

# School of Education

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**WILLIAM BEHRE, DEAN**

## Creating Agents of Change

Creating Agents of Change is the conceptual framework for professional education at The College of New Jersey, guiding all programs in the School of Education and throughout the College. Based on current thinking, research, and practice regarding the nature of learning, teaching, schooling, and leadership, the framework supports the creation of an informed, active, and reflective educator and practitioner who is effective in influencing positive change in multiple academic, clinical, and professional settings. The mission statement and guiding principles define our shared vision of Creating Agents of Change.

## Mission Statement

Consistent with The College of New Jersey's clear public service mandate, The School of Education is committed to preparing exceptional teachers and clinicians. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow, and deserve schools/clinics and teachers/clinicians that respect their individual needs and circumstances while striving to give them the knowledge and skills to be successful in the larger society. Furthermore, we accept as truth the ideal that education is key to addressing the inequalities that exist in society, and that teachers and other school professionals can and should be agents for positive social change.

Therefore, through ongoing partnerships with our colleagues in K–12 education and state government, faculty of the School of Education remain dedicated to the core mission of producing high-quality professionals who possess solid content knowledge, demonstrated clinical competence, and a clearly articulated belief that all individuals deserve the highest quality practices in their schools and clinics.

## Guiding Principles

The following five principles form a statement of beliefs that provides a framework that guides our day-to-day practice.

**Principle One:** Demonstrating Subject Matter Expertise. We believe that teaching is a profession. As such, professional teachers should develop a solid base of knowledge in such areas as, literacy, numeracy, child development, learning theory, exceptionality, and pedagogical techniques. All teaching candidates will complete their programs at The College of New Jersey eligible to be considered “highly qualified”.

**Principle Two:** Demonstrating Excellence in Planning and Practice. We believe that our professional candidates must develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. They should possess an in-depth understanding of human growth and development to enable them to make developmentally appropriate decisions. They should be fully immersed, in both the college classroom and in the field, in a social-constructivist perspective of learning and its implications for student-centered planning, scaffolded learning experiences, and the use of a wide repertoire of instructional strategies, including appropriate use of current technology. We believe that our professional candidates should appreciate the importance of a productive learning environment in which teachers and children communicate effectively and respectfully.

**Principle Three:** Demonstrating a Commitment to ALL Learners. We believe that our professional candidates should have the skill and the will to help all learners reach their full potential. Our candidates must believe in the ability of all students to learn and grow, must be able to implement the principles of culturally responsive teaching and differentiated instruction, and must understand the importance of partnerships with families, community members, and other professionals to address children's diverse needs. We believe our candidates need to experience diverse teaching/clinical settings in their programs at TCNJ and that students should be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

**Principle Four:** Demonstrating a Strong, Positive Effect on Student Growth. We believe that our professional candidates must see their success in terms of the progress made by their students. We are supportive of the underlying principle that all children should make progress in school. Our candidates must understand how to accurately assess their learners' strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data-driven instruction or interventions. Our candidates must also demonstrate an ability to effectively communicate information to a variety of audiences, including parents and guardians.

**Principle Five:** Demonstrating Professionalism, Advocacy, and Leadership. We believe that our professional candidates need to continue to develop their theoretical knowledge and practical skills well after they complete their program and enter their chosen career. As we strive to admit highly capable, high-achieving candidates into our program, we believe that our candidates are in a unique position to become future leaders, advocating not only for the needs of children and youth in New Jersey but also for the educational professions at large. Our programs focus on developing reflective thinking skills as well as providing opportunities for our candidates to participate in various field experiences that require them to see themselves as professionals and to take on leadership roles.

## Graduate Study in Education

Education at the graduate level is vital to realizing the School of Education's mission in “the preparation and ongoing professional development” of educators and clinicians. Through graduate study, students may prepare to enter a new field or to develop and enhance skills and abilities critical to maintaining excellence in the practice of the profession to which they already belong. Graduate study emphasizes depth of knowledge; the importance of drawing critical connections among theory, research, and practice; and the ongoing need to approach one's work in a spirit of inquiry. The degree and non-degree programs described below within departments exemplify the School of Education's commitment to providing leadership and maintaining excellence across the continuum of professional practice.

## Master of Arts in Teaching

Stuart Carroll, Overall Coordinator, MAT Program

The Master of Arts in Teaching program consists of a core of courses that all degree candidates will complete, plus various specialization courses to meet state certification requirements in a particular discipline. The specialization disciplines currently include early childhood education, elementary education, secondary education, and special education.

The program provides an immersion option that will allow a cohort of full-time students to complete the program in one calendar year beginning and ending with a summer session. Students who are employed full time may complete the new program on a part-time basis beginning in the summer or fall.

In order to become certified, students successfully completing the Master of Arts in Teaching program must take and pass the PRAXIS Examination in their area of specialization and must also complete the state of New Jersey hygiene-physiological requirement.

### Early Childhood Specialization (EDPK, EDPL)

**Program A—No Prior Teaching Certificate (EDPK)**

**Program B—Alternate Route P–3 Certified (EDPL)**

Brenda Leake, Coordinator, Graduate Program in Early Childhood Education (MAT)

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)  
Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work

Undergraduate program must include:

English—two college-level courses minimum  
Mathematics—two college-level courses minimum  
Science—two college-level courses minimum  
Social studies—two college-level courses minimum  
(one of the courses must be U.S. history)

(Also see page 9)

#### Graduation Requirements:

Cumulative GPA of 3.0 in the MAT program  
Completion of all departmental requirements/prerequisites  
Program A 36 credits  
Program B 35 credits

#### Required Courses (Program A):

##### Summer I 7 cr.

EDUC 501/Exploring Teaching  
ECED 640/Development and Learning

##### Fall I 12 cr.

ECED 504/Teaching Young Children: Creating and Sustaining Classroom Communities  
EDUC 694/Internship I  
ECED 560/Curriculum Experiences for Young Children in the Inclusive Classroom  
MATH 596/Concepts and Methods of Teaching Math in Elementary Grades

##### Spring I 11 cr.

ELEM 690/Student Teaching Seminar  
ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy  
ECED 695/Internship II

##### Summer II 6 cr.

EDUC 615/Capstone Experience: The Teaching Professional  
RDLG 570/Issues in Literacy Instruction  
EDUC 513/Collaboration, Consultation, and Partnerships  
ECED 700/Comprehensive Examination

#### Required Courses (Program B):

##### Transferred Courses from P–3 Alternate Route Certification 15 cr.

ECED 504/Teaching Young Children: Creating and Sustaining Classroom Communities  
ECED 560/Curriculum Experiences for Young Children in the Inclusive Classroom  
ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy  
ECED 640/Development and Learning of the Young Child  
ECED 651/P–3 Mentored Internship I  
ECED 652/P–3 Mentored Internship II  
ECED 655/Clinical Seminar in Early Childhood Education I  
ECED 656/Clinical Seminar in Early Childhood Education II

##### Summer I 6 cr.

EDUC 501/Exploring Teaching  
EDUC 513/Collaboration, Consultation, and Partnerships

##### Fall I 6 cr.

ELEM 522/Methods for Teaching Science in the Inclusive Classroom  
MATH 596/Concepts and Methods of Teaching Math in the Elementary Grades

##### Spring I 8 cr.

ELEM 520/Multicultural Social Studies Methods  
EDUC 614/Creating and Sustaining Classroom Communities  
RDLG 570/Issues in Literacy Instruction

##### Summer II 0 cr.

EDUC 615/Capstone Experience: The Teaching Professional  
ECED 700/Comprehensive Examination

### Elementary Education Specialization (EDET)

Brenda Leake, Coordinator, Graduate Program in Elementary Education (MAT)

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)  
Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work

Undergraduate program must include:

English—two college-level courses minimum  
Mathematics—two college-level courses minimum  
Science—two college-level courses minimum  
Social studies—two college-level courses minimum  
(one of the courses must be U.S. history)

(Also see page 9)

#### Graduation Requirements:

Cumulative grade point average of 3.0 in the MAT program  
Completion of all departmental requirements/prerequisites  
Grade of B– or better in Internship I  
36 credits

#### Required Courses:

##### Summer I 6 cr.

EDUC 501/Exploring Teaching  
EPSY 523/Advanced Child and Adolescent Development

<b>Fall I</b>	<b>13 cr.</b>
EDUC 694/Internship I	
RDLG 537/Language Arts Literacy	
ELEM 520/Multicultural Social Studies Methods	
ELEM 521/Methods for Teaching Science in the Inclusive Classroom	
MATH 596/Concepts and Methods of Teaching Math in the Elementary Grades	
<b>Spring I</b>	<b>11 cr.</b>
EDUC 614/Creating and Sustaining Classroom Communities	
ELEM 690/Student-Teaching Seminar	
ELEM 695/Internship II	
<b>Summer II</b>	<b>6 cr.</b>
EDUC 513/Collaboration, Consultation, and Partnerships	
EDUC 615/Capstone Experience: The Teaching Professional	
RDLG 570/Issues in Literacy Instruction	
EDUC 700/Comprehensive Examination	

### Secondary Education Specialization (SECE—English; SECF—Social Studies; SECG—Mathematics; SECH—Science)

Colette Gosselin, *Coordinator, Graduate Program in Secondary Education (MAT)*

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)  
Present an undergraduate major or 30 semester-hour credits in a coherent sequence of courses in the subject teaching field  
(Also see page 9)

#### Graduation Requirements:

Cumulative grade point average of 3.0 in the MAT program  
Completion of all departmental requirements/prerequisites  
36 credits

#### Required Courses:

<b>Summer I</b>	<b>6 cr.</b>
EDUC 501/Exploring Teaching and	
EPSY 524/Adolescent Development and Education	
or	
EPSY 513/Psychology of Learning	
<b>Fall I</b>	<b>12 cr.</b>
SCED 694/Internship I	
RDLG 579/Content Area Literacy	
SCED 510/Curriculum of the Secondary School	
SCED 590/Methods in the Content Area (English, Social Studies, Mathematics, or Science)	
<b>Spring I</b>	<b>12 cr.</b>
EDUC 614/Creating and Sustaining Classroom Communities	
SCED 695/Internship II	
SCED 667/Issues in Secondary Education	
<b>Summer II</b>	<b>6 cr.</b>
EDUC 513/Collaboration, Consultation, and Partnerships	
EDUC 615/Capstone Experience: The Teaching Professional	
EDUC 700/Comprehensive Examination	
EDFN 520/Social Problems and Education	

### Technology Education Specialization (SECJ)

John Karsnitz, *Coordinator, Graduate Program in Technology Education (MAT)*

The Master of Arts in Technology Education is an intensive graduate program leading to technology education teacher certification. Full-time students enter as a cohort in the first summer semester. The 36-credit-hour program consists of a core of common courses taken by students in all licensure areas and a set of specialized technology courses. Core courses provide the skills and aptitudes required by all teachers in all teaching areas and lay the foundation for a professional career in teaching.

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)  
Present an undergraduate major or 30 semester-hour credits in a coherent sequence of courses in the subject teaching field  
(Also see page 9)

#### Graduation Requirements:

Cumulative grade point average of 3.0 in the MAT program  
Completion of all departmental requirements/prerequisites

#### Required Courses:

<b>Summer I</b>	<b>6 cr.</b>
EDUC 501/Exploring Teaching	
EPSY 513/Psychology of Learning	
or	
EPSY 524/Adolescent Development and Education	
<b>Fall I</b>	<b>12 cr.</b>
RDLG 579/Content Area Literacy	
SCED/TCED 694/Internship I	
TCED 591/Foundations of Design and Engineering	
TCED 592/Inclusive Methods in Technology Education	
<b>Spring I</b>	<b>12 cr.</b>
EDUC 614/Creating and Sustaining Classroom Communities	
SCED 695/Internship II	
TCED 691/Seminar in Technology Education	
<b>Summer II</b>	<b>6 cr.</b>
EDUC 513/Collaboration, Consultation, and Partnerships	
EDUC 615/Capstone Experience: The Teaching Professional	
EDUC 700/Comprehensive Examination	
TCED 690/Advanced Curriculum in Design and Engineering	

### Health and Physical Education Specialization

Anne Farrell, Ph.D., *Physical Education Program Coordinator*,  
Jay Hoffman, Ph.D., *Department Chairmen*

The Master of Art in Teaching Health and Physical Education prepares students to become certified teachers in health/physical education in K–12 programs. The program requires all degree candidates to have completed 45 hours of undergraduate content-specific course work. Within these 45 credits, 30 (minimum) must be specific to one of two specified content areas (physical education or health) and 15 credits (minimum) must be specific to the other content. Within the 45 credits, 12 credits (minimum) must be composed of upper level courses (300/400 level).

The program is designed to allow a cohort of full-time students to complete the MAT in one calendar year beginning and ending with a summer session. Students who are employed full time may also elect to complete the program on a part-time basis.

In order to become certified, students successfully completing the Master of Arts in Teaching program must take and pass the PRAXIS Examination in their area of specialization (Health and Physical Education) and must complete the state of New Jersey hygiene-physiological requirement.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution with a grade point average of at least 2.75 (on a 4.0 scale)  
Graduate Record Exam (GRE)

**Graduation Requirements:**

Must meet undergraduate content area knowledge requirement of 30 credits

A cumulative grade point average of 3.0 in the MAT program

Completion of all departmental requirements/prerequisites

Required content areas of study are: For primary content, five out of the following six areas must be studied and for secondary content, three out of the following six areas must be studied.

An \* denotes content area required.

Physical Education

Foundations/Introductory Courses

Health and Wellness

Developmental\*

Individual, Dual, Group Activities\*

Human Structure

Assessment and Evaluation

Required content areas of study are: For primary content, five out of the following six areas must be studied and for secondary content, three out of the following six areas must be studied.

An \* denotes content area required.

Health

Comprehensive Health\*

Current Health and Wellness

Family living and sexuality

Drug prevention and abuse

Nutrition

Injury Prevention

**Summer I 6 cr.**

EDUC 501/Exploring Teaching 3

EPSY 513/Psychology of Learning 3

**Fall I 12 cr.**

HPEM 694/Internship I 3

RDLG 579/Content Area Literacy 3

HPEM 554/Curriculum and Program Construction in HPE 3

HPEM 590/Methods of Elementary and Secondary HPE 3

**Spring I 11 cr.**

EDUC 614/Creating and Sustaining Classroom Communities 3

HPEM 695/Internship II (Student Teaching) 6

HPEM 698/Seminar in HPE 2

EDUC 615/Capstone Experience: The Teaching Professional 0

**Summer II 6 cr.**

EDUC 513/Collaboration, Consultation, and Partnerships 3

HPEM 653/Problems and Issues in HPE 3

HPEM 700/Comprehensive Examination 0

**Special Education Specialization (SEDD)**

This Master of Arts in Teaching program (SEDD) is a 39-credit program that culminates in a master's degree along with dual certification in special education and elementary education. Encompassing skills in the areas of positive behavior supports, differentiated instruction, curriculum adaptation, literacy, and math, this initial certification program provides students with a comprehensive repertoire of strategies designed to prepare them to teach diverse learners. Courses are based on the current best practices in the field. This program is also available as an alternate route track.

Shridevi Rao, Coordinator, Graduate Program in Special Education (MAT)

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution

Graduate Record Exam (GRE)

Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work

Undergraduate program must include:

English—two college-level courses minimum

Mathematics—two college-level courses minimum

Science—two college-level courses minimum

Social studies—two college-level courses minimum

(one of the courses must be U.S. history)

**Graduation Requirements:**

Cumulative GPA of 3.0 in the MAT program

Completion of all departmental requirements/prerequisites—39 credits

Grade of B– or better in Internship I and Internship II

**Required Courses:****Summer I 6 cr.**

EDUC 501/Exploring Teaching 3

EPSY 523/Advanced Child and Adolescent Development 3

**Fall I 12 cr.**

EDUC 694/Internship I 3

RDLG 579/Content Area Literacy 3

ELEM 522/Methods for Teaching Math and Science in the Inclusive Classroom 3

SPED 612/Curriculum and Methods for Students with Mild Disabilities 3

**Spring I 9 cr.**

EDUC 614/Creating and Sustaining Classroom Communities 3

SPED 605/Language and Reading Strategies for Students with Disabilities 3

SPED 626/Teaching Students with Severe Disabilities 3

**Summer II 6 cr.**

EDUC 513/Collaboration, Consultation, and Partnerships 3

SPED 521/Assistive Technology 3

**Fall II 6 cr.**

SPED 695/Internship II\* 3

EDUC 615/Capstone Experience: The Teaching Professional 0

SPED 700/Comprehensive Examination 0

**Special Education Specialization (SEDL)—  
Five-year Program  
(For TCNJ students only—Full Five-year  
Undergraduate/Graduate Program)**

Shridevi Rao, Coordinator, Graduate Program in Special Education

The Department of Special Education, Language, and Literacy offers a program that prepares students to be teachers of students with disabilities. This five-year program, featuring a double major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certification in elementary and special education.

The program meets the standards and requirements of:

National Council for Accreditation of Teacher Education (NCATE)

New Jersey State Department of Education

Council for Exceptional Children (CEC)

At the end of the fourth year, students earn a bachelor's degree in their liberal arts major and special education. The course of study continues through the following summer and academic year and culminates in a Master of Arts in Teaching degree. Graduates of the program are considered "highly qualified" teachers and therefore meet current requirements for obtaining employment in New Jersey school districts.

**Admission Requirements:**

Only students who have completed a bachelor's degree in the Special/Elementary Education program at TCNJ may matriculate into SEDL. Students must have a GPA of 3.0 to matriculate into the fifth-year portion of the program.

**Graduation Requirements:**

Cumulative GPA of 3.0 in the MAT program  
 Completion of all departmental requirements/prerequisites—31 credits  
 Grade of B– or better in Internship II

**Required Courses:****15 cr.**

SPED 664/Research in Special Education  
 SPED 522/Remedial Instruction  
 SPED 626/Curriculum Design for Individuals with Severe Disabilities  
 SPED 521/Assistive Technology  
 EDUC 513/Collaboration, Consultation, and Partnership

**Field Experience and Seminar****7 cr.**

SPED 695 Internship II: Student Teaching  
 SPED 597 Special Topics: Seminar

**Specialty Electives****9 cr.****(To be approved by adviser)****Comprehensive Examination:** SPED 700

**Education of the Deaf and Hard of Hearing/Elementary Education (DHHT)—Five-Year Program (For TCNJ students only—Full Five-year Undergraduate/Graduate Program)**

Barbara K. Strassman, *Coordinator, Graduate Program in Deaf and Hard of Hearing/Elementary Education (MAT)*

**Admission Requirements:**

Only students who have completed a bachelor's degree in the Deaf/Elementary Education program at TCNJ may matriculate into the MAT. Students must have a GPA of 3.0 to matriculate into the MAT portion of the program.

**Graduation Requirements:**

Cumulative grade point average of 3.0 in the MAT program  
 Completion of all departmental requirements/prerequisites—33 credits

**Required Courses:****Senior Year of Undergraduate Program****6 cr.**

DFHH 530/Speech Development in Deaf  
 DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals

**Summer and Following Year****27 cr.**

EDUC 513/Collaboration, Consultation, and Partnerships  
 EDUC 614/Creating and Sustaining Classroom Communities  
 ELEM 520/Multicultural Social Studies (2 credits)  
 SPED 521/Assistive Technology  
 or  
 RDLG 579/Reading in the Content Areas  
 or  
 An approved course in reading or language arts  
 ESLM 578/Theory and Practice of Teaching ESL  
 or  
 ESLM 525/Second Language Acquisition  
 or

ESLM 587/Curriculum and Methods for Multicultural Populations

DFHH 690/Culminating Field Experience DHH

DFHH 597/Special Topics in DHH (1 credit)

ELEM 695/Culminating Field Experience Elementary Ed.

DFHH 700/Comprehensive Exam

**Master of Arts in Counselor Education (CPSA), (CPSD), (CPSE)**

Mark Woodford, *Chair, Department of Counselor Education*

The Department of Counselor Education at The College of New Jersey is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the following program areas:

Community Counseling and School Counseling.

Master of Arts students must choose one of two options. The School Counseling option (CPSA) will qualify students for New Jersey state certification as a school counselor at the elementary and secondary levels and Pennsylvania state certification in school counseling at the elementary and secondary levels. The Community Counseling option has specializations in Substance Abuse and Addiction Counseling (CPSD) and Human Services (CPSE). Depending on the specialization chosen, Community Counseling students are prepared for positions in community and government agencies, higher education, business, and substance abuse programs.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution

Graduate Record Exam (GRE)

Interview (to be arranged by the department)

(Also see page 9)

Candidates for both options must present a bachelor's degree from an accredited college or university, meet college matriculation requirements, and attend an interview with the department faculty. In addition to the above criteria, consideration will be given to the candidate's openness to personal and professional self-development, potential success in developing interpersonal relationships in a counseling context, and prior relevant experiences. Meeting these minimum criteria does not guarantee admission to the department.

Those seeking Pennsylvania school counselor certification must also present evidence of their successfully passing the School Guidance and Counseling Praxis Test (20420) and a series of Pre-Professional Skills Tests (PPST) in reading (0710), writing (0270), math (0730), and listening skills (0740), all of which are administered by the Educational Testing Service (ETS).

**Graduation Requirements:**

1. In accordance with college policy, all graduate students must maintain a cumulative grade point average (GPA) of 3.0. Any student whose GPA falls below 3.0 will be placed on academic probation and will be dismissed if an overall GPA of 3.0 is not achieved by the end of a probationary semester.
2. Students must complete COUN 501, 670, 675, 690, and 693 (or 694/695) with a grade of B– or better.
3. A student who has received a grade of C+ or lower in prerequisite courses will not be permitted to enroll in COUN 670, 675, 690, and 693 (or 694/695).
4. With departmental approval, students who receive a grade of C+, C, or C– in COUN 501, 670, 675, 690, or 693 (or 694/695) will be permitted to retake the course(s) in question only once if they wish to attempt to improve their grade and remain in the program. Failure to obtain a B– or better in the second attempt will result in automatic termination from the Department of Counselor Education.

A student receiving an F grade will automatically be denied continuance in the Department of Counselor Education.

5. Students are also responsible to obtain, familiarize themselves with, and abide by the department's specialized policies and procedures as documented in the most recent edition of the department's student manual.

### School Counseling Option (CPSA)

MaryLou Ramsey, Coordinator, Graduate Program in School Counseling

48 credits

#### Required Core Courses: 33 cr.

COUN 501/Introduction to Counseling  
 COUN 515/Statistics and Research in Counseling  
 EPSY 520/Fundamentals of Human Development  
 EPSY 643/Measurement and Evaluation  
 COUN 530/Multicultural Counseling  
 COUN 535/Career Counseling and Placement  
 COUN 670/Counseling Theory and Techniques  
 COUN 675/Group Counseling  
 COUN 690/Practicum Seminar  
 \*COUN 693/Internship

\*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).

#### Other Required Courses:

##### Environmental Emphasis: 3 cr.

COUN 660/Organization, Administration, and Supervision of School Counseling

##### Specialized Studies: 6 cr.

Special Education—SPED 501/Students with Disabilities in Our Schools  
 Sociological Foundations—COUN 545/Community Agency Counseling

##### Electives: Chosen with advisement\*\* 6 cr.

\*\*May be COUN 699/Thesis/Creative Project for 6 cr.

Comprehensive Examination: COUN 700

### Community Counseling Option: Substance Abuse and Addiction Counseling Specialization (CPSD)

Mark Woodford, Coordinator, Chair, Department of Counselor Education

48-credit minimum

#### Required Core Courses: 33 cr.

COUN 501/Introduction to Counseling  
 COUN 515/Statistics and Research in Counseling  
 EPSY 520/Fundamentals of Human Development  
 EPSY 643/Measurement and Evaluation  
 COUN 530/Multicultural Counseling  
 COUN 535/Career Counseling and Placement  
 COUN 670/Counseling Theory and Techniques  
 COUN 675/Group Counseling  
 COUN 690/Practicum Seminar  
 \*COUN 693/Internship

\*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).

#### Other Required Courses:

##### Environmental Emphasis: 3 cr.

COUN 545/Community Agency Counseling

##### Specialized Studies: 12 cr.

COUN 600/Introduction to Marriage and Family Therapy  
 COUN 550/Substance Abuse and Addiction Counseling  
 COUN 551/Substance Abuse and Addiction: Individual, Family, and Society

COUN 552/Substance Abuse Education and Prevention

#### Optional Project: 6 cr.

COUN 699/Thesis/Creative Project in Counseling

#### Comprehensive Examination: COUN 700

Students who complete this program receive a certificate in substance abuse and addiction counseling from The College of New Jersey.

### Community Counseling Option: Human Services Specialization (CPSE)

Atsuko Seto, Coordinator, Graduate Programs in Community Counseling

48-credit minimum

#### Required Core Courses: 33 cr.

COUN 501/Introduction to Counseling  
 COUN 515/Statistics and Research in Counseling  
 EPSY 520/Fundamentals of Human Development  
 EPSY 643/Measurement and Evaluation  
 COUN 530/Multicultural Counseling  
 COUN 535/Career Counseling and Placement  
 COUN 670/Counseling Theory and Techniques  
 COUN 675/Group Counseling  
 COUN 690/Practicum Seminar  
 \*COUN 693/Internship

\*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).

#### Other Required Courses:

##### Environmental Emphasis: 3 cr.

COUN 545/Community Agency Counseling

##### Specialized Studies: 3 cr.

COUN 600/Introduction to Marriage and Family Therapy

##### Electives: Chosen with advisement.\*\* 9 cr.

\*\*May be COUN 699/Thesis/Creative Project for 6 cr.

#### Comprehensive Examination: COUN 700

### Educational Specialist in Marriage and Family Therapy (CPSJ)

Charleen Alderfer, Coordinator, Post-Graduate Program in Marriage and Family Therapy

24-credit minimum

The Educational Specialist (EdS) in Marriage and Family Therapy degree program is designed for master's-level professional counselors who wish to pursue advanced study in marriage and family therapy. EdS applicants who hold a master's degree from a CACREP-approved counseling program or its equivalent and complete the EdS degree meet the educational requirements for licensure in marriage and family therapy in New Jersey.

#### Admission Requirements:

Master's degree in counseling or related field; two years' counseling experience or a supervised practicum and internship  
 All applicants must complete a departmental screening interview prior to admission

#### Graduation Requirements:

Students will be required to complete a minimum of 24 graduate credits in marriage and family therapy  
 Students must complete the EdS program with a minimum 3.0 academic average, having received a B- or better in all required courses. Students who obtain a C+, C, or C- in a required course will be permitted, with department approval, to retake the course once. A student receiving a failing grade will automatically be denied continuance in the Department of Counselor Education.

**Required Courses:**

COUN 600/Introduction to Marriage and Family Therapy  
 COUN 601/Theory and Techniques in Marriage and Family Therapy  
 COUN 602/Advanced Assessment, Theory, and Treatment in Marriage and Family Therapy  
 COUN 603/Laboratory in Marriage and Family Therapy  
 COUN 604/Special Issues in Marriage and Family Therapy  
 COUN 605/Ethical, Legal, and Professional Issues in Marriage and Family Therapy  
 COUN 606/Family Studies and Development/Practicum\*  
 COUN 607/Clinical Internship in Marriage and Family Therapy\*

\*The Family Therapy and Counseling Clinic is a division of the School of Education Clinic. Because live supervision and observation are an integral part of the systemic training, students in the EdS Program in Marriage and Family Therapy will be expected to provide therapy to at least two relational cases during their practicum and intern year. In the Family Lab, they will be expected to observe families either from behind a one-way mirror or on closed-circuit TV. Supervision will be provided by both faculty and adjunct faculty with experience in family therapy. Confidentiality will be strictly maintained, and violation of the stated policy will be considered grounds for dismissal. This is a training opportunity that provides immediate supervision and discussion. It affords the best treatment possible to families who have the benefit of team-supervised student therapists working with them.

**Substance Awareness Coordinator Program (CPSH)**

Mark Woodford, Coordinator; Chair, Department of Counselor Education

21 credits

This 21-credit graduate program prepares individuals to become substance awareness coordinators in the public schools. Certification will be granted by the New Jersey Department of Education. The courses can be taken as part of, and in addition to, the required courses needed for the 48-credit master's degree program in counseling. All applicants for the Substance Awareness Coordinator Program must meet the admission requirements of the Department of Counselor Education.

**Prerequisite Course Work:**

Course work in introductory counseling, including prepracticum skills, theories of counseling, and group counseling or their equivalents, should be completed prior to enrollment in the program. Applicants who have not completed these particular courses may take COUN 501, COUN 670, or COUN 675 as part of their program of study.

**Admission Requirements:**

Bachelor's degree/master's degree where applicable from an accredited or approved institution  
 Present evidence of certification or licensure as one of the following: school counselor, school psychologist, school social worker, director of school counseling services, school nurse, alcohol and drug counselor (CADC or LCADC), or prevention specialist (CPS); or Possess a standard instructional certificate; or Possess a master's or higher degree from a regionally accredited college or university  
 Graduate Record Exam (GRE) (if candidate does not have a master's degree from a regionally accredited college or university)  
 Interview (to be arranged by the department)  
 (Also see page 9)

**Required Courses:**

COUN 550/Substance Abuse and Addiction Counseling  
 COUN 551/Substance Abuse and Addiction: Individual, Family, and Society

COUN 552/Substance Abuse Education and Prevention  
 COUN 554/Substance Awareness Coordination in the Schools  
 SPED 501/Students with Disabilities in Our Schools  
 and

One elective course to be chosen from the following:

EPSY 520/Fundamentals of Human Growth and Development;  
 or

COUN 600/Introduction to Marriage and Family Therapy  
 and

One clinical course to be chosen from the following:

COUN 690/Practicum Seminar (completed at a SAC site);  
 or

COUN 698/Department Project: SAC Practicum

All students must complete at least 15 credit hours in the program (not including COUN 501, COUN 670, or COUN 675) before enrolling in the practicum. Additionally, the practicum must be completed during the last semester of studies.

**Instructional Licensure, Teacher of Preschool–Grade 3 (EDPK)**

Jody Eberly, Coordinator, Graduate Program in P–3 Certification

The College of New Jersey/Early Childhood Education (P–3) Specialized Alternate Route or Endorsement on New Jersey Instructional License.

**Program Statement:**

The need for early childhood education specialized alternate route licensure is shown by evidence specific to The College of New Jersey, current changes in the state, and national research on the importance of specialized knowledge in early childhood education. The College of New Jersey has offered a highly regarded early childhood education program for over 150 years. Recent court-mandated and legislative initiatives have resulted in mandatory preschool for 4-year-olds in over 150 New Jersey school districts and for 3-year-olds in the 30 neediest of these districts.

It is clear from the research that effective early childhood education programs for children from low-income families have teachers with intensive and specialized training in the particular educational and social needs of young children and who have the broad education represented by a bachelor's degree. Employing teachers with state certification in early childhood education, or its equivalent, is strongly related to positive outcomes for young children. The recent National Academy of Sciences Committee on Early Childhood Pedagogy (2000) has joined the NAEYC and the NEA in recommending specialized certification for teachers of young children.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 60 credits in general education or liberal learning in an undergraduate program  
 (Also see page 9)

**Program Requirements:****Required Courses:**

ECED 504/Teaching Young Children  
 ECED 560/Curriculum Experiences for Young Children  
 ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy  
 ECED 640/Development and Learning of the Young Child  
 ECED 651/P–3 Internship I  
 ECED 652/P–3 Internship II  
 ECED 655-656/Clinical Seminar in Early Childhood Education I and II

15 cr.

## Master of Education in Educational Leadership (SECL) (options include Traditional, International, and Immersion\*)

Donald Leake, *Coordinator, Graduate Programs in Educational Leadership*

The Educational Leadership Program of study at The College of New Jersey provides a comprehensive forum for reflective practice as an instructional leader. The program is designed to recognize the key role leadership plays in creating and sustaining schools that help all students achieve high standards. The program seeks to shape the educational practices, their conceptual underpinnings, and the leadership professions that serve both public and private schools. The Educational Leadership Program also seeks to develop the knowledge, wisdom, and imagination of its students to enable them to take leadership positions national and internationally. Graduates of the Educational Leadership Program are employed as principals, assistant principals, directors, and supervisors in public and private school systems.

The program is designed to serve as a confluence of three leadership experiences: a cognitive experience wherein one learns to think like a leader, a moral experience where one learns to think and act in a responsible and ethical manner, and a practical experience where one learns to perform like a leader. More specifically, the program is intended to reflect what Shulman (2005) calls “signature pedagogies of the profession.” That is, a mode of teaching that has become inextricably identified with preparing people for a particular profession. Mindful of this notion of signature pedagogies, students who enter the Educational Leadership Program should expect the following:

A relevant and challenging curriculum where professors use an approach to teaching that makes extensive use of active learning pedagogies such as case studies, simulations, and problem-based learning.

A clinical experience will be an intricate part of every course in the program. Students should anticipate and plan for a field experience as part of each course. Students will be required to provide documentation of at least 25 hours of “course-specific practicum” experience before they are permitted to register for the Capstone Practicum experience.

Each course will reflect a mix of practical and theoretical concepts and will blend classroom instruction with the student’s clinical experiences. The “Course-Specific Practicum” experience will provide numerous opportunities for aspiring school leaders to apply new learning in authentic settings.

The signature pedagogies are thus designed to be pedagogies of engagement and are ultimately intended to teach students to think like, act like, and be like a school leader.

Based on what successful leaders do in their schools, the program consists of three curriculum modules designed around what effective leaders need to know and be able to do. Students are required to complete the modules in the manner as prescribed by the department and/or explicated by the program coordinator. Aligned with national standards and approved by the New Jersey Department of Education, there are four different strands through which a principal certification may be offered:

**Traditional Master’s Degree Strand (SECL)**—The 33-credit Program for School Leaders is intended for those students seeking to complete the program at their own pace. Course work emphasizes meaningful, practical, active learning based upon problems school leaders encounter and upon the core issues of schooling, curriculum, and instruction. The program is practice-oriented and geared to prepare students to meet the challenges of school leadership. This program is also available through the College’s global program. Upon completion, participants will be eligible to apply for the initial certification for a New Jersey Principal License.

**Accelerated Master’s Degree Strand (Immersion) (SECL)**—The 36-credit Immersion Program for School Leaders is an accelerated leadership-training program that integrates clinical experience with course work. Students enter as a cohort and take a prescribed sequence of courses beginning in the summer of one year and culminating with graduation the following summer. Cohort members are provided mentorship throughout the 14-month experience by a member of the educational administration faculty, in cooperation with a field-based mentor and practicing principals identified by each candidate. During the 14 months, candidates are required to engage in an intensive field experience with administrative mentors. This 14-month internship is accomplished while fulfilling full-time responsibilities in a school district. Upon completion, participants will be eligible for the initial certification for a New Jersey Principal License.

**Post Master’s Certification Strand (SECM)**—The 21-credit Post-Master’s Certification Program (non-degree) in Educational Leadership is designed for individuals who wish to become certified as school leaders and who already hold a master’s or doctoral degree. This program is also available through the College’s global program. Minimum admission requirements include masters degree and teaching certification. Upon completion, participants will be eligible for the initial certification for a New Jersey Principal License

### Supervisor Certification

TCNJ offers the appropriate courses necessary for certification as a supervisor in the public schools in the State of New Jersey. Students must have 12 credits of coursework – some of which may be from the individual’s Masters program, and submit an official transcript to the State of New Jersey upon completion of the below coursework. General requirements for issuance of the certificate can be obtained through the NJ State Department of Education.

#### TCNJ Courses

CURR	514/Curriculum Theory and Practice
SUPV	520/Staff Supervision
EDAD	617/Advanced Leadership in School Administration and Supervision
ELEM	555/Advance Curriculum for Adolescence and children

## Master of Education in Educational Leadership—Instruction (RTCM) (in Partnership with The Regional Training Center)

Alan Amtzis, *Coordinator, Graduate Program in Educational Leadership: Instruction*

The Master of Education in Educational Leadership: Instruction program addresses the teacher within the context of the classroom, as well as the greater educational community, with regard to school-wide teacher reform, teachers’ professional development, and teacher leadership. The reflective practices of self-study, teacher research, and classroom inquiry provide a thematic curricular link throughout the program. The Regional Training Center (RTC) has been providing quality graduate course work in education throughout the Mid-Atlantic region since 1993. TCNJ has been the New Jersey partner in providing sponsorship for graduate RTC programs offered throughout the state since 2000. This partnership has grown to include the Master of Education in Educational Leadership: Instruction, which will include both on- and off-campus work.

### Admission Requirements:

- Bachelor’s degree from an accredited or approved institution
- Cumulative GPA of 3.0 or better
- Teaching certificate
- Graduate Record Exam (GRE)
- Two Letters of Recommendation

Personal essay  
(Also see page 9)

**Graduation Requirements:**

30 credits including:  
Four 3-credit Instructional Core Courses (completed with RTC)  
Three 3-credit Classroom Action Research Courses  
(completed with TCN)  
Three 3-credit Focus Area courses (completed with RTC)

**Program Requirements:**

Instructional Core Courses: **12 cr.**  
Provide framework and foundation for effective teaching practices  
that enhance student achievement in a learning community

EDPD 570/Differentiated Instruction  
EDPD 548/Styles of Teaching: Personality Type in the Classroom  
EDPD 560/Brain-Based Teaching and Learning  
EDPD 542/Classroom Assessment Techniques

Classroom Action Research: **9 cr.**  
Students develop and explore meaningful unanswered questions arising  
from their own classroom contexts while studying the  
growing tradition of teacher-generated inquiry into practice.

EDUC 510/Exploration of Classroom Inquiry  
EDUC 601/Modes of Inquiry and Research  
EDUC 602/Inquiry in Practice

Focus Area: **9 cr.**  
Choose one of the following three areas of emphasis:

**Teaching Strategies Option:**

EDPD 545/Expanding Student Thinking in the Classroom  
EDPD 547/Integrating the Curricula  
EDPD 549/Teaching and Learning through Multiple Intelligences

or

EDPD 567/Multiple Intelligence

**Strategies Diversity Option:**

EDPD 546/Teaching for Success in the Multicultural Classroom  
EDPD 555/Skills and Strategies for Inclusion and  
Disability Awareness

EDPD 561/The Cooperative Classroom

**Classroom Climate and Management Option:**

EDPD 544/Increasing Student Responsibility and  
Self-Discipline in Learning Communities  
EDPD 565/Cooperative Discipline  
EDPD 561/The Cooperative Classroom

**Culminating Experience Requirement:**

EDUC 700/Comprehensive Exam or Capstone Project

### **Master of Education in Reading K–12 (RDGA) Master of Education in Reading K–12 with Reading Specialist Certificate (RDGA)**

Kathryne Speaker, Coordinator, Graduate Programs in Reading

The MEd in Reading K–12 program is designed to prepare specialists in  
reading and to increase the competence of fully certified elementary and  
secondary teachers who wish to become master teachers of reading.

**Admission Requirements:\***

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)  
A New Jersey teaching certificate or its equivalent  
A course in teaching reading  
(Also see page 9)

\*NJ reading specialist certificate candidates must also have two years of teaching experience.

**Graduation Requirements:**

33 credits  
(Reading Specialist Certification Option: 36 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

**Special Education:** **3 cr.**

SPED 501/Students with Disabilities in Our Schools

**Specialization:** **21 cr.**

RDLG 530/Exploring Children's Literature: An Educator's  
Perspective

RDLG 571/Language and the Teaching of Reading

RDLG 672/Advanced Study in the Teaching of Reading I

RDLG 673/Advanced Study in the Teaching of Reading II

RDLG 691/Diagnostic Procedures and Appraisal

RDLG 692/Practicum: Diagnostic Procedures and Corrective  
Instruction

RDLG 693/Supervised Practicum and Seminar (K–12)

**Supervision:** For students seeking the NJ reading  
specialist certificate **3 cr.**

\*SUPV 520/Staff Supervision

\*Will not be counted as an elective toward the reading specialist certificate.

**Elective:** **3 cr.**

RDLG 579/Content Area Literacy

or

Course approved by program coordinator

**Related Fields:** **0–6 cr.**

An opportunity to select courses leading to the supervisor's certificate.  
See program coordinator for options.

**Research:** Students may elect with advisement: **0–6 cr.**

RDLG 697/Independent Study in Reading

RDLG 698/Department Project in Reading

RDLG 699/Thesis/Creative Project in Reading

**Comprehensive Examination:** RDLG 700

Notes: Matriculated students in the reading program who have successfully completed 36  
credits in required courses with two years of successful teaching experience may apply to the  
graduate coordinator to initiate procedures leading to a reading specialist certificate.

Students who apply for this certificate must present a letter to the certification officer of  
the College from their immediate school supervisor verifying two years of successful teaching.

Successful completion of the program constitutes the completion of an approved program  
for the reading teacher certificate, provided the student has passed the National Teacher  
Examination.

\*Students successfully completing the program must take and pass the National Teacher Examination  
in Reading to be eligible for the reading teacher certificate in the state of New Jersey.

### **Post-Master's Reading Specialist Certificate Program (RDGB)**

Kathryne Speaker, Coordinator, Graduate Programs in Reading

**Admission Requirements:**

Master's degree from an accredited or approved institution  
New Jersey teaching certificate or its equivalent  
At least one course in teaching reading  
(Also see page 9)

**Program Requirements:**

30 credits

**Required Courses:****Special Education:**

SPED 501/Students with Disabilities in Our Schools

3 cr.

**Specialization:**

RDLG 530/Exploring Children's Literature: An Educator's Perspective

21 cr.

RDLG 571/Language and the Teaching of Reading

RDLG 672/Advanced Study in the Teaching of Reading I

RDLG 673/Advanced Study in the Teaching of Reading II

RDLG 691/Diagnostic Procedures and Appraisal

RDLG 692/Practicum: Diagnostic Procedures and Corrective Instruction

RDLG 693/Supervised Practicum and Seminar K-12

**Supervision:**

SUPV 520/Staff Supervision

3 cr.

**Elective:**

RDLG 579/Content Area Literacy

3 cr.

or

Course approved by program coordinator

Note: Careful advisement is necessary. Students who plan to take this program must apply for admission and meet with the graduate coordinator for advisement.

If a student wishes to transfer any courses taken within six years of entering the program, equivalency must be substantiated. A minimum of 15 teacher credits toward the approved program must have been earned at The College of New Jersey.

Students who have successfully completed the program with two years of teaching experience may apply to the graduate coordinator to initiate procedures leading to a reading specialist certificate.

Students who apply for this certificate must present a letter to the certification officer of the College from their immediate school supervisor verifying two years of successful teaching.

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

Yiqiang Wu, Coordinator, Graduate Program in Teaching English as a Second Language

Careful advisement and course selection is needed when concurrently seeking:

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:**

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

or

EDFN 520/Social Problems and Education

or

EDFN 500/Foundations of Education

3 cr.

**Specialization:**

\*(A,B) ESLM 525/Second Language Acquisition

\*(A,B) ESLM 578/Theory and Practice of Teaching ESL

\*(A,B) ESLM 587/Curriculum and Methods for Multilingual Populations

\*(A,B) ESLM 688/Practicum for Second Language Teachers  
ESLM 545/Sociolinguistics and TESL

or

ENGL 510/The Structure of English

15 cr.

**Electives:** Chosen with advisement

(A) EPSY 513/Psychology of Learning

or

EPSY 523/Advanced Child and Adolescent Development

or

EPSY 524/Adolescent Development and Education

(A) RDLG 571/Language and the Teaching of Reading\*

or

RDLG 579/Content Area Literacy

or

RDLG 537/Language Arts Literacy

and

Elective course approved by program coordinator

\*Required for ESL endorsement certification.

(A) Required for ESL initial certification.

(B) Required for bilingual endorsement.

**Comprehensive Examination:** ESLM 700

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

Yiqiang Wu, Coordinator, Graduate Programs in Teaching English as a Second Language

The Teaching English as a Second Language certification program provides the necessary courses for provisional 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. Passing score on ACTFL oral/written proficiency test ([www.ACTFL.org](http://www.ACTFL.org))
3. A photocopy of a teaching credential in another field (for endorsement only)
4. A letter documenting teaching experience from the school principal (for endorsement only)
5. A notarized non-citizen oath form (for non-U.S. citizens only)
6. Official copies of transcripts from other institutions (for course transfer only)
7. 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

Present an undergraduate major (or 30 semester hours) in

a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work

Undergraduate program must include:

English—two college-level courses minimum

Mathematics—two college-level courses minimum

Science—two college-level courses minimum  
 Social studies—two college-level courses minimum  
 (one of the courses must be U.S. history)  
 Proven both oral and written proficiency in the English language  
 Teaching credential in another field (for endorsement only)  
 (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 teaching experience, OR successfully complete the following 6 credit hours of course work (or their equivalence) as part of this program:

ESLM 688/Practicum for Second Language Teachers

EPSY 513/Psychology of Learning

or

EPSY 523/Advanced Child Growth and Development

or

EPSY 524/Adolescent Development and Education

**Required Courses:****Foundations and Multicultural Education:****3 cr.**

EDFN 521/Cultural Foundations of Education

or

EDFN 520/Social Problems in Education

or

EDFN 500/Foundations of Education

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

ESLM 525/Second Language Acquisition

ESLM 578/Theory and Practice of Teaching ESL

ESLM 587/Curriculum and Methods for  
Multilingual Populations

ESLM 545/Sociolinguistics and TESOL

or

ENGL 510/The Structure of English

or

RDLG 571/Language and the Teaching of Reading

or

RDLG 537/Language Arts Literacy

**Bilingual Endorsement Certification (ESLB)**Yiqiang Wu, *Coordinator, Graduate Programs in Teaching English as a Second Language*

The bilingual endorsement program provides the necessary courses for certification as a bilingual teacher in the state of New Jersey. This certificate is only for certified teachers who hold a teaching credential in a subject area (general elementary or secondary math, science, social studies, etc.).

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. Passing score on ACTFL oral/written proficiency test ([www.ACTFL.org](http://www.ACTFL.org)) in both English and another instructional language
3. A photocopy of a teaching credential in a subject area
4. A letter documenting teaching experience from the school principal
5. A notarized non-citizen oath form (for non-U.S. citizens only)
6. Official copies of transcripts from other institutions (for course transfer only)
7. An application fee of \$75 payable to The College of New Jersey

Please contact your adviser for certification application forms and procedures.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Proven both oral and written proficiency in English and in another instructional language  
 Teaching credential in elementary education or a subject area  
 (Also see page 9)

**Program Requirements:**

12–15 credits

**Required Courses:****Foundations and Multicultural Education:****3 cr.**

EDFN 520/Social Problems and Education

or

EDFN 521/Cultural Foundations of Education

or

EDFN 500/Foundations of Education

**Specialization:****9–12 cr.**

ESLM 525/Second Language Acquisition

ESLM 578/Theory and Practice of Teaching English as a  
Second LanguageESLM 587/Curriculum and Methods for Multilingual  
Populations

ESLM 688/Practicum for Second Language Teachers

\*Requirement waived for certified teachers with at least one year of teaching experience in a multilingual setting.

**Master of Education in Special Education (SEDA) and (SEDB)**Shridevi Rao, *Coordinator, Graduate Program in Special Education*

The MEd program has two tracks: Option I (SEDA) provides advanced work in the area of teaching students with disabilities for those candidates who hold a standard special education certificate. Option II (SEDB) prepares individuals who hold a standard teacher certification in areas or in special education and who desire certification as a teacher of students with disabilities or teacher of students who are blind or have visual impairments.

\*Formal approval from the New Jersey Office of Licensure and Certification is anticipated in September 2007.

**Option I—Certified in Special Education (SEDA)**

Option I (SEDA) is a 33-credit-hour program of study designed for graduate students who have several years' experience in the classroom and are interested in advanced study in special education. The program is a "leadership master's"; i.e., its graduates will be prepared to be exemplary professionals who will provide leadership in their schools as they work to implement best practices.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE)  
 Standard New Jersey teaching certificate or equivalent in special education

**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

**Specialization: 21 cr.**

Prerequisites must be completed before enrolling in the following courses:

EDUC 513/Collaboration, Consultation, and Partnerships  
 SPED 521/Assistive Technology  
 EDUC 614/Creating and Sustaining Classroom Communities  
 SPED 648/Positive Behavioral Supports for Extreme Behavior  
 SPED 641/Advanced Curriculum: Concepts and Models in Learning and Instruction  
 SPED 664/Research Trends in Special Education  
 SPED 667/Seminar in Applied Research and Practice in Special Education

**Electives:** Chosen with advisement 6 cr.**Comprehensive Examination:** SPED 700**Option II—Certified in Other Area (SEDB)**

Option II (SEDB) is for candidates who hold a certificate of eligibility with advanced standing (CEAS) in a teaching area other than Special Education. This program has two tracks. The first track is designed to meet the needs of teachers who wish to obtain certification as a teacher of students with disabilities. The second track is designed to meet the needs of teachers who wish to obtain certification as a teacher of students who are blind or have visual impairments.

MEd with certification as Teacher of Students with Disabilities: This 33-credit program culminates in a master's degree along with certification in special education. For students who are currently employed in a school or would like to seek employment, this program provides an opportunity to work and complete the degree at the same time through an alternate route track.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE)  
 A CEAS in an area other than special education  
 A course in child psychology  
 A course in teaching reading

**Graduation Requirements:**

33-credit minimum  
 A grade of B- or better  
 A cumulative GPA of 3.0 or higher

**Required Courses:****Research: 3 cr.**

SPED 664/Research in Special Education

**Specialization: 21 cr.**

Prerequisites must be completed before enrolling in the following courses

SPED 501/Students with Disabilities in Our Schools  
 SPED 605/Language and Reading Strategies for Students with Disabilities  
 EDUC 513/Collaboration, Consultation, and Partnerships  
 EDUC 614/Creating and Sustaining Classroom Communities  
 SPED 624/Advanced Study of Learning Disabilities  
 SPED 626/Curriculum Design for Students with Severe Disabilities  
 SPED 521/Assistive Technology

**Field Experience: 6 cr.**

SPED 695/Internship II: Student Teaching

**Electives: 3 cr.**

SPED 647/Communication Development of Students with Significant Disorders

or

SPED 648/Positive Behavioral Supports for Extreme Behavior

or

SPED 697/Independent Study (must be department approved to meet elective criteria)

**Comprehensive Examination:** SPED 700

MEd with certification as a teacher of students who are blind or have visual impairments: This 33-credit program culminates in a Master's degree along with certification as a teacher of students who are blind or have visual impairments.

\*Formal approval from the New Jersey Office of Licensure and Certification is anticipated in September 2007.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE)  
 A CEAS in Special Education  
 or  
 an area other than special education  
 A course in child psychology  
 A course in teaching reading

**Graduation Requirements:**

33-credit minimum  
 A grade of B- or better in Internship II  
 A cumulative GPA of 3.0 or higher

**Required Courses: 27 cr.**

SPED 501/Students with Disabilities in our schools  
 SPED 675/Research on implications of blindness  
 SPED 673/Literary Braille and methods for instruction  
 SPED 626/Teaching students with severe disabilities  
 SPED 672/Strategies for teaching students who are B/VI  
 SPED 674/Assistive Technology for B/VI  
 SPED 671/Nemeth Code and Strategies for Developing Mathematical Skills in Students who use Braille  
 EDUC 614/Creating and sustaining classroom communities  
 EDUC 513/Collaboration, Consultation and Partnerships

**Field Experience 6 cr.**

SPED 695/Internship II  
 SPED 700/Comprehensive Exam

**Post-Master's Certification Program: Teacher of Students with Disabilities (SEDH)**

Shridevi Rao, Coordinator, Graduate Programs in Special Education

This 24-credit approved program is for students who already hold a master's degree, prior certification in another area of teaching, and want certification as a teacher of students with disabilities.

**Admission Requirements:**

Master's degree from an accredited or approved institution  
 A CEAS in an area other than special education  
 A course in child psychology  
 A course in teaching reading

**Program Requirements:**

24 credits

**Required Courses: 18 cr.**

SPED 501/Students with Disabilities in Our Schools

SPED	605/Language and Reading Strategies for Students with Disabilities
SPED	624/Advanced Study in Learning Disabilities
EDUC	513/Collaboration, Consultation, and Partnerships
EDUC	614/Creating and Sustaining Classroom Communities
SPED	626/Curriculum Design for Students with Severe Disabilities

**Field Experience: 6 cr.**

SPED	695/Internship II: Student Teaching
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Pending September 2007 approval, this program will also be available toward certification as a teacher of students who are blind or have visual impairment.

**Required Courses:**

SPED	675/Research on Implications of Blindness/Visual Impairments
SPED	673/Literary Braille and Methods for Instruction
EDUC	513/Collaboration, Consultation, and Partnerships
SPED	672/Strategies for Teaching Students who are Blind/Visually Impaired
SPED	674/Assistive Technology for Blind/Visually Impaired
SPED	671/Nemeth Code and Strategies for Developing Mathematical Skills in Students who use Braille
SPED	695/Internship II: Student Teaching

**Post-Master's Certification Program: Learning Disabilities Teacher/Consultant (SEDG) 15–27 cr.**

Shridevi Rao, Coordinator, Graduate Programs in Special Education

This program is for experienced teachers who already hold a master's degree in special education or a related field and a standard certificate in special education. This program leads to recommendation for certification as a learning disabilities teacher/consultant, the educational specialist on the child study team, mandated by the state of New Jersey. The program is composed of a cluster of core courses that focus on key skills critical for the role of an LDTC, such as the advanced study of learning disabilities, administration and scoring of assessment protocols, remediation and support strategies, and an externship. Students are also required to take an elective that provides them an opportunity to explore a related area of interest.

**Admission Requirements:**

Master's degree in special education or a related field  
New Jersey certification as teacher of students with disabilities\*  
Three years of successful classroom teaching  
Up to 12 credits of graduate-level course work in the following four areas:

- Tests and measurements
- Psychology of learning
- Physiological bases of learning
- Foundations of education

If candidates do not already have applicable graduate courses in these areas of study, the courses must be taken as part of the post-master's certification program at The College of New Jersey, in addition to the requirements identified below.

(Also see page 9)

**Program Requirements:****Required Courses: 12 cr.**

SPED	624/Advanced Study of Learning Disabilities
SPED	680/Seminar and Practicum on Diagnostic Procedures
SPED	681/Seminar and Practicum on Remediation Techniques
SPED	682/Externship in LDTC*

\*Students must complete all other requirements before enrollment and placement in the culminating externship field experience.

**Electives:** Chosen with advisement (in special education). 3 cr.

**Master of Science in Educational Technology (EDTA)**

Amy Dell, Coordinator, Graduate Program in Educational Technology

The Master of Science in Educational Technology is a unique degree program designed for college graduates holding one or more teaching certificates who wish to become leaders in the integration of computer technology into our schools. Candidates should be interested in confronting the digital-age challenges presented to our schools by gaining expertise and understanding in the areas of using computer technology to enhance teaching and learning; authoring; the Internet; creating and implementing staff development programs; taking a leadership role in developing school district technology plans; assistive technology; promoting equity among all students regardless of gender, race, or disability; identifying funding opportunities in technology at local, state, and national levels; and maintaining a strong professional network with other computer-using teachers around the state. This degree program supports The College of New Jersey's commitment to creating exemplary professionals for the 21st century.

The course work listed below represents a collaboration between the College's Schools of Education and Engineering, and is designed to provide the degree candidate with a comprehensive, interdisciplinary, 34-credit\* program.

\*Note: Students may choose to add one or two additional courses in order to complete the requirements for a New Jersey supervisor's certificate. This certificate is required by some districts for the position of technology coordinator.

**Admission Requirements:**

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

**Graduation Requirements:**

34 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: 22 cr.**  
SPED 506/Seminar in Educational Technology  
SPED 513/Collaboration, Consultation, and Partnerships  
SPED 521/Including All Students: Assistive Technology  
INCD 562/Enhancing Curriculum and Instruction with Computer Technology  
TCED 582/Computer Systems  
TCED 605/Networking Technology  
TCED 610/Authoring and Multimedia for Instruction  
SPED 698/Department Project  
or  
TCED 698/Department Project

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

Typical electives include two of the following:

CURR	514/Curriculum Theory and Practice
SUPV	520/Staff Supervision
TCED	580/Computers in Technology Education
TCED	592/Curriculum Construction in Technology Education
SPED	501/Students with Disabilities in Our Schools
SPED	612/Curriculum and Methods for Students with Mild Disabilities

**Culminating Experience:** SPED 705