

School of Culture and Society

Susan Albertine, Dean

Master of Arts in English

David Venturo, *Coordinator, Graduate Program in English*

The Master of Arts in English offers students an advanced program of study with specialization in literatures in English. The program stresses contemporary literary theories and sound practices in research and writing. Although many students are part time and take longer, full-time students may complete the degree in two years. For additional flexibility, credit is awarded for supervised independent study, research conducted with a faculty member, and independent research culminating in a master's thesis.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)

Graduation Requirements:

30 credits

Required Courses:

ENGL 505/Contemporary Literary Theory and Methods
ENGL 550/Seminar in Poetry

6 cr.

Electives:

At least 18 elective credits must be from department offerings

24 cr.

Comprehensive Examination: ENGL 700

Master of Arts in Applied Spanish Studies

Deborah Compte, *Coordinator, Graduate Program in Applied Spanish Studies*

The Master of Arts in Applied Spanish Studies offers students an advanced program of study in Spanish language, literature, linguistics, and culture with an applied focus to the K–12 classroom. The program stresses the intersection of second language acquisition methodologies with the study of various areas of interest within the discipline, and how best to apply this knowledge in creating learning units for the K–12 classroom. All courses require oral presentations and the creation of applied lesson plans for the K–12 classroom. As the student progresses through the degree program, s/he will develop a comprehensive Web portfolio of assignments demonstrating mastery of the material and their application to the classroom.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Essay in Spanish
Oral interview to assess sufficient oral proficiency to succeed in the program
Graduate Record Exam (GRE)
Two letters of recommendation

Graduation Requirements:

36 credits

Required Courses:

SPAN 500/Advanced Spanish Language (may be waived)
SPAN 501/An Inductive Approach to Spanish Grammar
SPAN 503/History and Culture of Spain
SPAN 504/Culture and Society of Spanish America
SPAN 511/Peninsular Literature
SPAN 512/Survey of Spanish American Literature
SPAN 515/Applied Spanish Phonetics
SPAN 590/Second Language Acquisition and Related Methodologies
SPAN 591/Curriculum Design

24–27 credits

Electives:

9–12 credits from additional department offerings

9–12 cr.

Web Portfolio:

A comprehensive compilation of applied course requirements demonstrating mastery of course material and application to the K–12 classroom through the development of learning units.

School of Education

Terence O'Connor, Dean

Mission Statement

The mission of the School of Education is to create exemplary professionals prepared to enrich the lives of the people of New Jersey through education and, consequently, to provide a national model for the preparation of educators. Through their practice and scholarship, members of our professional community model the outcomes candidates are to attain as they prepare for and develop in their professions as teachers, administrators, counselors, and clinicians.

Commitment to exemplary professionalism is expressed thematically, in all programs and across the continuum of professional practice, with focus on knowledge and inquiry; excellence in practice; multiculturalism, diversity, and inclusion; leadership and advocacy; and the preparation of professionals who function effectively and reflectively in multiple contexts and communities.

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 between 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.

Creating Exemplary Professionals

Creating Exemplary Professionals 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, and schooling, the framework supports the creation of an active, reflective, interactive educator, who is not only effective but exemplary. The mission, themes, and outcomes define our shared vision of Creating Exemplary Professionals.

Themes and Associated Learning Outcomes: The themes and learning outcomes, presented next, are emphasized in all courses and field experiences in the School of Education. Five programmatic themes support and define the overarching concept of Creating Exemplary Professionals. The phrases listed immediately beneath each theme are dispositions that develop the meaning and intent of the theme and become significant as directions for action and guidelines for programs. These are followed by the associated learning outcomes expected to be attained by graduates at the completion of their programs of study.

Knowledge and Inquiry

- Learners viewed as active constructors of knowledge;
- Knowledge generated and disseminated by faculty, students, and professional community partners;
- Teaching based on research, best practice, inquiry, and analysis;
- Reflection practiced for professional development and program improvement.

TCNJ graduates demonstrate highly advanced communication and ethical decision-making skills in their interactions with others.

They apply and transform the growing knowledge bases in the content and practice of their professions.

They value inquiry, critical thinking, connected knowledge, creativity, independent thinking, and interdisciplinary conversation.

As reflective, effective educational decision makers, they attain and demonstrate efficacy in the best educational practices.

Excellence in Practice

- Instructional strategies exemplifying best practice;
- Technology as a tool for teaching and learning;
- Collaboration to enhance growth for all members of the learning community;
- Ethical behavior and integrity modeled.

TCNJ graduates work to maintain excellence across the continuum of educational practice through ongoing inquiry and learning.

They use defensible, appropriate instructional/therapeutic strategies, grounded in the knowledge bases of their profession and on assumption of personal responsibility for effective practice.

They use technology effectively as a tool to support and enhance learning, and they understand how technology changes teaching and learning, including the contexts in which learning may occur.

They make connections among theory, research, and practice; between content and pedagogy; between special and general education; between the contexts of the classroom or clinic and the community; between ethics and actions; and among professionals.

Multiculturalism, Diversity, and Inclusion

- Knowledge about and respect for human commonalities affect practice;
- Knowledge about and respect for human differences affect practice;
- Equity and social justice through education.

TCNJ graduates work successfully with learners and clients of increasingly diverse backgrounds, many of whom speak English as a second language and who come from communities different from their own.

They are knowledgeable about how universal characteristics of human development interact with individual and cultural differences to influence learners and are competent in using that information to promote development in all populations and with all persons they serve.

Multiple Contexts and Communities

- Efficacy demonstrated in multiple contexts that include urban, multi-cultural, multilingual, and global;
- Positive interactions in multiple communities that include families, neighborhoods, schools, and agencies.

TCNJ graduates are collegial and professional in their interactions and competent in collaborating with others in a community of learners to create positive educational environments.

They demonstrate success in multiple contexts and with members of multiple communities, acknowledging the potency of context and relationships and using that knowledge positively.

Leadership and Advocacy

- Providing service on behalf of students and clients;
- Developing leadership for the enhancement of practice and the profession;
- Promoting individual development and social justice through education.

TCNJ graduates are leaders in the improvement of practice in their professions.

They are active advocates for their students and clients.

They are active in establishing policy that has a positive impact on those they serve.

Master of Arts in Teaching

Stuart Carroll, *Coordinator, MAT Program*

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

The program provides an immersion option which 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.

Elementary Education Specialization (EDET)

Stuart Carroll, *Coordinator, Graduate Program in Elementary Education (MAT)*

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- 60 credits in undergraduate liberal arts

Graduation Requirements:

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

Required Courses:

Summer I	6 cr.
EDUC 501/Exploring Teaching	
EPSY 523/Child Growth and Development	
Fall I	13 cr.
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	
Spring I	10 cr.
EDUC 614/Creating and Sustaining Classroom Communities	
ELEM 695/Internship II	
ELEM 690/Student-Teaching Seminar	
Summer II	6 cr.
EDUC 513/Collaboration, Consultations, 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)

Joe Smith, *Coordinator, Graduate Program in Secondary Education (MAT)*

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)
30 credits in undergraduate content area knowledge

Graduation Requirements:

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

Required Courses:

Summer I

EDUC 501/Exploring Teaching 6 cr.
AND
EPSY 524/Adolescent Development and Education
OR
EPSY 513/Psychology of Learning

Fall I

SCED 694/Internship I 12 cr.
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)

Spring I

EDUC 614/Creating and Sustaining Classroom Communities 11 cr.
SCED 695/Internship II
EDFN 520/Social Problems in Education

Summer II

EDUC 513/Collaboration, Consultation, and Partnerships 6 cr.
EDUC 615/Capstone Experience: The Teaching Professional
SCED 597/Topics in Secondary Education
EDUC 700/Comprehensive Examination

Special Education Specialization (SEDD)

Amy Dell, *Coordinator, Graduate Program in Special Education (MAT)*

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)
60 credits in undergraduate liberal arts

Graduation Requirements:

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

Required Courses:

Summer I

EDUC 501/Exploring Teaching 6 cr.
AND
EPSY 513/Psychology of Learning
OR
EPSY 523/Child Growth and Development

Fall I

EDUC 694/Internship I 12 cr.
RDLG 537/Language Arts Literacy
OR
RDLG 579/Content Area Literacy
SPED 612/Curriculum and Methods for Students with Mild
Disabilities
ELEM 521/Methods for Teaching Science in the Inclusive
Classroom
ELEM 522/Methods for Teaching Math in the Inclusive
Classroom

Spring I

EDUC 614/Creating and Sustaining Classroom Communities 8 cr.
SPED 605/Language and Reading Strategies for Students with
Disabilities
SPED 626/Teaching Students with Severe Disabilities

Summer II

EDUC 513/Collaboration, Consultation, and Partnerships 5 cr.
SPED 521/Assistive Technology
EDUC 700/Comprehensive Examination

Fall II

EDUC 615/Capstone Experience: The Teaching Professional 7 cr.
SPED 695/Internship II

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

Mark Kiselica, *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 in Student Personnel Services (school counseling) 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 option 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)

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.

In order to be eligible for New Jersey Student Personnel Services Certification, school counseling students must possess a standard New Jersey teacher's certificate, or official college transcript showing completion of equivalent professional course work required for such certificate, and one year of successful teaching experience prior to their actual application for this certification. Those seeking Pennsylvania School Counselor Certification are presently not required to hold a teacher's certification. Pennsylvania does, however, require all applicants seeking school counseling certification to 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 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, 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/Learning and Behavior Problems of Children and Youth with Disabilities
 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, Graduate Program in School 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: 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

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)

Mark Woodford, *Coordinator, Graduate Programs in Community Counseling*

48 credit minimum

Required Core Courses:

- 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

33 cr.

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

Other Required Courses:

Environmental Emphasis:

- COUN 545/Community Agency Counseling

3 cr.

Specialized Studies:

- COUN 600/Introduction to Marriage and Family Therapy

3 cr.

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, 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

Post-Masters Certificate in Substance Abuse and Addiction Counseling (CPSF)

Mark Woodford, *Coordinator, Graduate Programs in Community Counseling*

21 credits

This certificate provides a 21-semester-hour program in substance abuse and addiction counseling and training. The program is designed to meet the professional development needs of master's-level human services professionals who seek further knowledge and skills in substance abuse and addiction counseling and for current practitioners who work in the field and seek to improve their expertise in this area.

All applicants for the Post-Master's Certificate in Substance Abuse and Addiction Counseling must meet the admission requirements of the Department of Counselor Education.

Pre-Professional Requirement:

Course work in introductory counseling should be completed prior to enrollment in the program.

Admission Requirements:

- Application for admission including undergraduate and graduate transcripts, personal statement and reference letters;
- Master's degree in counseling, including courses in prepracticum skills, theories of counseling, and community counseling or their equivalents. Applicants who have not completed these particular courses must take COUN 501, COUN 545, and COUN 670, and other department prerequisites for practicum.

Certificate Performance Requirements:

- All students must complete COUN 550 and COUN 551 prior to enrollment in practicum and must earn a grade of B or higher in all courses in order to continue in the program;
- A total of three graduate credits may be accepted for transfer into the certificate program.

Required Courses:

- 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
- COUN 690/Practicum Seminar
- *COUN 693/Internship

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

Substance Awareness Coordinator Certificate (CPSH)

Mark Woodford, *Coordinator, Graduate Programs in Community Counseling*
12 credits

This 12-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 incorporated into the 48-credit master's degree program in counseling with a specialization in Substance Abuse and Addiction Counseling or, for those already holding their master's degree, into the Post-Master's Certificate Program in Substance Abuse and Addiction Counseling.

Admission Requirement:

Master's degree from an accredited or approved institution
OR
Graduate Record Exam (GRE)

Certificate Performance Requirements:

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

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

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

The Master of Education in Educational Leadership is designed for college graduates who wish to become school principals. Successful completion of the program requires approximately 33 credits of study (including: knowledge and inquiry about educational leadership and administration; excellence in leadership practice; knowledge and awareness in multiculturalism, diversity, and inclusion; administering in multiple contexts and communities; and providing leadership and advocacy). This degree is one element in the requirements for a New Jersey Principal's Certificate. The other elements currently required by the State of New Jersey include: The Educational Administration Test (National Teachers' Examination); National Association of Secondary Principals' Assessment Process; and a one- to two-year Mentored Internship. This degree will also meet requirements for a Pennsylvania Principal's Certificate. Candidates for admission to The College of New Jersey program must possess a valid teaching certificate.

*Administrative Intern Immersion Program Option

The administrative intern immersion program is an alternative leadership-training program that integrates clinical experience with course work. The program is designed so that students may complete the requirements in four semesters and earn a Master of Education in Educational Leadership. Instead of requiring a supervised practicum at the end of the course of study, this option is designed to pair a one-year field experience with an intense program of courses which students take as a cohort. The student, in collaboration with the program adviser, designs the field experience.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Teaching certificate
Graduate Record Exam (GRE)

Graduation Requirements:

33 credits

Required Courses:

Research: 3 cr.

EDFN 508/Introduction to Research

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 540/School Finance

EDAD 572/School Law

EDAD 580/Group Dynamics for Educational Leaders

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: EDAD 700

Supervisor Certification Program (SECD)

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

New Jersey: The supervisor certification program (non-degree) is designed to provide the appropriate courses necessary for certification as a supervisor in the public schools in the State of New Jersey. General requirements for issuance of the certificate are: (1) master's degree; (2) standard New Jersey teacher's certificate; (3) three years of successful teaching experience (experience in New Jersey public schools must have been completed under a New Jersey teacher's certificate); and (4) 12 credits of graduate study in the appropriate areas of supervision and curriculum. The program provides these 12 credits including required courses in supervision, curriculum, and a practicum/seminar. Additional work may be oriented directly toward supervision and curriculum development in particular grade levels, or specific subject fields. A list of approved courses is available from the Department of Educational Administration and Secondary Education and from the graduate program supervisor.

The College of New Jersey's approved program requires additional graduate-level courses in research, special education, and multicultural relations.

30 School of Education**Admission Requirements:**

Master's degree from an accredited or approved institution
Teaching certificate
Three years of successful teaching experience (experience in New Jersey public schools must have been completed under a New Jersey teacher's certificate)

Program Requirements:**Required Courses:**

Research: 3 cr.

*EDFN 508/Introduction to Research

Foundations and Multicultural Education: 3 cr.

*EDFN 500/Foundations of Education

OR

*EDFN 520/Social Problems in Education

OR

*EDFN 521/Cultural Foundations of Education

Specialization: 12 cr.

*SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities

**SUPV 520/Staff Supervision

**CURR 514/Curriculum Theory and Practice

EDAD 688/Practicum/Seminar in School Administration and Supervision

Electives: Select two from the following courses. Note: New Jersey requires two electives in either supervision or curriculum. 6 cr.

Elementary Education:

ELEM 550/Supervision in Elementary Education

ELEM 555/Study in Elementary School Curriculum

Physical Education/Health Education/Recreation:

PHED 511/Curriculum and Program Construction in Physical Education

HLED 554/Curriculum and Program Construction in Health and Safety Education

PHED 610/Administration and Supervision of Physical Education and Athletics

HLED 658/Organization, Administration, and Supervision of Health Programs in Schools

Secondary Education:

CURR 614/Secondary School Curriculum

CURR 616/Curriculum Development in the Urban School

CURR 635/Curriculum Change Strategies

SUPV 622/Supervision in the Secondary School

SUPV 651/Supervision of Adult/Community Education

Special Education:

SPED 612/Curriculum and Methods for Students with Mild Disabilities

SPED 622/Curriculum Alternatives for the Disabled Preschool Child, Ages Birth to Five

SPED 646/Administration and Supervision of Special Educational Services

* Required courses if not taken in a prior graduate program.

** Required courses for New Jersey Certificate.

Master of Education in Elementary Education

The Master of Education in Elementary Education is designed to increase the professional competence of fully certified elementary school teachers and to offer them, through the careful selection of electives, the following two options:

1. Educational Leadership Option (EDEC) in which work toward the New Jersey supervisor's certificate is pursued. Three years of successful teaching experience are required (experience in New Jersey public schools must have been completed under a New Jersey teacher's certificate).
2. Master Teacher Option (EDEG) which is designed to improve teaching competence. Elective courses could count toward the reading teacher's certification (see Department of Language and Communication Sciences' listing).

Educational Leadership Option (EDEC)

Brenda Leake, *Coordinator, Graduate Programs in Elementary Education (MEd)*

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Elementary Education certification
Three years' teaching experience
Graduate Record Exam (GRE)

Graduation Requirements:

30 credits

Required Courses:

Research: 3 cr.

*EDFN 508/Introduction to Research

Foundations and Multicultural Education: 6 cr.

*EDFN 500/Foundations of Education

EDFN 520/Social Problems in Education

OR

EDFN 521/Cultural Foundations of Education

Specialization: 18 cr.

***CURR 514/Curriculum Theory and Practice

***SUPV 520/Staff Supervision

*EPSY 523/Child Growth and Development

**ELEM 550/Supervision in Elementary Education

**ELEM 555/Study in Elementary School Curriculum

ELEM 696/General Seminar in Elementary Education

Electives: See adviser for listing of approved electives. 3 cr.

Comprehensive Examination: ELEM 700

* Students must take this course within the first 12 credit hours of their program of study.

** Students are advised to take this course as part of their credits for the NJ supervisor certificate.

*** Required for NJ supervisor certificate.

Master Teacher Option (EDEG)

Brenda Leake, *Coordinator, Graduate Programs in Elementary Education (MEd)*

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Elementary Education certification
- Three years' teaching experience
- Graduate Record Exam (GRE)

Graduation Requirements:

30 credits

Required Courses:**Research:**

*EDFN 508/Introduction to Research **3 cr.**

Foundations and Multicultural Education:

*EDFN 500/Foundations of Education **6 cr.**

EDFN 520/Social Problems in Education

OR

EDFN 521/Cultural Foundations of Education

Specialization:

*EPSY 523/Child Growth and Development **12 cr.**

ELEM 696/General Seminar in Elementary Education

Choice of at least two of the following:

ECED 504/Teaching Young Children

ECED 520/Early Childhood Administration and Supervision

ECED 550/Supervision in Early Childhood Education

ECED 560/Curriculum Experiences for Young Children

RDLG 541/Study in Elementary School Language Arts

ELEM 555/Study in Elementary School Education

ELEM 663/Advanced Trends in Elementary Education

INCD 562/Enhancing Curriculum and Instruction with Computer Technology

MATH 596/Concepts and Methods of Teaching Mathematics in the Elementary Grades

**RDLG 570/Corrective Techniques in Reading

OR

**RDLG 571/Language and the Teaching of Reading

OR

**RDLG 579/Content Area Literacy

Electives: Electives must be approved by the graduate adviser. **9 cr.**

Comprehensive Examination: ELEM 700

* Students must take this course within the first 12 credit hours of their program of study.

** Only one of the RDLG courses may be used to satisfy the core requirement.

School Personnel Licensure, Preschool–Grade 3 (EDPK)

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

Blythe Hinitz, *Coordinator, Graduate Program in P–3 Certification*

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 140 years. Recent court-mandated and legislative initiatives have resulted in mandatory preschool for four year olds in over 150 Early Childhood Program Aid school districts and for three 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 with an academic major from an accredited institution.

Overall grade point average of 2.75

Program Requirements:

Required Courses: **15 cr.**

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

Master of Education in Health or Physical Education

Aristomen Chilakos, *Coordinator, Graduate Programs in Health and Exercise Science*

The Department of Health and Exercise Science offers two curriculum patterns leading to the MEd degree. One option is designed to meet the needs of certified teachers who teach or administer programs of health (HLEA) or physical education (PHEA) in public or private schools. The second option is available to individuals from allied fields of study which do not offer or provide for teacher certification or individuals who have a minor (15 cr.) in health (HLEB) and/or physical education (PHEB). Those who complete the program under the second option will receive a diploma but will not receive teacher certification.

Admission Requirements:

- Bachelor's degree from an accredited or approved institution with a major or minor (15 or more credits) in health, physical education, recreation, safety, or related field of study
- Miller Analogies Test (MAT) with a score at or near the 50th percentile OR
- Graduate Record Exam (GRE)

Department Prerequisites:

- Human Anatomy I
- Human Anatomy II
- Kinesiology
- Exercise Physiology
- Nutrition and Energy Balance

Master of Education in Health Education (HLEA–Certified) and (HLEB–Non-Certified)

Graduation Requirements:

30 credits

Required Courses:

- | | |
|--|---------------|
| Research: | 3 cr. |
| EDFN 508/Introduction to Research | |
| Foundations and Multicultural Education: | 3 cr. |
| EDFN 500/Foundations of Education | |
| OR | |
| EDFN 520/Social Problems in Education | |
| Special Education: | 3 cr. |
| SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities | |
| Specialization Requirements: | 12 cr. |
| HLED 552/Health Science | |
| HLED 554/Curriculum and Program Construction in Health and Safety Education | |
| HLED 653/Problems and Issues in Health and Safety Education | |
| HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety | |

Specialization Options:

9 cr.

Health Science Education Option:

Designed for those having specific responsibility in the areas of health. Directed toward the study of factors involved in the operation of total health programs. Select three courses, or a total of nine hours, from the following courses:

- HLED 500/Workshop in Health Education
- HLED 521/Stress and Tension Management
- HLED 551/Alcohol and Narcotics Education
- HLED 553/Drugs in Society
- HLED 555/Seminar on Aging, Death, and Dying
- HLED 556/The Challenge of HIV: Prevention through Education
- HLED 655/Sex Education and Family Living

Safety Education Option:

Designed for those having responsibility in the areas of general school or community safety or traffic safety education. Directed toward the study of the factors involved in the operation of safety programs. Select three or a total of nine hours of the following courses:

- HLED 521/Stress and Tension Management
- HLED 551/Alcohol and Narcotics Education
- SAFT 582/Driver Education Teacher Certification Program
- SAFT 587/Traffic Safety Workshop

Electives:*

3 cr.

- HPED 597/Special Topics in Health, Physical Education, and Safety
- HPED 697/Independent Study in Health, Physical Education, and Safety
- HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety
- HPED 699/Thesis in Health, Physical Education, and Safety

* Research options at discretion of graduate adviser.

Comprehensive Examination: HLED 700

Master of Education in Physical Education (PHEA–Certified) and (PHEB–Non-Certified)

Graduation Requirements:

30 credits

Required Courses:

- | | |
|--|--------------|
| Research: | 3 cr. |
| EDFN 508/Introduction to Research | |
| Foundations and Multicultural Education: | 3 cr. |
| EDFN 500/Foundations of Education | |
| OR | |
| EDFN 520/Social Problems in Education | |
| Special Education: | 3 cr. |
| SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities | |
| Specialization Requirements: | 6 cr. |
| HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety | |
| PHED 690/Professional Seminar | |

Specialization Options:

12 cr.

Adapted Physical Education and Scientific Foundations Option:

Designed for the physical educator with responsibilities in modified activity programs. Directed toward the assessment of physical limitations and status. Involves planning individualized programs that require specialized personnel and services. Complete the following three courses, and select one additional course in consultation with the coordinator:

HLED 521/Stress and Tension Management

PHED 500/Workshop in Physical Education

PHED 530/Theory and Practice of Physical Conditioning

Administration of Physical Education and Athletic Management Option:

Designed to prepare individuals for administrative positions in health, physical education, and athletics. Directed toward the study of purposes, policies, and procedures involved in the process of administering such programs. Select four of the following courses:

HLED 521/Stress and Tension Management

PHED 500/Workshop in Physical Education

PHED 511/Curriculum and Program Construction in Physical Education

PHED 530/Theory and Practice of Physical Education

PHED 610/Administration and Supervision of Physical Education and Athletics

PHED 612/Development and Maintenance of Facilities and

Equipment for Physical Education, Athletics, and Recreation

PHED 633/Prevention and Care of Athletic Injuries

Elementary and Secondary School Physical Education Option:

Designed for the elementary or secondary school physical educator. Emphasis is placed upon the study of physical education programs consistent with current trends or academic enrichment value. Select four of the following courses:

PHED 500/Workshop in Physical Education

PHED 510/The Teaching and Planning of Physical Education in the Elementary School

PHED 511/Curriculum and Program Construction in Physical Education

PHED 603/Problems and Issues in Physical Education

PHED 612/Development and Maintenance of Facilities and Equipment for Physical Education, Athletics, and Recreation

Electives: Chosen with advisement.*

3 cr.

HPED 597/Special Topics in Health, Physical Education, and Safety

HPED 697/Independent Study in Health, Physical Education, Recreation and Safety

HPED 698/Departmental Project in Health, Physical Education, Recreation and Safety

HPED 699/Thesis in Health, Physical Education, Recreation, and Safety

* Research options at discretion of graduate adviser.

Comprehensive Examination: PHED 700

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

* NJ Reading Specialist Certificate candidates must also have two years of teaching experience.

Graduation Requirements:

30 credits

(Reading Specialist Certification Option: 33 credits)

Required Courses:**Research:**

3 cr.

EDFN 508/Introduction to Research

Foundations and Multicultural Education:

3 cr.

EDFN 500/Foundations of Education

OR

EDFN 520/Social Problems in Education

Special Education:

3 cr.

SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities

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.

Electives: Chosen with advisement.

3 cr.

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' successful teaching experience may apply to the graduate coordinator to initiate procedures leading to a reading specialist certificate.

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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 degree in reading constitutes the completion of an approved program for the Reading Teacher Certificate, provided the student has passed the National Teacher Examination in Reading.

Reading Teacher Certificate Program (RDGC)

Kathryne Speaker, *Coordinator, Graduate Programs in Reading*

Admission Requirements:

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

Program Requirements:

24 credits

Required Courses:

- | | |
|---|---------------|
| Psychology: | 3 cr. |
| EPSY 523/Child Growth and Development | |
| Specialization: | 21 cr. |
| RDLG 530/Exploring Children's Literature: An Educator's Perspective | |
| RDLG 541/Study in Elementary School Language Arts | |
| RDLG 570/Issues in Literacy Instruction | |
| 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 579/Content Area Literacy | |

Additional Requirement:

- * National Teacher Examination in Reading

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 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; and
- At least one course in teaching reading

Program Requirements:

30 credits

Required Courses:

- | | |
|---|--------------|
| Special Education: | 3 cr. |
| SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities | |

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: **3 cr.**

- SUPV 520/Staff Supervision

Electives: Chosen with advisement. **3 cr.****Additional Requirements:**

- *National Teacher Examination in Reading

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' 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.*

Master of Arts in Speech Pathology (SPPA)

Ruth Kamen, *Coordinator, Graduate Program in Speech Pathology*

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- An undergraduate major in speech pathology or the following courses or their equivalents*:
 - SPAU 305/Acoustic Phonetics
 - SPAU 308/Anatomy and Physiology of the Speech and Hearing Mechanism
 - SPAU 311/Language and Speech Development
 - SPAU 318/Introduction to Measurement of Hearing
 - SPAU 319/Aural Rehabilitation
 - SPAU 320/Introduction to Communication Disorders
 - SPAU 420/Diagnosis and Treatment of Communication Disorders
 - SPED 101/Exceptional Populations in Society
- Six credits in the biological/physical sciences and mathematics.
- Six credits in the behavioral and/or social sciences.

**Above courses not credited toward MA; may be completed prior to or concurrent with the graduate program.*

Graduation Requirements:

48 credits

Required Courses:**Specialization:**

42 cr.

SPAU 505/Neurophysiological Bases of Language and Speech
 SPAU 510/Disorders of Phonology
 SPAU 530/The Organization, Supervision, and Administration of Programs in Speech Pathology and Audiology
 SPAU 540/Applied Diagnostics in Speech Pathology
 SPAU 545/Voice Disorders
 SPAU 550/Communication Development: Principles and Processes
 SPAU 555 Motor Speech-Fluency Disorders
 SPAU 565/Speech Science
 SPAU 560/Multicultural Issues in Communication Sciences and Disorders
 SPAU 570/Research Methods in Speech-Language Pathology and Audiology
 SPAU 606/Adult Language Disorders
 SPAU 618/Developmental Language Disorders
 SPAU 690/Clinical Practice

Electives: Chosen with advisement.

6 cr.

Comprehensive Examination: SPAU 700**Additional Requirements:**

1. Completion of academic and clinical practicum requirements for the Certificate of Clinical Competence in speech-language pathology from the American Speech-Hearing-Language Association.
2. Completion of academic and clinical practicum requirements for the New Jersey state license in speech-language pathology.
3. Completion of academic and clinical practicum requirements for the New Jersey State Speech/Language Specialist Certificate for the Public Schools.
4. In order to complete clinical practicum and graduate, the student must have speech which is considered clinically acceptable.

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

Graduation Requirements:

30 credits

Required Courses:**Research:**

3 cr.

EDFN 508/Introduction to Research

Foundations and Multicultural Education:

3 cr.

* (A,B) EDFN 521/Cultural Foundations of Education
 OR
 EDFN 520/Social Problems in Education

OR

EDFN 500/Foundations of Education

Specialization:

15 cr.

* (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
 ENGL 507/Language, Mind, and Learning
 OR
 ESLM 545/Sociolinguistics and TESL
 OR
 ENGL 510/The Structure of English

Electives: Chosen with advisement

9 cr.

* (A) RDLG 571/Language and the Teaching of Reading
 (A) EPSY 513/Psychology of Learning
 OR
 EPSY 523/Child Growth and Development
 OR
 EPSY 524/Adolescent Development and Education

*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)**Yiquiang 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. A notarized Language Proficiency Interview Form
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. An official copy of transcripts from other institutions (for course transfer only)
7. An application fee of \$50 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
 Graduate Record Exam (GRE)
 Proven proficiency in the English language
 Teaching credential in another field (for endorsement only)

Program Requirements:

15–21 credits

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*EDFN 521/Cultural Foundations of Education
OR
EDFN 520/Social Problems in Education
OR

*EDFN 500/Foundations of Education

Specialization: 18 cr.

EPSY 513/Psychology of Learning
OR
EPYS 523/Child Growth and Development
OR
EPSY 524/Adolescent Development and Education
*ESLM 525/Second Language Acquisition
*ESLM 578/Theory and Practice of Teaching ESL
*ESLM 587/Curriculum and Methods for Multilingual Populations
*RDLG 571/Language and the Teaching of Reading
OR
ENGL 507/Language, Mind, and Learning
OR
ENGL 510/The Structure of English
OR
ESLM 545/Sociolinguistics and TESL
**ESLM 688/Practicum for Second Language Teachers

* Required for ESL endorsement.

** ESLM 688 is waived for candidates with one-year teaching experience and a teaching certificate.

Bilingual Endorsement Certification (ESLB)

Yiquiang 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. Notarized Language Proficiency Interview Forms for both English and the other 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. An official copy of transcripts from other institutions (for course transfer only)
7. An application fee of \$50 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
Graduate Record Exam (GRE)
Proven proficiency in English and in another instructional language
Teaching credential in a subject area (general elementary or secondary math, science, social studies, etc.)

Program Requirements:

12–15 credits

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

EDFN 520/Social Problems in 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 Language
ESLM 587/Curriculum and Methods for Multilingual Populations
*ESLM 688/Practicum for Second Language Teachers

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

Master of Education in Special Education (SEDA), (SEDB), (SEDF)

Amy Dell, *Coordinator, Graduate Program in Special Education*

The MEd program has three 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 teacher certification in areas other than special education and who desire certification as teacher of the handicapped. Option III (SEDF), for advanced certification as learning disability teacher/consultants, is available through special advisement only.

*600-level courses are available to students only through advisement.

Option I—Certified in Special Education (SEDA)

Option I (SEDA) is a 31-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 masters;" 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. The program has been designed to meet the standards of the Early Childhood Through Young Adulthood/Exceptional Needs Specialist of the National Board for Professional Teaching Standards (NBPTS).

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:

31 credits

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

EDFN 508/Introduction to Research

Foundations and Multicultural Education: 3 cr.

EDFN 500/Foundations of Education
OR
EDFN 520/Social Problems in 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 616/Promoting Pro-Social 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 standard teaching certificates in fields other than special education, and is designed to meet the needs of teachers who wish to obtain certification as a teacher of the handicapped.	
Admission Requirements:	
Bachelor's degree from an accredited or approved institution	
Graduate Record Exam (GRE)	
Standard New Jersey teaching certificate or equivalent in an area other than special education	
A course in child psychology	
A course in teaching reading	
Graduation Requirements:	
38 credit minimum	
Required Courses:	
Research:	3 cr.
EDFN 508/Introduction to Research	
Foundations and Multicultural Education:	3 cr.
EDFN 500/Foundations of Education	
OR	
EDFN 520/Social Problems in Education	
Specialization:	24 cr.
Prerequisites must be completed before enrolling in the following courses.	
SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities	
SPED 605/Language and Reading Strategies for Students with Disabilities	
SPED 612/Curriculum and Methods for Students with Mild Disabilities	
SPED 613/Guidance and Rehabilitation of Exceptional Children and Youth	
EDUC 614/Creating and Sustaining Classroom Communities	
SPED 625/Biophysical and Neurological Problems of Children/Youth	
SPED 624/Advanced Study of Learning Disabilities	
OR	
SPED 626/Teaching Students with Severe Disabilities	
SPED 664/Research Trends in Special Education	
Field Experience:	5 cr.
SPED 695/Internship II: Student Teaching	
Electives: Chosen with advisement.	3 cr.
Comprehensive Examination: SPED 700	

Option III—Advanced Certification as Learning Disabilities Teacher/Consultant (SEDF)

Option III (SEDF) is for candidates who hold standard special education certificates, and is designed to meet the needs of teachers who wish to earn a master's degree in special education with additional certification as a learning disabilities teacher/consultant, the educational specialist on the state-mandated child study teams.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
 Graduate Record Exam (GRE)
 Standard New Jersey teaching certificate as teacher of the handicapped or equivalent
 Minimum of three years' successful classroom teaching

Graduation Requirements:

39 credit minimum

Required Courses:

Research:	3 cr.
EDFN 508/Introduction to Research	
Foundations and Multicultural Education:	3 cr.
EDFN 500/Foundations of Education	
OR	
EDFN 520/Social Problems in Education	
Psychology	6 cr.
EPSY 513/Psychology of Learning	
EPSY 643/Measurement and Evaluation	
Specialization:	18 cr.
SPED 605/Language and Reading Strategies for Students with Disabilities	
SPED 624/Advanced Study of Learning Disabilities	
SPED 625/Biophysical and Neurological Problems of Children/Youth	
SPED 680/Seminar and Practicum on Diagnostic Procedures	
SPED 681/Seminar and Practicum on Remediation Techniques	
SPED 698/Department Project in Special Education	
Field Experience:	3 cr.
SPED 682/Externship LDT/C*	

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

Electives: Chosen with advisement.	6 cr.
Comprehensive Examination: SPED 700	

Post-Master's Certification Program: Teacher of the Handicapped (SEDH)

Amy Dell, *Coordinator, Graduate Programs in Special Education*

This 23-credit approved program is for students who *already hold a master's degree* and want certification as a teacher of the handicapped.

*600-level courses are available to students only through advisement.

Admission Requirements:

Master's degree from an accredited or approved institution
 Teaching certification in an area other than special education

Program Requirements:

23 credits

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Required Courses:	15 cr.
SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities	
SPED 605/Language and Reading Strategies for Students with Disabilities	
SPED 612/Curriculum and Methods for Students with Disabilities	
SPED 613/Guidance and Rehabilitation of Exceptional Children and Youth	
SPED 625/Biophysical and Neurological Problems of Children/Youth	
Field Experience:	5 cr.
SPED 695/Internship II: Student Teaching	
Electives: Chosen with advisement.	3 cr.

Post-Master's Certification Program: Learning Disabilities Teacher/Consultant (SEDG) 15-24 cr.

This program is for experienced teachers who already hold a master's degree in special education or a related field, and 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.

Admission Requirements:

- Master's degree in special education or a related field
- New Jersey certification as "Teacher of the Handicapped"
- Three years of successful classroom teaching
- Up to nine credits of graduate-level course work in the following three areas:
 - tests and measurements
 - psychology of learning
 - physiological bases of learning

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.

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

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

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

Graduation Requirements:

34 credits

Required Courses:

Research:	3 cr.
EDFN 508/Introduction to Research	
Foundations and Multicultural Education:	3 cr.
EDFN 520/Social Problems and Education	
OR	
EDFN 521/Cultural Foundations of Education	
Specialization:	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
- TCED 597/Special Topics: Integrating Math, Science, and Technology Education
- SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities
- SPED 612/Curriculum and Methods for Students with Mild Disabilities

Culminating Experience: SPED 705

School of Nursing

Susan Bakewell-Sachs, Dean

Mission Statement:

The mission of the School of Nursing is congruent with that of The College of New Jersey in promoting excellence, valuing diversity and providing a service to society in a community of learners. The School of Nursing serves the people of New Jersey and the nation by preparing professional nurses at the baccalaureate level and advanced practice nurses at the master's level, with all graduates prepared to be successful ethical and visionary leaders in a multi-cultural, highly technological, and increasingly global world.

Master of Science in Nursing (NURT) (NURV) (NURX)

Claire Lindberg, *Chair, Division of Advanced Nursing Education and Practice*

The Master of Science in Nursing prepares advanced practice nurses to care for individuals and families. The curriculum builds on the nursing and scientific knowledge base of the baccalaureate prepared nurse and focuses on advanced decision making and critical thinking skills. Graduates are prepared to accurately and critically assess the health and illness experiences of individuals and families, to develop health interventions and to evaluate healthcare outcomes.

The program offers three options: Family Nurse Practitioner, Adult Nurse Practitioner, and a variation in the Family Nurse Practitioner option for BSN-prepared nurse midwives and nurse practitioners. The program begins in the fall. Classes are offered in the evening. Nursing 634, 635, 636, 637, 638, and 690 require up to two days per week for daytime clinical hours. NURS 633 requires one day per week for daytime clinical hours. Clinical experiences take place under the guidance of experienced advanced practice nurse or physician preceptors. The Nurse Practitioner programs may be completed in two academic years plus one summer of full-time study. Students may take up to six years of part-time study to complete the program. Faculty advisers work closely with each student to plan an appropriate course of study and to ensure progress through the program. There is also a bridge sequence of courses to the MSN for RNs with a non-nursing baccalaureate.

The Master of Science in Nursing program is fully accredited by the National League for Nursing Accrediting Commission. The National League for Nursing Accrediting Commission at 61 Broadway, New York, New York 10006 (800.669.1656) is a resource for information regarding tuition, fees, and length of the program. In addition, the School of Nursing is seeking accreditation by the Commission on Collegiate Nursing Education (CCNE). CCNE is located at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120.

Admission Requirements:

- Graduate Record Exam (GRE) or Miller Analogies Test (MAT)
- Bachelor in Nursing degree from an NLN- or CCNE-accredited program
- Undergraduate statistics course
- Undergraduate health assessment course or approved equivalent
- Pre-admission interview

Additional Requirements:

- CPR certification
- Health requirements
- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

Family Nurse Practitioner Option (NURT)

Graduation Requirements:

47 credits

Required Courses:

- NURS 500/Theoretical Foundations of Nursing
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 503/Pharmacology for Advanced Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 602/Research for Advanced Practice Nursing
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Holistic Health Assessment for Advanced Practice
- NURS 634/Primary Care of Women
- NURS 635/Primary Care of Children
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II
- NURS 690/Practicum in the Nurse Practitioner Role

Comprehensive Examination: NURS 700

Family Nurse Practitioner for Certified Nurse Practitioners Option (NURV)

Graduation Requirements:

30 credit minimum

Required Courses:

- NURS 500/Theoretical Foundations of Nursing
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 503/Pharmacology for Advanced Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 602/Research for Advanced Practice Nursing
- NURS 603/ Individual, Family, and Community Systems
- NURS 633/Holistic Health Assessment for Advanced Practice
- NURS 690/Practicum in the Nurse Practitioner Role

Clinical Courses*

- NURS 634/Primary Care of Women
- NURS 635/Primary Care of Children
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II

Comprehensive Examination: NURS 700

**Required clinical courses based upon area of certification and practice.*

Adult Nurse Practitioner Option (NURX)**Graduation Requirements:**

42 credits

Required Courses:

NURS 500/Theoretical Foundations of Nursing
 NURS 501/Perspectives in Advanced Practice Nursing
 NURS 503/Pharmacology for Advanced Practice
 NURS 504/Advanced Human Pathophysiology
 NURS 602/Research for Advanced Practice Nursing
 NURS 603/Individual, Family, and Community Systems, or approved elective
 NURS 633/Holistic Health Assessment for Advanced Practice
 NURS 636/Primary Care of Adults and Elders I
 NURS 637/Primary Care of Adults and Elders II
 NURS 638/Primary Care of Adults: Special Populations
 NURS 690/Practicum in the Nurse Practitioner Role

Comprehensive Examination: NURS 700**Bridge to the Master of Science in Nursing for RNs with a Non-Nursing Baccalaureate Degree**

Claire Lindberg, *Chair, Division of Advanced Nursing Education and Practice*

This prerequisite sequence of courses is designed for RNs with a non-nursing baccalaureate degree who wish to become family or adult nurse practitioners. Up to 15 undergraduate credits are taken prior to MSN course content. In addition, students must meet all the requirements for admission to the MSN programs.

Admission Requirements:

Graduate Record Exam (GRE) or Miller Analogies Test (MAT)
 Diploma or associate degree in nursing
 Bachelor's degree from an accredited or approved institution
 Undergraduate course in statistics
 An undergraduate health assessment course or equivalent
 Pre-admission interview

Additional Requirements:

CPR certification
 Health requirements
 License to practice as a registered nurse in New Jersey
 License to practice in Pennsylvania may be recommended

Bridge Requirements:

Two of the following courses:
 NURS 210/Professional Role I (Learner)
 NURS 310/Professional Role II (Clinician)
 NURS 410/Professional Role III (Leader)
 The following three courses are required:
 NURS 328/Research
 NURS 440/Caring in Community Health/Science*
 NURS 444/Caring in Community Health/Practice*

up to 15 cr.

**Up to six credits of community health (NURS 440 and/or NURS 444) may be waived for applicants with significant community health experience and experience based on a portfolio review by the School of Nursing faculty.*

Following completion of the above bridge requirements, the student completes the requirements for either the 47-credit Family Nurse Practitioner program or the 42-credit Adult Nurse Practitioner program.

Post-Master's Nurse Practitioner Certificate Program (NURU) (NURX) (NURV)

Claire Lindberg, *Chair, Division of Advanced Nursing Education and Practice*

This program is designed for registered nurses, with a master's degree in nursing, who wish to become family or adult nurse practitioners. The program begins in the spring. Students may take up to six years of part-time study to complete either option.

Admission Requirements:

Master of Science in Nursing from an NLN- or CCNE-accredited program
 An undergraduate health assessment course or equivalent
 Pre-admission interview

Additional Requirements:

CPR certification
 Health requirements
 License to practice as a registered nurse in New Jersey
 License to practice in Pennsylvania may be recommended

Family Nurse Practitioner Option (NURU)**Program Requirements:**

38 credits

Required Courses:

NURS 503/Pharmacology for Advanced Practice
 NURS 504/Advanced Human Pathophysiology
 NURS 603/Individual, Family, and Community Systems
 NURS 633/Holistic Health Assessment for Advanced Practice
 NURS 634/Primary Care of Women
 NURS 635/Primary Care of Children
 NURS 636/Primary Care of Adults and Elders I
 NURS 637/Primary Care of Adults and Elders II
 NURS 690/Practicum in the Nurse Practitioner Role

Adult Nurse Practitioner Option (NURX)**Program Requirements:**

33 credits

Required Courses:

NURS 503/Pharmacology for Advanced Practice
 NURS 504/Advanced Human Pathophysiology
 NURS 603/Individual, Family, and Community Systems
 or approved elective
 NURS 633/Holistic Health Assessment for Advanced Practice
 NURS 636/Primary Care of Adults and Elders I
 NURS 637/Primary Care of Adults and Elders II
 NURS 638/Primary Care of Adults: Special Populations
 NURS 690/Practicum in the Nurse Practitioner Role

Family Nurse Practitioner Option for Specialist NPs (NURV-SCT) up to 18 cr.

This program is designed for nurse practitioners who have graduated from a master's degree program that prepares specialty nurse practitioners and who want to expand their scope of practice to include the entire family.

Programs of study are available for adult, geriatric, pediatrics, and women's health nurse practitioners. Students may begin in the fall or in the spring, depending on their prior area of specialization. This program may be completed in three to five semesters of part-time study.

Admission Requirements:

- Master of Science in Nursing from an NLN- or CCNE-accredited program with a nurse practitioner specialty
- At least 500 documented clinical practicum hours in MSN program
- A graduate health assessment course that includes all ages and both genders
- A graduate-level general pharmacology course
- A graduate-level general pathophysiology course

Additional Requirements:

- CPR certification
- Health requirements
- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

Required Courses:

- NURS 603/Individual, Family, and Community Systems
- Plus, two to three of the following courses based on prior area of specialty preparation:
 - NURS 634/Primary Care of Women
 - NURS 635/Primary Care of Children
 - NURS 636/Primary Care of Adults and Elders I
 - NURS 637/Primary Care of Adults and Elders II

Policy Statement on Minimum Grade in Clinical Courses for NURT, NURU, NURV, and NURX:

Clinical courses include theoretical learning in the classroom as well as practice in a clinical course. Clinical courses in the FNP options include NURS 633, 634, 635, 636, 637, 638, and 690. Graduate students in these clinical courses must achieve a grade of B- or higher in order to continue in the sequence of clinical courses. A student who receives a C- or F in a clinical course will be dismissed from the program. A student who receives a C or C+ may repeat the course once, the next time the course is offered. A student who repeats the course and does not achieve a grade of B- or higher will also be dismissed from the program.

School Nurse Certificate Program (NURG)

Claire Lindberg, *Chair, Division of Advanced Nursing Education and Practice*

This program prepares nurses with the baccalaureate degree in nursing for certification as school nurses in elementary, secondary, and vocational schools, as well as teaching in areas related to health in the state of New Jersey. Foundation courses are offered day and evening on a part-time basis. Two days a week are required for the School Nurse Practicum.

Admission Requirements:

- Graduate Record Exam (GRE)
- Baccalaureate in Nursing degree from an NLN- or CCNE-accredited program

Additional Requirements:

- Professional liability insurance
- CPR certification
- Health requirements
- License to practice as a registered nurse in New Jersey

Program Requirements:

- 17 credits

Required Courses:

Foundations and Multicultural Education:

- EDFN 500/Foundations of Education
- OR
- EDFN 520/Social Problems in Education
- OR
- EDFN 521/Cultural Foundations of Education

Specialization:

- NURS 508/School Nursing
- NURS 609/School Nursing Practicum
- HLED 554/Curriculum and Program Construction in Health and Safety Education

Global Graduate Programs

Karen Hendershot, Coordinator, 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 are an extensive, integrated, and focused collection of experiences that are recognized worldwide and serve to expand the influence of the College and its mission of diversity, service, community, and excellence. 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 one 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.

Spain

In Palma de Mallorca, Spain, during six weeks each summer, more than 18 graduate courses are held during a six-week period from late June through July, and 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) or Teaching English as a Second Language. A 33-credit master's degree program in educational leadership is also available.

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 in elementary or secondary education. Courses are offered in three sessions during the month of June, and students can complete up to three graduate courses at that time. Classes are held at Ruamrudee International School in Bangkok, in an intensive 9–5 schedule. Accommodation can be arranged by the local site coordinator at Canary House, a residential hotel.

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.

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 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)

Graduation Requirements:

30 credits

Required Courses:

Research: 3 cr.

*EDFN 508/Introduction to Research

Foundations and Multicultural Education: 3 cr.

*EDFN 500/Foundations of Education

OR

*EDFN 520/Social Problems in Education

OR

*EDFN 521/Cultural Foundations of Education

Specialization: 18 cr.

SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities

*EPSY 523/Child Growth and 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

**It is suggested that students take these courses within the first 12 credit hours of their program of study.*

Electives: Chosen with advisement. 6 cr.

(Internship I can be used to satisfy three credit hours of elective requirements.)

Comprehensive Examination: REGS 999

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

Yiquiang 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 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) or Miller Analogies Test (MAT) for international students

Graduation Requirements:

30 credits

Required Courses:

Research:

EDFN 508/Introduction to Research

3 cr.

Foundations and Multicultural Education:

3 cr.

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

OR

EDFN 520/Social Problems in Education

OR

EDFN 500/Foundations of Education

Specialization:

15 cr.

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

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

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

*(A,B)ESLM 688/Practicum for Second Language Teachers

ENGL 507/Language, Mind, and Learning

OR

ENGL 510/The Structure of English

OR

ESLM 545/Sociolinguistics and TESL

Electives: Chosen with advisement.

9 cr.

*(A) RDLG 537/Language Arts Literacy

OR

RDLG 571/Language and the Teaching of Reading

*(A) EPSY 513/Psychology of Learning

OR

EPSY 523/Child Growth and Development

OR

EPSY 524/Adolescent Development and Education

*Required for ESL endorsement certification.

(A) Required for ESL initial certification.

(B) Required for bilingual endorsement.

Comprehensive Examination: REGS 999

Master of Education in Educational Leadership (SECL)

Richard Farber, *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 for a leadership position in a school setting internationally. These courses include concepts of leadership administration, supervision, and curriculum development.

This 33-credit program will lead to a New Jersey State Certification of Eligibility for all U.S. citizens, pending successful completion of the program's academic requirements and successful completion of the Educational Leadership 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
- Teaching certificate
- Graduate Record Exam (GRE)

Graduation Requirements:

33 credits

Required Courses:

Research:

3 cr.

EDFN 508/Introduction to Research

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 540/School Finance

EDAD 572/School Law

EDAD 580/Group Dynamics for Educational Leaders

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

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
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT)
- 60 undergraduate credits in liberal studies for elementary certification
- 30 undergraduate credits in core content area for secondary certification

Program Requirements:

25 credits

Required Courses:

Foundations and Multicultural Education:

3 cr.

EDFN 500/Foundations of Education

OR

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EDFN 520/Social Problems and Education
OR

EDFN 521/Cultural Foundations of Education

Specialization: 22 cr.

SPED 501/Learning and Behavior Problems of Children and Youth
with Disabilities

RDLG 537/Language Arts Literacy

OR

RDLG 578/Teaching Reading K–12

OR

RDLG 579/Content Area Literacy

EPSY 523/Child Growth and Development

CURR 514/Curriculum Theory and Practice

ELEM/SCED 694/Internship I (4 cr.)

ELEM/SCED 695/Internship II (6 cr.)

Certification Examination:

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

Yiquiang 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 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. An official copy of transcripts from other institutions (for course transfer only)
7. An application fee of \$50 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
Graduate Record Exam (GRE) or Miller Analogies Test (MAT)

Program Requirements:

15–21 credits

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: 15-18 cr.

EPSY 512/Psychology of Learning

OR

EPSY 523/Child Growth and Development

OR

EPSY 524/Adolescent Development and Education

*ESLM 525/Second Language Acquisition

*ESLM 578/Theory and Practice of Teaching ESL

ESLM 587/Curriculum and Methods for Multilingual Populations

*RDLG 537/Language Arts Literacy

OR

*RDLG 571/Language and the Teaching of Reading

OR

ENGL 507/Language, Mind, and Learning

OR

ESLM 545/Sociolinguistics and TESL

**ESLM 688/Practicum for Second Language Teachers

* *Required for ESL endorsement.*

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

Bilingual Endorsement (ESLB)

Yiquiang 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
Graduate Record Exam (GRE) or Miller Analogies Test (MAT)

Program Requirements:

15–21 credits

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

EDFN 520/Social Problems in 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 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 teaching experience in a multilingual setting under a teaching certificate.*

Professional Development

Regional Training Center: Professional Development for Teachers

The School of Education at The College of New Jersey is partnered with the Regional Training Center (RTC) in order to provide graduate-level professional development courses. This affiliation merges TCNJ's excellent reputation in higher education with the Regional Training Center's comprehensive, relevant course work.

All courses carry graduate credit in teacher education from The College of New Jersey. A maximum of six credits may apply as elective credits for students matriculated into one of TCNJ's Master of Education degree programs, pending approval by the graduate program coordinator. Elective credit requirements vary by specialization and students must contact their graduate program coordinator for course approval prior to registration.

Registrations for RTC courses are processed by:

Regional Training Center
486 Route 10 West
Randolph, NJ 07869
800.433.4740
www.regionaltrainingcenter.org

Courses Available through Regional Training Center

EDPD 542/Classroom Assessment Techniques 3 cr.

The main focus of this course is on using assessment to support teachers in examining the effectiveness of their own practices, to improve student learning, and to help students become effective self-assessors. Teachers will have opportunities to use a wide range of assessment tools, developing skills that reflect a personal philosophy of assessment. While written tests are addressed, most of the emphasis is on performance assessment. Key ideas are discovered experientially through a hands-on approach. Participants will accomplish the following:

- Develop performance assessment tasks such as presentations, artifacts, and exhibitions along with journals, learning logs, and portfolios.
- Construct assessment gauges, including performance rubrics and observation checklists with self- and peer-assessment components.
- Consider the potential of personal learning goals and student-led conferences as assessment tools.
- Examine the importance of aligning objectives, tasks, and assessments and clearly articulating criteria and standards for fair and valid assessment.

EDPD 543/Dimensions of Learning 3 cr.

Learn to connect several major instructional models to curriculum, assessment, instruction, and to the student learning and thinking process. Learn to develop interactive student-centered learning experiences that give students a reason to learn and allow you to facilitate their learning. Dimensions of Learning, a comprehensive research-based model of student learning and thinking, provides a planning framework to link curriculum, assessment, and instruction. The course is rich with practical strategies and processes to help students maximize their thinking and learning. Participants in Dimensions of Learning will:

- Examine the changing role of teachers as facilitators of student thinking and learning.
- Engage in interactive, constructivist approaches to learning that can be used daily in school settings.
- Create plans to thoughtfully engage students in meaningful learning experiences.
- Develop assessment strategies that correlate with the dimensions framework.

EDPD 544/Encouraging Student Responsibility and (Self) Discipline 3 cr. Fostering student accountability and developing patterns of student cooperation and on-task behavior in the classroom are the objectives of this

course. Participants will learn skills and strategies for increasing student responsibility that can be integrated into the teaching of every lesson. An additional goal of the course is to teach specific communication structures that will allow for an increase in positive student response and motivation.

- Patterns of cooperative behavior techniques for classroom application are demonstrated and practiced.
- The concept of responsibility is developed on a personal level, with other people, and as part of a classroom and school community.
- Techniques are shown to help students learn more and better by way of more self-reliant, independent work, and more cooperative teamwork.

EDPD 545/Expanding Student Thinking in the Classroom 3 cr.

Based on recent brain research and learner-centered principles, this is a practical experiential course on how to teach for, of, and about thinking. This course will explore these topics:

- The thoughtful and respectful classroom.
- Specific thinking skills and processes.
- Questioning frameworks and methods.
- Metacognition and reflection.
- Graphic organizers.
- The use of cooperative learning to enhance thinking.

EDPD 546/Instructional Strategies for a Multicultural Society 3 cr.

Participants will examine curricula, understand and develop a sensitivity toward the cultural "perils and pitfalls" in teaching different ethnic groups, and work to develop a variety of instructional techniques.

- Critically examine and challenge personal, cultural, and curricular assumptions and values.
- Develop classroom lessons that include diverse cultural perspectives, and address the cognitive, affective, and pedagogical components of multicultural understanding at the classroom level.

EDPD 547/Integrating the Curricula 3 cr.

Every teacher can help students integrate learning. In this course, curricular integration is explored through current research on experiential learning and higher-level thinking processes. Students learn best when associations and connections are provided in our lessons. Integration structures include applications within a traditional instructional approach, as well as those which require teachers to collaborate in their planning. In this course, structures are demonstrated, practiced, and applied at elementary, middle, and high school levels.

- Explore and create opportunities to assist students in integrating their learning for greater comprehension, application, and transfer.
- Develop implementation strategies and plans which both meet student needs and conform to curricular standards.
- Integrate skills to assist in meeting school/district goals, such as writing across the curriculum, or the school-to-work curriculum.

EDPD 548/Styles of Teaching: Personality Type in the Classroom 3 cr.

Styles of teaching, based on Jung's four basic personality types, will be explored and compared. Participants will delve into an understanding of their own style and organizational preferences while at the same time building a clearer understanding of the needs of other styles. Issues pertaining to teaching, learning, classroom management, communicating, conflict resolution, esteem building, and problem solving will be examined and applied to classroom situations.

- Identify/apply components of style to teaching situations.
- Understand all aspects of personality type, and how to fully utilize type while teaching.
- Enhance lessons using a variety of styles.
- Build a classroom climate that esteems all styles.

EDPD 549/Teaching and Learning through Multiple Intelligences 3 cr.

Howard Gardner's Theory of Multiple Intelligences provides an innovative perspective on creating effective teaching/learning environments. Traditional K-12 curricula have focused disproportionately on utilizing skills related to verbal and mathematical intelligence and have neglected many of the other ways students learn. Participants will be involved in expe-

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ritional activities that will broaden their understanding of Gardner's work and guide them in developing practical applications for using this theory at all grade levels and in all content areas:

- Theories of human intelligence as applied to educational environments.
- Enriching required subject areas by using strategies which utilize several intelligences.
- Motivational strategies to engage the "hard-to-teach" student.
- Rotating teaching techniques to apply to a variety of intelligence preferences.

EDPD 555/Disability Awareness 3 cr.

This course deepens the knowledge and understanding of disabilities, and examines the social, academic, and physical considerations in school, community, and home environments. Special emphasis is made on the ways that teachers can integrate information about disabilities into the teaching of their curriculum and in managing their specific classroom environments.

- Understand basic terminology and legislation affecting the educational community.
 - Examine how classified students can be included full time in the regular classroom.
 - Learn how behavioral interventions can address the needs of all students in the classroom.
 - Develop effective instructional strategies that work for all students.
- Resources available to students, teachers, parents, and other professionals.

EDPD 560/Using Brain-Compatible Methods in the Classroom 3 cr.

This course provides classroom application strategies and techniques for translating the current research in cognitive science on teaching and learning. Beginning with how the brain processes information, the course includes the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self concept.

- Learn when is the best time in a lesson to present new material.
- Improve processing and retention through "chunking" and rehearsal techniques.
- Understand the power and impact of transfer in the teaching/learning process.
- Learn more about left-right brain preferences, and developing higher-level thinking.

EDPD 561/The Cooperative Classroom: Kagan's Instructional Practices 3 cr.

Learn the theory and research of cooperative learning and the approach developed by Dr. Spencer Kagan. The course guides participants in the acquisition of a wide range of practical instructional methods called Co-op Structures, and provides them with a theoretical framework which helps teachers decide which structures to use at different points in the instructional cycle. If instructional strategies are thought of as tools in the toolbox of a teacher, this course is designed to put more tools in each teacher's toolbox, and to instruct them on the best instructional practices with each tool.

- Intensify motivation to learn.
- Deepen thinking skills.
- Decrease time lost to classroom management.
- Improve acceptance of mainstreamed students.

EDPD 562/Using Portfolios for Instruction and Assessment 1 cr.

Using portfolios in the classroom expands opportunities for teachers to develop thoughtful, more meaningful approaches to instruction and assessment in all subject areas and learning levels. By examining some of the purposes, practices, and protocols of portfolio use, this course provides teachers with an understanding of how to meet the challenges of implementing a system of portfolio assessment appropriate for them. Through involvement in activities that model the basic concepts of portfolio assessment, participants will develop strategies to enhance, document, and assess student learning in their own classroom.

EDPD 563/Positive Discipline 1 cr.

This course is based on the best-selling ASCD book, *Discipline with Dignity*, written by Richard Curwin and Allen Mendler. It contains practical, tested, and worthwhile school and classroom techniques to enhance discipline practices while enhancing student self-respect and self-control.

- Develop a comprehensive classroom discipline plan.
- Stop misbehavior of the student without attacking the dignity of the student.
- Resolve problems with chronically disruptive students.
- Use guidelines for rules and consequences that work.

EDPD 565/Cooperative Discipline 3 cr.

This classroom management program shifts the discipline paradigm from controlling student behavior through rewards and punishment to managing and motivating students by building self-esteem and helping all students make better choices. The goal is student growth: academically, socially, and psychologically.

- Learn over 50 strategies to use the moment misbehavior occurs.
- Increase student achievement.
- Develop a classroom climate and school culture based on caring, clear limits, consistency, and respect.
- Motivate apathetic, reluctant learners and potential dropouts.
- Build a foundation for the prevention of violence.
- Improve home, school, and community collaboration.
- Promote character education and the development of positive assets of students.

EDPD 566/Teaching Writing and Thinking Across the Curriculum 3 cr.

Based on the theme, "Writing to Learn and Learning to Write," participants will learn how to effectively integrate cooperative learning with the teaching of writing as a thinking skill. Teachers will have hands-on experience that encourages students to be active learners through strategies that foster intelligent behaviors. This course will offer its participants a systematic, developmental approach to the teaching of writing in support of thematic, interdisciplinary, or subject-specific instruction. It will draw upon a whole language approach to the integration of writing in all curriculum areas, K-12.

- Writing as learning across all subject areas.
- Bloom's taxonomy as it relates to writing and learning.
- Writing to communicate in many genres.
- Strategies for planning, outlining, and responding to writing prompts.
- Teaching writing process through editing strategies.
- Using graphic organizers and frames in science, social studies, and math.
- Authentic assessment in writing.

EDPD 567/Implementation Strategies using Cooperative Learning and Multiple Intelligences 3 cr.

Prerequisites: EDPD 549 and EDPD 561

This course assumes that the participant has already mastered the fundamentals of cooperative learning structures and multiple intelligence theory and is ready for more advanced classroom implementation strategies. Using each of the eight intelligences, participants will develop the strategies to implement curriculum and instruction by providing access for the students in their classrooms through each intelligence, further develop and stretch each intelligence, and foster an understanding and acceptance of each intelligence in the students and others. The skills and instructional techniques of cooperative learning will be modeled to engage each of the intelligences to maximize learning across the curriculum and grade levels.

Teacher Assessment Training

In partnership with Educational Testing Service and The National Board of Professional Teaching Standards, The College of New Jersey will award up to six graduate credits for completion of the special workshop course:

EDFN 597/Teacher Assessment Training: National Board of Professional Teaching Standards

Students who have completed this special workshop course will be given a Graduate Special Workshop Course Enrollment Form. In order to earn graduate credit from The College of New Jersey, students must completely fill out that form and submit it to the Office of Graduate Studies at the College, along with the corresponding payment by the deadline indicated on the form. Graduate Special Workshop Course Enrollment Forms are available in the Office of Graduate Studies.