural Education:

3 cr.

EDFN 500/Foundations of Education

or

EDFN 520/Social Problems and Education

or

EDFN 521/Cultural Foundations of Education

Specialization:

9–12 cr.

ESLM 525/Second Language Acquisition

ESLM 578/Theory and Practice of Teaching ESL

ESLM 587/Curriculum and Methods for
Multilingual Populations

*ESLM 688/Practicum for Second Language Teachers

*ESLM 688 is waived for candidates with one year of teaching experience in a multilingual setting under a teaching certificate.

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.

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.