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General Information

President and President's Cabinet

R. Barbara Gitenstein, President

Lisa Angeloni, Vice President for Enrollment Management

John Donohue, Vice President for College Advancement

Amy Hecht, Vice President for Student Affairs

Curt Heuring, Vice President for Administration

Jacqueline Taylor, Provost and Vice President for Academic Affairs

Thomas Mahoney, Vice President and General Counsel

Gregory Pogue, Vice President for Human Resources

Lloyd Ricketts, Vice President and Treasurer

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Vice President for Enrollment Management

Lisa Angeloni

Deans of Schools Offering Graduate Programs

Carole Kenner Dean, School of Nursing, Health, and Exercise Science

Jeffrey Passe, Dean, School of Education

Benjamin Rifkin, Dean, School of Humanities and Social Sciences

Director of Graduate and Intersession Programs

Susan L. Hydro

Accreditation

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (215.662.5606). Programs for the preparation of teachers are -accredited by the National Council for Accreditation of Teacher Education (NCATE).

In addition, individual graduate programs are accredited by the following specialized accrediting bodies:

Commission on Collegiate Nursing Education

Council for Accreditation of Counseling and

Related Educational Programs

Council for Education of the Deaf

New Jersey Board of Nursing

Graduate Academic Calendar 2014–15

Fall 2014

August 26	Classes Begin
August 26–September 3	Add/Drop Week
September 1	No Classes (Labor Day)
September 2	Alternate Day Schedule (Monday Classes)
September 3	Last Day to Withdraw from the College with 100% Refund
September 9	Last Day to Request Ungraded Option (if applicable)
September 16	Last Day to Withdraw from the College with 75% Refund
September 19	Last Day to Apply for December 2014 Graduation Without Late Fine
September 30	Last Day to Withdraw from the College with 50% Refund
October 13–14	Midsemester Break
October 28	Last Day to Withdraw from Full Semester Course with a W
October 28	Last Day to Withdraw from the College with a WD in All Courses
November 4–14	Spring and Summer 2015 Registration Windows
November 18	Last Day to Withdraw from the College with WP or WF
November 19–December 5	Online Student Feedback on Teaching Period
November 26–28	Thanksgiving Break
December 15	Late Registration Fine (Spring) Assessed
December 16	Last Day Fall Classes for Graduate Students
December 16	December Graduation (no ceremony)

Winter 2015

January 5	Winter Minimester Session Classes Begin
January 5	Last Day to Add/Drop Courses with 100% Refund
January 15	Last Day to Withdraw from Course with a W
January 19	No Classes (Martin Luther King, Jr. Birthday)
January 19–23	Online Student Feedback on Teaching Period
January 23	Winter Minimester Session Classes End

Spring 2015

January 26	Classes Begin
January 26–February 3	Add/Drop Week
February 3	Last Day to Withdraw from the College with 100% Refund
February 9	Last Day to Request Ungraded Option (if applicable)
February 16	Last Day to Withdraw from the College with 75% Refund
February 23	Last Day to Apply for May 2015 Graduation Without Late Fine
March 2	Last Day to Withdraw from the College with 50% Refund
March 5	Last Day to Apply for August 2015 Graduation Without Late Fine
March 16–20	Spring Break
March 27	Last Day to Withdraw from Full Semester Course with a W
March 27	Last Day to Withdraw from the College with a WD in All Courses
April 7–17	Fall and Winter 2015 Registration Windows
April 17	Last Day to Withdraw from the College with WP or WF
April 20	Last Registration Fine Assessed
April 27–May 8	Online Student Feedback on Teaching Period

May 19	Last Day Spring Classes for Graduate Students
May 21–22	Commencement Ceremony
July 15	Late Registration Fine (Fall) Assessed

Summer 2015

May 25	No Classes (Memorial Day)
May 26	Maymester Classes Begin
May 27	Last Day to Add/Drop Courses for Maymester
May 27	Last Day to Withdraw from Maymester with 100% Refund
May 29	Make-up Day for Memorial Day Holiday
June 5	Make-up Day for Commencement
June 8	Last Day to Withdraw from a Maymester Course with a W
June 8–12	Online Student Feedback on Teaching Period
June 12	Maymester Classes End
June 15	Session A Classes Begin
June 16	Last Day to Add/Drop for Session A
June 16	Last Day to Withdraw from Session A with 100% Refund
July 2	Last Day to Withdraw from a Session A Course with a W
July 3	No Classes (July 4 th Observed)
July 13–16	Online Student Feedback on Teaching Period
July 16	Session A Classes End
July 20	Session B Classes Begin
July 21	Last Day to Add/Drop for Session B
July 21	Last Day to Withdraw from Session B with 100% Refund
July 21	Last Day to Register for or to Withdraw from Session I Course
August 6	Last Day to Withdraw from a Session B Course with a W
August 17–20	Online Student Feedback on Teaching Period
August 20	Session B Classes End
August 20	Session I Classes End
August 23	August Graduation (no ceremony)

Dates are subject to change.

For the most current academic calendar information, please see tcnj.pages.tcnj.edu/academics/academic-calendars.

Degree Programs and Coordinators by Department

School of Education

Department of Counselor Education

Master of Arts in Counselor Education:

School Counseling Option (COUN_MA_01)

Stuart Roe
counsel@tcnj.edu
609.771.2119

Clinical Mental Health Counseling (COUN_MA_07)

Marion Cavallaro
cavallar@tcnj.edu
609.771.2406

Marriage, Couple and Family Counseling and Therapy (COUN_MA_06)

Mark Woodford
woodford@tcnj.edu
609.771.3018

Educational Specialist in Marriage and Family Therapy (COUN_EDS01)

Mark Woodford
woodford@tcnj.edu
609.771.3018

Department of Educational Administration and Secondary Education

Master of Arts in Teaching:

Secondary Education Specialization (SECE_MAT01-English; SECE_MAT02-Social Studies)

Greg Seaton
gseaton@tcnj.edu
609.771.3348

STEM Education Specialization (SECE_MAT03-Mathematics; SECE_MAT04-Science: Biology, Chemistry or Physics; EDTE_MAT01-Technology Education)

James Beyers—beyers@tcnj.edu, 609.771.3422
Cathy Liebars—liebars@tcnj.edu, 609.771.3043
Steve O'Brien—obriens@tcnj.edu, 609.771.2782

Health and Physical Education Specialization (HPEM_MAT01)*

Anne Farrell
afarrell@tcnj.edu
609.771.2191

Master of Education in Educational Leadership:

Traditional Option (EDAD_MED01)

Immersion Option (EDAD_MED03)

Donald Leake
leake@tcnj.edu
609.771.2229

Master of Education in Educational Leadership—Instruction in Partnership with The Regional Training Center (EDAD_MED05)

Alan Amtzis
amtzis@tcnj.edu
609.771.2586

Department of Elementary and Early Childhood Education

Master of Arts in Teaching in Elementary Education:

Early Childhood Specialization

Program A—No Prior Teaching Certificate (ELEC_MAT02)

Program B—Alternate Route P-3 Certified (ELEC_MAT03)

Jody Eberly
jeberly@tcnj.edu
609.771.2727

Elementary Education Specialization (ELEC_MAT01)

Brenda Leake
bleake@tcnj.edu
609.771.2219

Elementary/English as a Second Language—Urban Education Specialization (ELEU_MAT01)—Five-Year Program

(For TCNJ Students Only—Full Undergraduate/Graduate Program)

Tabitha Dell'Angelo
dellange@tcnj.edu
609.771.3354

Department of Special Education, Language, and Literacy

Master of Arts in Teaching:

Special Education Specialization (SPEC_MAT01)

Special Education Specialization (SPEC_MAT02)—Five-Year Program (For TCNJ Students Only—Full Undergraduate/Graduate Program)

Amy Dell
dellamy@tcnj.edu
609.771.2209

Education of the Deaf and Hard of Hearing/Elementary Education Specialization (DHHA_MAT01)—Five-Year Program

(For TCNJ Students Only—Full Undergraduate/Graduate Program)

Barbara K. Strassman
strassma@tcnj.edu
609.771.2805

Master of Education in Reading K-12 (READ_MED01)

Kathryne Speaker
speaker@tcnj.edu
609.771.2807

Master of Education in Special Education:

Certified in Special Education Option (SPEC_MED01)

Certified in Other Area Option (SPEC_MED02)

Certified in Instruction of Students who are Blind or Visually Impaired Option (SPEC_MED06)

Amy Dell
dellamy@tcnj.edu
609.771.2209

Master of Education in Teaching English as a Second Language (ESLA_MED02)

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

Global Graduate Programs

Master of Education in Educational Leadership (EDAD_MED04)

Stuart Carroll
szcarrol@tcnj.edu
609.771.2221

Master of Education in Elementary (ELEC_MED03) or Secondary (SECE_MED01) Education

Stuart Carroll
szcarrol@tcnj.edu
609.771.2221

Brenda Leake
bleake@tcnj.edu
609.771.2219
(Johannesburg Program)

Master of Education in Teaching English as a Second Language (ESLA_MED01)

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

School of Humanities and Social Sciences

Department of English

Master of Arts in English (ENGL_MA_01)

Lisa Ortiz-Vilarelle
ortiz@tcnj.edu
609.771.3231

School of Nursing, Health, and Exercise Science

Master of Science in Nursing:

Family Nurse Practitioner Option (NURS_MSN01)

Family Nurse Practitioner for Certified Nurse Practitioners Option (NURS_MSN02)

Adult Nurse Practitioner Option (NURS_MSN05)

Neonatal Nurse Practitioner Option (NURS_MSN03)

Clinical Nurse Leader Option (NURS_MSN04)

School Nurse Option (NURS_MSN15)

Claire Lindberg
lindberg@tcnj.edu
609.771.2510

Certificate Programs and Coordinators by Department

Global Graduate Programs

Teacher Certification for International Schools:

Elementary (ELEC_SCT01) or Secondary (SECE_SCT01—Social Studies; SECE_SCT02—Math; SECE_SCT03—Science; SECE_SCT04—English)

Stuart Carroll
sscarrol@tcnj.edu
609.771.2221

Brenda Leake (Johannesburg Program)

bleake@tcnj.edu
609.771.2221

Teaching English as a Second Language (ESLA_SCT03)

Bilingual Endorsement (ESLA_SCT02)

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

Post-Master's/Educational Leadership—Principal's Certificate (EDAD_SCT03)

Stuart Carroll
sscarrol@tcnj.edu
609.771.2221

School of Education

Post-Master's/Learning Disabilities Teacher/Consultant (SPEC_SCT01)

Post-Master's/Teacher of Students with Disabilities (SPEC_SCT02)

Post-Master's/Teacher of Students Who are Blind or Visually Impaired (SPEC_SCT05)

Amy Dell
dellamy@tcnj.edu
609.771.2209

Post-Master's/Reading Specialist (READ_SCT01)

Kathryne Speaker
speaker@tcnj.edu
609.771.2807

Instructional Licensure, Teacher of Preschool–Grade 3 (ELEC_SCT03)

Jody Eberly
jeberly@tcnj.edu
609.771.2727

Substance Awareness Coordinator (COUN_CER02)

Mark Woodford
woodford@tcnj.edu
609.771.2119

Post-Master's/Educational Leadership—Principal's Certificate (EDAD_SCT02)

Donald Leake
leake@tcnj.edu
609.771.2229

Teaching English as a Second Language (ESLA_SCT01)

Bilingual Endorsement (ESLA_SCT02)

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

School of Humanities and Social Sciences

Graduate Certificate in Gender Studies (WGST_CER01)

Anne Marie Nicolosi
nicolosi@tcnj.edu
609.771.2276

School of Nursing, Health, and Exercise Science

Post-Master's/Adult Nurse Practitioner Option (NURS_SCT03)

Post-Master's/Family Nurse Practitioner Option (NURS_SCT02)

School Nurse Non-Instructional Certificate (NURS_SCT08)

School Nurse Instructional Certificate (NURS_SCT09)

Claire Lindberg
lindberg@tcnj.edu
609.771.2510

Directory of Graduate Services

Office of Graduate Studies Paul Loser Hall 109	609.771.2300 graduate@tcnj.edu http://graduate.pages.tcnj.edu/	Information Technology Help Desk/ User Support Services Green Hall 6 (Basement) 609.771.2660 http://helpdesk.pages.tcnj.edu/ Telephone Support: Monday–Thursday 8:30 A.M.–8 P.M. Friday 8:30 A.M.–4:30 P.M. Voicemail and E-mail Support: helpdesk@tcnj.edu 24 hours a day, seven days a week Leave a message or report a problem by e-mail, and your message will be replied to within three normal business hours. Walk-in Support: Monday–Friday, 8:30 A.M.–4:30 P.M.
Athletics	609.771.2230 www.tcnjathletics.com/index.aspx	
Aquatic Center	609.771.3249 www.tcnj.edu/~aquatics	
Physical Enhancement Center	609.771.2014 www.tcnj.edu/~intramur/pec/ pec@tcnj.edu	
Student Recreation Center	609.771.2190	
Bookstore	609.637.5001 http://tcnj.bncollege.com bkscollegeofnj@bncollege.com	
Brower Student Center	609.771.2331 www.tcnjstudentactivities.com/	
Career Services Roscoe L. West Hall 102	609.771.2161 http://career.pages.tcnj.edu/ career@tcnj.edu	
Certification Office (Support for Teacher Education Programs) Education Building	609.771.2396 http://www.tcnj.edu/~educat/certification/index.html	
Counseling and Psychological Services Eickhoff Hall 107	609.771.2247 www.tcnj.edu/~sa/counseling CAPS@tcnj.edu	
Differing Abilities Services Holman Hall 307	609.771.2571 www.differingabilities.pages.tcnj.edu odas@tcnj.edu	
Health Services* Eickhoff Hall 107	609.771.2483 www.health.pages.tcnj.edu health@tcnj.edu	
*Appointments are required.		
Information Desk Brower Student Center	609.771.2331	
Information/Main Switchboard	609.771.1855	
		Instructional Technology Services Library, Room 4 (Lower Level) 609.771.2114 http://its.intrasun.tcnj.edu its@tcnj.edu
		Library 609.771.2311 www.tcnj.edu/~library
		Police (Campus) Administrative Office Administrative Services Building 609.771.2345 24 hours a day, seven days a week 609.771.2171 www.campuspolice .pages.tcnj.edu tcnjpd@tcnj.edu
		Records and Registration Green Hall 112 609.771.2141 www.tcnj.edu/~recreg recreg@tcnj.edu
		Snow/Inclement Weather Closing 609.637.6000
		Student Accounts Card Services 609.771.2172 Parking Services 609.771.3146 Green Hall 119 609.771.3144 www.tcnj.edu/~sfs/account/index.html stuacct@tcnj.edu
		Student Financial Assistance Green Hall 101 609.771.2211 www.tcnj.edu/~sfs/aid osfa@tcnj.edu
		TCNJ Clinic of the School of Education (Providing Marriage, Couples, Family Counseling & Therapy) Education Building 609.771.2700 Hours by Appointment www.clinic.pages.tcnj.edu
		TCNJ Home Page www.tcnj.edu
		Women's Center Brower Student Center Basement 609.771.2120 www.tcnj.edu/~wmnctr wmnctr@tcnj.edu

Graduate Opportunities at The College of New Jersey

Students are offered opportunities to earn master's degrees in more than 20 fields of study, to gain certification in professional areas, to update and renew themselves professionally or personally through specific courses, and to address contemporary issues or problems in a specific field. Basic to all graduate programs and courses is the College's purpose to develop in each graduate student the skills, knowledge, and commitment to function as a problem-solver and an agent of change.

Admission to Graduate Study

Admission Standards

Admission to graduate study at The College of New Jersey is selective and competitive. Prospective applicants are encouraged to familiarize themselves with the contents of this bulletin and the graduate studies Web site, <http://graduate.pages.tcnj.edu/>, and to observe carefully the particular requirements of each individual program or option. Admission decisions are based generally on evidence of achievement in appropriate undergraduate studies, performance on nationally standardized tests, strength of recommendations, and other materials submitted with the application. Standards are applied rigorously but not mechanically, the purpose being to identify applicants who show promise of benefiting from advanced studies and of making significant contributions to both the College community and their chosen professions.

Admission Procedures

Those who wish to apply or to learn more about the graduate program should begin by contacting: Office of Graduate Studies, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. The office is located in Paul Loser Hall 109, and may be reached at 609.771.2300. Applications to graduate school should be completed and submitted online at <http://graduate.pages.tcnj.edu/>. It is the applicant's responsibility to make sure that all required application materials have been received by the Office of Graduate Studies by the appropriate deadline. Incomplete applications cannot be renewed. Incomplete applications will be held for one academic year prior to being purged.

Application Deadlines

For information on application deadlines please refer to our Web site at <http://graduate.pages.tcnj.edu/apply/>.

Admission Categories

Graduate Degree Program/Matriculation

Most students entering The College of New Jersey at the graduate level are candidates for a master's degree. The institution offers five degrees: the Master of Arts, the Master of Education, the Master of Arts in Teaching, the Educational Specialist, and the Master of Science in Nursing. Master's programs and program options are outlined throughout the *Graduate Bulletin*. Individuals applying for matriculation are expected to hold a bachelor's degree from a regionally accredited institution in the United States or proof of equivalent preparation from a foreign college or university, and are required to provide official transcripts (or document evaluation in the case of foreign schools). Applicants should have a 2.75 cumulative grade point average or a 3.0 in the major at the undergraduate level, although some programs may have a higher requirement; must submit letters of recommendation from individuals who can eval-

uate their academic performance, relevant work experience, and/or ability to pursue graduate studies; must submit an essay/statement of professional goals indicating interest in the program and college; must pay the stated application fee; and must provide scores from the general standardized test appropriate to the discipline. Some programs require scores from specialized sections of standardized tests, other evidence of competence to pursue graduate study, or other documentation as detailed by the specific program requirements. For test waiver information, please visit <http://graduate.pages.tcnj.edu/apply/>.

Some programs require interviews or portfolios (see specific program for requirement details). Graduate program candidates are approved for admission by the program admissions committee and endorsed by the Office of Graduate Studies.

Applications for matriculation are available online at <http://graduate.pages.tcnj.edu/apply/>.

Non-Matriculation

Qualified applicants who wish to pursue graduate studies for professional renewal or personal growth may apply for non-matriculation. Non-matriculation applications should be completed and submitted online at <http://graduate.pages.tcnj.edu/apply/>. Applicants must have a bachelor's degree and a 2.75 cumulative grade point average or 3.0 in the major from an accredited institution in the United States, or proof of equivalent preparation from a foreign university or college. Applicants must submit an essay calling for a personal evaluation of their strengths and weaknesses and must pay the stated application fee. Admissions are competitive, and decisions are made by program admissions committees. A non-matriculant is not eligible for financial aid.

If accepted, non-matriculated students may enroll in graduate classes that are open to them if they meet the prerequisites and if space is available. Permission of the graduate coordinator and/or the instructor teaching the course may be required for registration for a particular course.

Non-matriculated students may apply to become graduate-degree or certificate-program candidates. Non-matriculated students have one year from the time of initial enrollment to matriculate into a degree program in order to utilize a maximum of six non-matriculation credits taken prior to matriculation toward that degree. Failure to matriculate in this timeframe will negate the use of these credits toward a degree at TCNJ.

Change of Status from Non-Matriculation to Matriculation

Non-matriculated students who wish to matriculate into a graduate degree or certificate program must submit a formal application online for matriculation with all supporting documentation to the Office of Graduate Studies in accordance with announced deadlines. An applicant should become familiar with the completion requirements of each program or program option. Non-matriculation status does not imply or guarantee acceptance into any degree or certification program.

Applications for matriculation are available online at <http://graduate.pages.tcnj.edu/apply/>.

Students from Foreign Countries

Students from countries in which English is not the native language must submit the results of the Test of English as a Foreign Language (TOEFL) with the graduate program application.

All students who attend a non-U.S. institution must have all of their educational documents translated into English and evaluated on a course-by-course basis by an accredited agency as to the U.S. equivalent.

lency of their course work. Course descriptions may be required. For information on other documentation required along with the graduate application, including documents needed for a student visa application, see <http://iss.pages.tcnj.edu/>.

Assistantships

Assistantships are periodically available for full-time, matriculated graduate students. The nature and number of such opportunities vary from year to year, but typical assignments are to academic departments and administrative offices. For information concerning assistantships and for application forms, please visit our Web site at <http://graduate.pages.tcnj.edu/> or contact the Office of Graduate Studies at 609.771.2300.

Financial Aid

Financial Aid Application Process

To be considered for most types of aid, you must first complete the 2014–2015 Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. TCNJ's federal school code is 002642.

Filing the FAFSA begins the financial aid process. Keep in mind that you must file a new application for each academic year.

A personal-identification-number (PIN) is required in order to electronically sign the FAFSA. You can apply for a PIN at www.fafsa.gov or at www.pin.ed.gov. Failure to electronically sign the FAFSA will result in delays to your aid.

If you are a previous FAFSA filer, you can file a Renewal FAFSA. The Renewal FAFSA will have all your previous years' information stored. Please review and make any updates to your information before submitting the form.

After filing the FAFSA, you will receive either a Student Aid Report (SAR) or a SAR acknowledgment. You will receive this via U.S. mail if you do not provide an e-mail address on the FAFSA. If you do provide an e-mail address, you will receive an e-mail from the federal processor with a link to your SAR or SAR acknowledgement. Read all comments to ensure that your application has been processed and that all information is accurate and complete. Also check the Information Release section to be sure that The College of New Jersey (002642) is listed as a school to receive your information. If TCNJ is not listed and/or there are other changes to be made, please contact the Office of Student Financial Assistance at 609.771.2211 or call the federal processor at 800.433.3243.

Loan Programs

Federal Stafford Loans

Students must be matriculated and enrolled for at least five credits per semester to qualify for these loans. The maximum loan limit for most graduate students in a degree program is \$20,500 per academic year. Graduate students are only eligible for unsubsidized loans. The interest rate is fixed at 6.8 percent for unsubsidized loans. The interest on an unsubsidized loan is not paid by the federal government and begins to accrue immediately.

Veterans' Assistance

TCNJ participates in federal and state assistance programs for veterans. Please contact Dionne Hallback, Associate Director of Customer Service, V.A. Administrator in the Office of Student Financial Assistance at 609.771.2211.

Private/Alternative Loans

In your research for alternative or private loans The College of New Jersey recommends that you use ELM Select as a tool to compare the different lenders based on the options, benefits and services that each offer.

<http://beta.elmselect.com/link/query?schoolid=87>

Important Information

Phone: 609.771.2211

Fax: 609.637.5154

osfa@tcnj.edu

Web: www.tcnj.edu/~sfs/aid

Location:

Green Hall 101

Monday–Friday, 8:30 A.M.–4:30 P.M.

PO Box 7718, Ewing, NJ 08628-0718

FAFSA school code: 002642

Summer School

Financial aid application available March 1, 2014 at www.tcnj.edu/~sfs/aid/summer.html.

Tuition and Fees

Application Fee

A \$75 non-refundable application fee (subject to change), payable to The College of New Jersey, is charged to all applicants. The fee is waived for students who formerly attended the College.

Enrollment Deposit

Matriculated students in an on-campus program (this excludes students in global, RTC partnership, and other off-site programs) will be required to submit a \$100.00 enrollment deposit upon acceptance to secure their seat. This enrollment deposit is non-refundable, but will be entered as a credit toward the student's account.

Costs per Semester

Costs are charged per credit hour (*Fall 2014/Spring 2015).

See <http://studentaccounts.pages.tcnj.edu/tuition-fees/> for current rates.

	NJ Resident	Out-of-State Resident
Tuition	\$674.68	\$1064.14
General Service Fee	114.17	114.17
Student Service Fee	26.05	26.05
Student Center Fee	10.29	10.29
Computing Access Fee	15.70	15.70
Total Cost Per Semester Hour	\$850.89	\$1240.35

Additional Fees:

ID Fee	\$10 per semester
Late Registration Fine	\$125
Bad Check Fine – Insufficient Funds	\$25
Returned ACH Payment – Acct Not Found	\$10
Late Payment Fine for Balances over \$1000	1.5% of balance or \$25, whichever is greater

Graduate students enrolled, whether matriculated or admitted as a non-matriculated student, pay at the graduate rate whether taking graduate or undergraduate courses. Students who do not intend to apply undergraduate courses to a graduate program now or in the future should apply for non-matriculant standing through the undergraduate Office of Admissions and will be charged the undergraduate rate. Such classes will not be applied to a graduate degree or certification program offered by the College.

*Costs reflect 2014–15 academic year rates and are subject to change at any time. Rates are usually higher during the next academic year. Check with the Office of Student Accounts for current charges after July 15 of each year.

A student is classified as a “New Jersey resident” for tuition purposes if the student has been a bona fide domiciliary of the state of New Jersey prior to registering for classes. Any questions regarding residency status can be directed to Records & Registration at 609.771.2141.

Identification Card Fee

A non-refundable \$10 identification card fee is charged each semester to all students who attend the College for the maintenance of the campus' one-card system.

Health Insurance Fee

Graduate students registered for nine or more credits in a term will be billed for Student Health and Accident Insurance. Full-time students have the opportunity to waive/opt out of this coverage by providing evidence of health insurance coverage to the insurance company by the waiver deadline established by the College. Information regarding the health insurance coverage can be found by visiting: <http://studenthealthinsurance.pages.tcnj.edu/> Students will be updated with waiver information and notified of changes through their TCNJ email account. Contact The College Health Services Office about specifics.

Special Fees

Students who register for Seminar in Supervised Teaching, internships, practicum, NURS 633/Holistic Health Assessment for Advanced Practice, and NURS 634/Primary Care of Women pay fees determined by the appropriate program. Please contact the School of Education or the School of Nursing, Health, and Exercise Science for these fees.

Parking/Vehicle Registration Fee

The fee for the 2014–15 is \$95 plus seven percent sales tax. Rates are subject to change each academic year. For more information on current vehicle registration procedures and fees, please visit the Parking Services Web site, <http://parking.pages.tcnj.edu/>.

To be considered registered and allowed to park on campus, each vehicle must bear a current valid decal, which must be visibly displayed.

For students who live off campus and use motor vehicles to commute to class, one automobile and one motorcycle may be registered. Those individuals under contract with the College as graduate assistants may register one vehicle on a faculty/staff basis. They do not need to pay the fee and are permitted to park in faculty/staff lots.

Payment

Payment of tuition and fees may be made by cash, check, electronic check, wire transfer, or money order payable to The College of New Jersey. MasterCard, Visa, Discover, and American Express credit cards are also accepted via the PAWS system.

Identification Cards

Graduate student identification cards may be obtained in the Office of Student Accounts, located in Green Hall 119. During the fall and spring semesters, the office is open from 8:30 A.M. to 5 P.M. Monday, and from 8:30 A.M. to 4:30 P.M. Tuesday through Friday. The College of New Jersey ID card is the official college identification for students and should be

carried at all times. The card also serves as a library card for purposes of checking out books and recordings. The card is non-transferable. Loss of the ID card should be reported immediately to <http://cardservices.pages.tcnj.edu/> and/or to the Office of Student Accounts, 609.771.3146. A fee of \$10 is charged for each replacement.

Withdraw or Leave of Absence Refunds of Tuition and Fees

A student must withdraw from all courses for the semester (or reduce his/her registered course load) by the last day of Add/Drop in order to be eligible for a refund. The computing of all refunds will be based upon the date of receipt shown on the written notice or Intent to Withdraw Form. Refunds are not based upon date of the last class attendance. A student who leaves school without officially withdrawing from the College forfeits all rights to a refund or to a reduction in his or her account.

The College uses the following policy to determine the amount of refund:

1. A student withdrawing from the College on or before the official last day of Add/Drop shall receive a 100 percent refund of applicable tuition and fees* paid.
2. A student reducing his/her load in a manner that results in a decrease in billable tuition and applicable fees* on or before the last official day of Add/Drop shall receive a 100 percent refund of the reduced amount. Reductions in load after the last official day of Add/Drop will not result in 100 percent refunds.
3. A student withdrawing from the College after the official end of Add/Drop but before the end of the third week of classes in the fall and spring semesters shall receive a 75 percent refund of applicable tuition and fees* paid.
4. A student withdrawing from the College after the official end of Add/Drop but before the end of the fifth week of classes in the fall and spring semesters shall receive a 50 percent refund of applicable tuition and fees* paid.
5. A student withdrawing from the College after the fifth week of classes shall receive no refund.
6. Summer withdrawal policies are different. Please consult the College's Web site at <http://summer.pages.tcnj.edu/faqs/course-withdrawal/>.
7. Students receiving federal Title IV financial aid funds must contact the Office of Student Financial Assistance, Green Hall 101, prior to withdrawing.

**Only General Services, Computing Access, Student Activity, Student Center, and Student Services fees.*

Refunds for Students Receiving Federal Title IV Funds

Federal regulations require that a pro-rata portion of Title IV funds be returned to the funding source if students withdraw from the College. Students may, therefore, incur a liability to The College of New Jersey and should consult with the Office of Student Financial Assistance, Green Hall 101, prior to withdrawing.

For additional information concerning the refund process at TCNJ, we invite you to visit our Web site at www.tcnj.edu/~recreg/withdrawal/index.html.

Residency for Tuition Purposes

Individuals who have been a resident within the state of New Jersey for a period of 12 months prior to enrollment in a public institution of higher education are presumed to be domiciled in this state for tuition purposes. Persons who have been residents within this state for less than 12 months prior to enrollment are presumed to be non-domiciliaries for tuition purposes. Persons whose residency status is challenged by TCNJ may demonstrate residency status according to the rules set forth by the New Jersey Commission on Higher Education. These guidelines are available in the Office of Records and Registration, Green Hall 112. Residence established solely for the purpose of attending TCNJ is not domicile for the purpose of achieving in-state residency. United States military personnel and their dependents who are living in New Jersey and are attending public institutions of higher education in New Jersey shall be regarded as residents of the state for the purpose of determining tuition.

Financial Obligations to the College

Students with unfulfilled obligations to the College (including tuition, fees, library materials, fines, or damage assessments) may be prevented from registering and/or from obtaining a transcript and diploma. Students with delinquent loans (federal, state, or college) may also have their transcripts and diploma withheld. Unfulfilled financial obligations with the College may allow for your account to be given to a collection agency at which all cost incurred will be the responsibility of the student.

Registration Procedures and Degree Requirements

Registration for graduate courses must be approved by a graduate adviser. Only those students who have been officially admitted may register for classes (see Admission to Graduate Study).

TCNJ offers students an online registration system. PAWS (Primary Academic Web Services) is a Web application accessible worldwide via the Internet at tcnj.pages.tcnj.edu.

For assistance or more information, please visit our PAWS tutorials at pawshelp.pages.tcnj.edu.

Students should refer to the College's Web site for the most up-to-date information on registration procedures and degree requirements.

Change of Registration

Students with adviser approval may change their registration before the registration process is terminated. Add/Drop continues through the first week of classes, after which only withdrawals are permitted. Pertinent registration deadline dates can be viewed at <http://tcnj.pages.tcnj.edu/academics/academic-calendars>.

Change of Program of Study

Students who contemplate changing their program of study should consult the Office of Graduate Studies for guidance. All requests for change of program must be signed by the graduate coordinator of the previous program, and approved by the graduate coordinator in the new program and the dean of the student's academic school. Students should remember that entrance requirements vary from one program to another and that there may be space limitations. Forms are available at <http://graduate.pages.tcnj.edu/resources/forms>, <http://recreg.pages.tcnj.edu/forms>, or in the Office of Records and Registration, Green Hall 112.

Graduate Enrollment in Undergraduate Courses

Graduate students may obtain approval to take certain undergraduate courses for personal or academic reasons. Such courses do not normally count toward the graduate degree. Students should consult their graduate program advisers for guidance. Graduate students enrolling in undergraduate courses will be billed at the graduate tuition rate. Approval forms are available online through the Office of Graduate Studies Web site at <http://graduate.pages.tcnj.edu/resources/forms>.

Undergraduate Enrollment in Graduate Courses

Undergraduates may petition to enroll in graduate courses if they have a grade point average of 3.0 or above or are exceptionally qualified to take a course; have accumulated 96 credit hours or unit equivalents at the undergraduate level; have been recommended to take the course by the undergraduate adviser and the coordinator of the graduate program in which the course is offered; and have the approval of the academic school dean. Undergraduate students are not permitted to enroll in courses above the 500 level. Most undergraduates are permitted, with approval, to take a maximum of two graduate courses. Undergraduates, however, who are enrolled in a five year program are permitted to take up to three graduate courses.

These courses may not be applied to both the graduate and the undergraduate degree. If the credits are counted toward the

undergraduate degree, they may not be transferred to a graduate program at this college. Additional fees may apply. Approval forms are available online through the Office of Graduate Studies Web site at <http://graduate.pages.tcnj.edu/resources/forms>.

Summer Session

Students who are interested in registering for summer courses should consult the TCNJ summer sessions Web site at <http://summer.pages.tcnj.edu>. The Web site provides complete course listings, procedures, and policies for registering that may differ from those for fall and spring semesters. The summer course schedule is available on the Web at TCNJ's summer sessions Web site and the "Class Search" in PAWS.

For further information, contact the Office of Summer Programs, Green Hall 111, 609.771.2369.

Release of Transcripts

Copies of the student's official transcript are released only on the written request (or request via PAWS) of the student and only after all obligations to the College, financial and otherwise, have been fulfilled. Instructions for requesting transcripts can be viewed at <http://recreg.pages.tcnj.edu/transcripts>. There is no charge for this service. Transcripts are issued within 3–5 business days of receipt of the request. Transcripts received from other schools are the property of the College and are not copied or released.

TCNJ Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day that TCNJ receives a request for access. Students should submit to the director of records and registration written requests that identify the record(s) they wish to inspect. The TCNJ official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the TCNJ official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the TCNJ official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is

disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support-staff position (including campus police and campus-wellness-center persons); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official school committee such as the All-College Academic Integrity Board; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by TCNJ to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

For further information, students may view the College's student privacy rights (FERPA) Web site at www.tcnj.edu/~recreg/policies/privacy.html.

5. TCNJ considers the following as directory information and will release the following information upon request:

Name
TCNJ e-mail address
Campus address
Hometown (city and state)
Telephone listing(s)
Degrees and dates received
Honors and awards received (including Dean's List)
Major(s) and minor(s) field of study
Classification (freshman, sophomore, junior, senior, graduate)
Date of birth
Dates of attendance
Photograph
Previous educational institution/agency attended
Weight/height of athlete
Participation in officially recognized activities and sports
Enrollment status

To prevent the release of the above-referenced directory information, the student must file the Directory Information Release Form with the Office of Records and Registration each year: www.edu/~recreg/policies/privacy.html.

Cancellations

Students should assume that classes will be held unless notice of cancellation is given. When an instructor fails to appear and no notice of cancellation is evident at the start of a class, it is recommended that students wait a reasonable time before assuming that the class is canceled.

Degree Requirements

Academic Advisement/Supervision

Students are encouraged to develop a collaborative relationship with their program advisers and/or graduate coordinators early in their graduate careers. Advisers help students plan their courses of study, comply with

program requirements, and assess academic progress. They are also available for broader consultation and discussion. In instances when formal approval is required (some of which are identified below), students will need to obtain formal approval from their adviser before actions may be taken.

Prerequisites

All courses listed in this bulletin are graduate courses that require competent preparation at the undergraduate level. Certain courses—typically at the 600 level—require that specific prerequisites (or their equivalents) be met. Students should consult individual course descriptions in this bulletin and confer with their graduate advisers to plan appropriate course sequences.

Academic Load

A full-time graduate student load is nine credits during the fall or spring semester. A graduate student may register for a maximum of 12 credits during the fall or spring semester. Graduate students may register for a maximum of nine credits for the summer semester. If a program requires more than the maximum load during a given semester, students must submit written permission from their academic adviser with approval from the dean of the student's academic school at the time of registration.

Grading System

A student's academic standing in every subject is reported at the end of each semester in the form of a letter grade. Grades are assigned by the faculty member of record.

Grade	Weight	Description
A	4.00	
A–	3.67	
B+	3.33	
B	3.00	
B–	2.67	
C+	2.33	
C	2.00	
C–	1.67	
F	0.00	
P*	Not calculated	Passed (for transfer purposes, a P is considered a B or better)
U*	Not calculated	Unsatisfactory
I	Not calculated	Incomplete work
W	Not calculated	Withdrew from course before the end of the ninth week of the semester
WD	Not calculated	Withdrew from college before the end of the ninth week of the semester
WF	0.00	Withdrew from college after the end of the ninth week of the semester, failing
WP	Not calculated	Withdrew from college after the end of the ninth week of the semester, passing
CR	Not calculated	Requirement met by examination
AU	Not calculated	Audit
IP	Not calculated	In progress

*Used only for courses graded on a Pass/Unsatisfactory basis.

Incomplete Grades

Incomplete grades may be given only when a student is unable to complete a course because of illness or other serious problems.

A grade of Incomplete may be awarded during the grading cycle where appropriate but must be removed by the following semester. Incomplete grades granted in May or August must be completed by October 15 of the following fall semester. Incomplete grades granted in December must be completed by March 15 of the following spring semester. Incomplete grades granted in the summer session must be completed by the end of the fall semester. If these deadlines are not met, the grade automatically becomes an F.

The In Progress (IP) designation applies only to certain courses, such as Department Project and Thesis, requiring more than one semester to complete (see also Retention Standards).

Calculation of GPA

A student's grade point average (GPA) is based only on courses taken at The College of New Jersey. Not included in the calculation of the grade point average are courses transferred from other institutions. The grade point average is calculated by dividing a student's total quality points by her/his total quality hours. Quality points are calculated by multiplying the number of credits for a course by the weight of the grade (see Grading System) in that course. Quality hours are the sum of credits a student attempts (regardless of whether the courses are passed) at TCNJ in letter-graded courses.

At the end of each semester, a student can view and print a grade report showing a cumulative grade point average as well as a grade point average for that semester on the Primary Academic Web Services (PAWS) Web site.

Transfer of Credit

A maximum of six graduate credits may be transferred for degree programs with less than 45 credits. For graduate programs with 45 or more credits, nine graduate credits may be accepted pending departmental approval. Transfer courses must be applicable to the student's current program of study and have been completed at a regionally accredited graduate institution within the last six years with a grade of B or higher to be eligible for approval. They cannot duplicate any graduate or undergraduate work for which credit has been given at The College of New Jersey and cannot have been applied to an academic degree at any other institution. The Course Authorization Form is available at recreg.pages.tcnj.edu/forms and completed forms should be submitted to Records and Registration in Green Hall 112.

Transfer of Prior Course Work

Students wishing to apply for transfer of previously completed graduate credits must do so during their first year of enrollment as a matriculated student. Transfer of credits shall be understood to apply to credits previously earned at The College of New Jersey, as well as at other regionally accredited graduate institutions. The Course Authorization Form is available at recreg.pages.tcnj.edu/forms and completed forms should be submitted to Records and Registration in Green Hall 112.

Approval of Future Course Work for Transfer of Credit

Matriculated students must obtain written approval from their graduate coordinators before enrolling in graduate courses that are to be transferred for credit to the College. Only courses that are to be completed at a regionally accredited graduate institution shall be eligible for such approval. The Course Authorization Form is available at recreg.pages.tcnj.edu/forms and completed forms should be submitted to Records and Registration in Green Hall 112.

Course Auditing

A student who audits a course will receive a grade of AU. The same information will be placed on the student's record.

Students with graduate status at the College who wish to audit a graduate course must have the permission of the instructor or the approval of the graduate coordinator for the program in which the course resides. The Permission to Audit Form must be submitted to the Office of Records and Registration prior to the start of classes, recreg.pages.tcnj.edu/forms. Instructors determine the degree of class participation required of auditors in their classes.

Audit courses may not be counted in determining enrollment status or graduate-assistant eligibility. Audit grades may not later be converted to any other grade.

Withdrawing from a Course

Students may withdraw from a course up to the end of the ninth week of the fall and spring semesters. The Records and Registration Web site documents specific dates for each semester and for summer school. To withdraw, a student must file the appropriate form online at recreg.pages.tcnj.edu/course-withdrawl. Students withdrawing from courses within the withdrawal period will automatically receive a grade of W, which has no effect on the student's grade point average. It is the student's responsibility to withdraw officially from a course. Failure to withdraw formally may result in failing grades and dismissal. Failure to withdraw from a course during the 100-percent-refund period will result in financial obligations.

Withdrawing from the College

A student who wishes to leave the College and withdraw from all courses must complete an Intent to Withdraw form before the last four sessions of the course. Students who neglect to follow this procedure will receive a failing grade for any course they cease to attend.

Students who withdraw from the College before the midpoint of the semester will be given a grade of WD in all courses. Withdrawal after that will result in the instructors' assigning the grade of WP (which does not affect a student's GPA), or WF (which is calculated as an F in a student's GPA). A student may not withdraw from the College in the last three weeks of a semester.

College Intent to Withdraw forms are available online at recreg.pages.tcnj.edu/forms. Eligibility for refunds will be determined by the date on which the completed Intent to Withdraw form is received. The amount of the refund is based on the date of withdrawal. Dates for the end of each semester's withdrawal period are listed on the Office of Records and Registration Web site, www.tcnj.edu/~recreg/calendars/index/html.

It is the student's responsibility to withdraw officially from the College. Failure to withdraw formally may result in failing grades, dismissal, and additional financial obligations.

Readmission

Students who have been dismissed from a graduate program may apply for readmission after one calendar year from the time of dismissal. The matriculation application is to be used for readmission. In addition to the essay, students must cite the reason for dismissal and explain why they believe they will be able to perform successfully if readmitted. Readmission must be approved by the department and endorsed by the dean of the student's academic school.

Independent Study

Students who wish to supplement departmental course work by investigating a particular topic may do so under the direction and guidance of a faculty member who is considered an expert in the field. A final paper reporting the findings of the study must be submitted to the faculty member.

Requests for independent study must be submitted for approval to the faculty member and the department chair or designee. The resulting contract will describe the study, specify the format, length, and scope of the final paper, and determine the number of credits—from one to six—to be awarded.

No more than nine credits of independent study may be taken in any one graduate program.

Note: Independent study will not be approved as a substitute for an existing graduate course. If under extraordinary circumstances it becomes evident that the conferral of the student's degree will be significantly deferred because a required course is not available, that course should be waived and another course of comparable content be used to fulfill the requirement. The student must seek permission for the substitution from the coordinator of his or her graduate program, who will forward it (if approved) to the department chair and the dean of the school for final approval.

Department Project

Students enrolled in master's programs may elect to do a department project, with the approval of the student's adviser, and will be awarded three credits upon completion of the project. Advisement is usually three credit hours for one semester. Those whose projects are In Progress (IP) will register for three credits of project advisement each semester until the project is completed. Students should consult this bulletin for descriptions of department projects offered.

Thesis or Creative Project

In the Master of Arts, Master of Education, or Master of Science in Nursing programs, a thesis or creative project may be required or elected, based on program-specific criteria. A student must be registered to receive thesis advisement. Students planning to write a thesis should visit the Web site of the Office of Graduate Studies for the guidelines concerning submission of the thesis.

Program Completion

Students have six years from the time of matriculation to complete a graduate program. Petitions for an extension will be considered by the dean of the student's academic school on merit.

Retention Standards

Any student whose grade point average (GPA) falls below 3.0 will be placed on probation. At the end of the probationary semester, the student will be dismissed if an overall GPA of 3.0 is not achieved. Students may appeal dismissal according to the procedures provided with the notification of dismissal.

Comprehensive Examination and Other Culminating Experiences

Every graduate degree program concludes with a mandatory culminating experience, which requires candidates to synthesize and apply knowledge acquired throughout the program. Unless a program has been approved to offer another type of culminating experience, the culminating experience takes the form of a comprehensive examination. All Incomplete and In Progress grades should be cleared prior to registration for the comprehensive examination.

Each program will provide its students a written description of its culminating experience, including eligibility, grading standards and procedures for evaluating the experience. These must be posted on the Department/Program Web site. Departments will do everything possible to ensure fair review of student work within their program standards. Those standards could include the number of raters, guidelines of expectations, and criteria for passing.

Candidates who fail the comprehensive examination on the first attempt may retake the comprehensive examination a second time at the next or a subsequent scheduled offering within the six-year limit from the candidate's matriculation date into a program. A second option is to appeal the outcome of the comprehensive examination as per the Graduate Student Complaint/Appeals Policy (see TCNJ Policy Manual).

Candidates who fail the examination on the second attempt may appeal the outcome of the second attempt. If the appeal is unsuccessful, the candidate will be dismissed from the program.

Candidates who fail any other type of culminating experience may appeal per the Graduate Student Complaint/Appeals Policy, with the graduate coordinator serving as the faculty member in step A of the process.

Candidates who are unable to take the scheduled comprehensive examination must consult with the graduate program coordinator. If the next offering is beyond the student's 6-year limit to program completion, please see policy on Program Completion Limit and Retention Standards. Comprehensive exams are scheduled by individual programs. Students must register for the comprehensive exam during registration. Specific exam dates may be obtained from the appropriate program.

Application for Conferral of Degree

Candidates for the master's degree must file an Application for Conferral of Degree with the Office of Records and Registration, Green Hall 112. Degrees are conferred in December, May, and August. For deadlines and fees, students may access the Registration Calendar online at tcnj.pages.tcnj.edu/academics/academic-calendars, or contact the Office of Records and Registration. The Application for Conferral of Degree is available online through PAWS.

Graduation

Commencement exercises are held in the spring of each year. Students are not required to attend but are encouraged to do so, including those whose degrees were conferred after the date of the previous commencement.

Obligations

Obligations to the College (e.g., tuition, fees, outstanding library books, parking fines) which have not been fulfilled will result in a student being prohibited from registering for courses or in the withholding of a student's transcript and diploma. Delinquent loans (federal, state, or college) also may result in the withholding of the student's transcript. Students may view their financial obligations and registration "holds" on their PAWS "Student Center."

Academic Policies and Procedures

For the most current policy information, please visit policies.tcnj.edu.

Orientation and Responsibility to Inform and Keep Informed

The main responsibility for keeping informed rests with each student. The current *Graduate Bulletin*, along with information shared on the Web site and through College e-mail, will typically be the primary sources of information about the graduate program. The College will make every effort to inform students of changes in the programs as they occur. Nevertheless, students should take the initiative to consult their graduate program advisers and the Office of Graduate Studies to keep current and for advice before making significant decisions.

Students have the concomitant responsibility to inform their advisers and the administration of any changes affecting their status. Students should refer to the College's Web site for the most up-to-date information on policies and procedures.

Academic Honesty

All students are expected to adhere to standards of academic honesty in their study at the College. Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means; to submit, as his or her own, work that has not been done by him or her; or to give improper aid to another student in the completion of an assignment. Such dishonesty includes, but is not limited to, submitting as one's own a project, paper, test, or speech copied, partially copied, or partially paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. These standards apply to any academic work, whether it is graded or ungraded, group or individual, written or oral.

Academic Integrity Policy

The College of New Jersey is a community of scholars and learners who respect and believe in academic integrity. This integrity is violated when someone engages in any of the dishonest behavior described below.

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his/her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

Academic dishonesty is not tolerated at The College of New Jersey.

Each student must do his or her own work and behave in an ethically responsible manner. Academic dishonesty includes, but is not limited to, the following behaviors:

- Copying from another student's exam
- Completing an academic activity or taking an exam for someone else
- Giving answers to or sharing answers with another student during an exam
- Using notes, books, or other aids of any kind during an exam when prohibited

- Stealing an exam or possessing a stolen copy of an exam
- Sharing answers during an exam by using a system of signals
- Disrupting or delaying the administration of an exam or academic activity.
- Submitting a work for credit that includes words, ideas, data, or creative work of others without acknowledging the source
- Using another author's words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately
- Concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use
- Falsifying bibliographic entries
- Submitting any academic assignment which contains falsified or fabricated data or results
- Submitting the same term paper or academic assignment to another class without the permission of the instructor
- Feigning illness or personal circumstances to avoid a required academic activity
- Sabotaging someone else's work
- Collaborating on homework or take-home exams when instructions have called for independent work
- Attempting intimidation for academic advantage
- Inappropriate or unethical use of technologies to gain academic advantage
- Submitting a falsified document

A. Policy and Procedures for Disciplinary Action

As described below, enforcement of the Academic Integrity will depend upon individual faculty members, upon an Academic Integrity Officer for each school (designated by the Dean), and upon an All-College Academic Integrity Board. The board will include three students and three faculty members (with three student and three faculty alternates), as well as one staff member from the Office of the Vice President of Academic Affairs, who will vote only in case of a tie and who will be responsible for all documentation relevant to integrity matters. Responsibilities of faculty members, Academic Integrity Officers, and the All-College Academic Integrity Board are specified below. Records of academic integrity violations will be kept in academic files in the Office of the Vice President of Academic Affairs.

If a faculty member believes that a student has violated the Academic Integrity Policy, the faculty member will first discuss the matter with the student. Also, the faculty member may choose to discuss the matter with the department chairperson.

B. Unintentional Violations

If the faculty member is convinced that the lapse was *not intentional*, then he/she need not refer the matter to the Academic Integrity Officer (although that remains an option). The faculty member will decide what consequence(s) seem(s) appropriate and educational.

Consequences may include:

1. Allowing the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
 - a) giving a full grade for the assignment, or
 - b) giving a diminished grade for the work. or
2. Assigning a grade of zero or failing to the work.

After the matter has been resolved, the faculty member may choose to send a report to the School's Academic Integrity Officer, although this is

not required for unintentional violations. If a report is sent, the student will be given an opportunity to read and sign it.

C. Intentional Violations

If the violation seems intentional, then the faculty member must report the case to the Academic Integrity Officer of the school by which the course is offered. The Academic Integrity Officer will talk with the student and with the faculty member, and will gather any other information relevant to the case. The Academic Integrity Officer will also check whether there is a prior record of academic integrity violation(s) by the student. The Academic Integrity Officer will then use the gathered information to decide whether to refer the case to the All-College Academic Integrity Board. An Academic Integrity Board hearing will be mandatory if there is a prior record of intentional integrity violation(s). However, any case may be referred to the All-College Academic Integrity Board. Thus, there are two possible courses of action when an intentional violation has been reported:

1. The Academic Integrity Officer considers the evidence and decides on the appropriate consequence(s). If the Academic Integrity Policy was violated, the Academic Integrity Officer, after consultation with the faculty member, will determine the appropriate sanction(s) from the list of options below. The Academic Integrity Officer will give the student an opportunity to read the report to be filed in his/her academic folder; the report will describe the violation and the penalty. By signing at the end of the report, the student will indicate either: "I accept this decision," or, alternatively, "I wish to appeal to the All-College Academic Integrity Board." If the student accepts the decision, then the matter will not be forwarded to the Academic Integrity Board for a hearing. The student may attach a personal statement to the report. If the Academic Integrity Officer decides that no violation occurred, then no report will be filed. **OR** (Note: An All-College Academic Integrity Board hearing is mandatory if student has a prior record of integrity violation(s).)
2. The Academic Integrity Officer refers the case to the All-College Academic Integrity Board for a hearing. The Board (with attendance of 5 members required for a quorum) will meet as soon as possible with the student in question. The faculty member who reported the violation will be required to attend the hearing.

If the Board decides that there has been a violation, Board members, after consultation with the faculty member, will determine the appropriate sanction(s) from the list of options below, with severity determined by the nature of the violation and by whether a prior record exists. The Board will prepare a report, describing the violation and the penalty for the student's academic folder. The student will be given a opportunity to read and sign the report, and may attach a personal statement to the report.

If the Board decides that no violation occurred, then no report will be filed.

D. Disciplinary Options for Academic Integrity Officers and Board.

An Academic Integrity Officer or Academic Integrity Board shall choose among the following disciplinary options:

For an unintentional violation:

1. Allow the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
 - a) give a full grade for the assignment, or
 - b) give a diminished grade for the assignment. or
2. Assign a grade of zero or failing to the work.

For an intentional violation:

1. Allow the student to redo all or part of the work, if doing this would give him/her a beneficial experience, and
 - a) give a full grade for the assignment, or
 - b) give a diminished grade for the assignment. or
2. Assign a grade of zero or failing to the work. or
3. Record a grade of F for the course. Furthermore, the student may not withdraw from registration in the class. or
4. Record a disciplinary F for the course; this F shall permanently contribute to calculation of the grade point average (although not explicitly labeled disciplinary on the transcript). or
5. Suspend the student for the rest of the semester. or
6. Suspend the student for the rest of the semester and for the following semester. The Board will determine whether credits earned at another institution during these semesters may be transferred for TCNJ credit. or
7. Dismiss the student from the college.

E. Appeals of Academic Integrity Decisions.

Appeals may be directed as follows:

Any decision by a faculty member may be appealed to the Academic Integrity Officer, who will hear the case.

Any decision by the Academic Integrity Officer may be appealed to the All-College Academic Integrity Board, which will hear the case.

Any decision by the All-College Academic Integrity Board may be appealed to the All-College Disciplinary Board. Appeals of All-College Academic Integrity Board decisions are heard by the All-College Disciplinary Board at its discretion. All decisions of the All-College Disciplinary Board are final.

F. Integrity Statement

When a student is accepted and prior to enrollment at The College of New Jersey, he/she will receive a brochure explaining the College's commitment to academic integrity and the current policy and procedures for dealing with academic integrity violations. Prior to enrollment in courses, he/she will sign a copy of the following integrity statement and return it to the Office of Records and Registration: I have received The College of New Jersey brochure on academic integrity, and I understand and agree to abide by the complete policy on academic integrity and procedures for discipline of academic integrity violation as stated in their entirety in the student handbook.

All faculty will also receive the brochure on academic integrity and a copy of the integrity statement.

Absence and Attendance

A. Class Attendance Policy

- i. Students are expected to check the College calendar, and plan their course schedules and vacations so as to enroll only in those classes that they can expect to attend on a regular basis. Students are expected to participate in each of their courses through regular attendance at lecture and laboratory sessions, complete assignments as scheduled, and to avoid outside conflicts. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin.
- ii. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities which may take place during class sessions. If these areas for evaluation make class

attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities.

- iii. In all circumstances, it remains the student's responsibility to initiate discussion about absence and arrangements for making up any missed work with each instructor.

B. Class Absence Policy

Absences from class are handled between students and instructors. The instructor may require documentation to substantiate the reason for the absence.

i. For Extended Absence

- a. Extended absence is defined as the number of consecutive class sessions missed that will severely impede the student's successful completion of the course. This number depends on a number of factors such as the course content and schedule, number of the hours in a session, whether the course is taken in a regular semester, winter term, Maymester, blended learning, etc. *The student should consult with the instructor to clarify this for the specific course.*
- b. Extended absence from classes is to be reported by the student, or his/her responsible designee (including College officials), to the **Dean of Students**. As a courtesy to the student, the Dean of Students office will then notify 1) the student's instructors, 2) the student's academic advisor(s), and 3) the Dean's office of the student's school. Such notification will **not** be provided in cases where the absence is reported to the Dean of Students **after** the student has returned to class. If the student desires, the reason for the absence may be included in the notification. By forwarding such information, the Dean of Students is **not serving to authenticate any reason** for absence, nor is it serving to excuse any absence.
- c. A student who has had an extended absence must be in contact with faculty as soon as possible, but no later than returning to campus. The Dean of Students office may, when asked by faculty, verify a student's absence. In cases of lengthy absence, make-up opportunities may not be feasible. The student must consult with the course instructor and his/her academic advisor to discuss other options such as withdrawal from the course, an incomplete grade, or a leave of absence within the parameters of existing College policies on these topics.
- d. Faculty may consult with the Office of the Dean of Students and/or with a Dean's office for guidance in how to make reasonable accommodations for a student, if such accommodations are possible. If student absence is caused by: illness, injury, bereavement, or similarly compelling personal reasons, it is recommended that the instructor provide fair and reasonable make-up opportunities when possible. However, it is recognized that in some courses and situations it may not be possible for a student to resume taking a course.

ii. For Absence Due to Religious Observance

- a. Students are expected to notify their instructors of anticipated absence for religious observance well in advance of the date on which any absence will occur. As with other substantiated reasons for absence, and in consideration of the needs of our diverse campus community, it is recommended that the instructor provide a fair and reasonable opportunity for work to be made up by the student, whenever possible. The Office of Academic Affairs will notify the faculty of the dates of religious holidays on which large numbers of students are likely to be absent and are, therefore, unsuitable for the scheduling of examinations.

iii. For Absence Due to Official College Events

- a. Students who are absent due to participation in a field trip, conference, or other official College event should communicate with their instructors about the absence well in advance. Instructors

may require documentation to verify the reason for an absence.

The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions.

iv. For Absence Due to Participation in NCAA-Sanctioned Intercollegiate Sports

- a. TCNJ encourages student athletic participation as well as academic achievement. Therefore, competition that is scheduled by local TCNJ officials should be scheduled at a time that is likely to cause minimal academic disruption. Contests that are scheduled by outside bodies such as NJAC or the NCAA are sometimes scheduled at inconvenient times and may be more disruptive. All athletic contests should be treated like an absence for an official college event. The student should communicate with the faculty member well in advance of the event and make arrangements to make up missed work. In the event that a scheduled contest conflicts with an exam (including a scheduled midterm or final), the student should be allowed a reasonable opportunity to make up the exam.
- b. It is a violation of NCAA rules to miss class for an athletic practice. Therefore, such absences are not excused (unless the practice takes place during travel to take part in an athletic contest). Coaches are expected to schedule practices at times that are not likely to conflict with classes. Coaches are also expected to excuse without penalty any student who misses practice because of a scheduled class meeting. If there are consistent conflicts between class and practice times and the coach, in consultation with the athletic director, cannot change practice times or excuse the student from practice, the student must either withdraw from the class or leave the team. Any conflict between the coach and the student over course and practice times should be resolved by appeal to the athletic director. The Vice President for Student Affairs serves as the final appeal for such conflicts.
- c. In the event that any NCAA policy regarding absences changes, this policy will change accordingly to remain compliant with NCAA regulations.

Graduate Student Complaint/Appeal Committee Procedures

1. Both parties shall submit their full complaint response (as applicable) in writing along with supporting documents at least 5 business days before the hearing.
2. Materials submitted by parties for review shall have been provided to all committee members, as well as both of the parties, prior to the date of the hearing. No additional supporting documents will be accepted 48 hours before the hearing so that all parties will have sufficient time to review all pertinent documents.
3. A staff member shall be invited to the hearing for the purpose of taking minutes.
4. Prior to the start of the hearing, the faculty members of the committee shall choose a faculty member on the committee to serve as chairperson.
5. The complainant and the respondent will be asked to enter the room.
6. The chairperson shall begin the hearing by introducing and describing the role of each person present.
7. The complainant will have the opportunity to elaborate on his/her written statement.
8. The respondent will have the opportunity to elaborate on his/her written statement.
9. The complainant will have the opportunity to respond.

10. Committee members will have the opportunity to ask questions of the complainant.
11. Committee members will have the opportunity to ask questions of the respondent.
12. The complainant and the respondent will be asked to leave the room.
13. Committee members will then review the case and render a decision in closed session or may decide to reconvene within two business days, pending the receipt and consideration of additional information if such information has been requested. Committee members will have the opportunity to request additional information from others on campus as they deem appropriate.
14. Within four business days, hearing minutes shall be distributed to committee members and parties for signature of all who were present.
15. The committee chairperson will draft a decision letter.
16. Within seven business days of the conclusion of the hearing, the chairperson will send the decision letter to all concerned parties.

Academic Services and Support

Bookstore

The College Bookstore (609.637.5001), located on the first floor of the Brower Student Center, offers text- and trade books, magazines, newspapers, supplies, clothing, and snack foods. Most college programs require adherence to APA writing styles. This reference book is also available in the bookstore.

The entire store is open during the fall and spring semesters:

7:30 A.M.–8 P.M. Monday–Thursday

7:30 A.M.–5 P.M. Friday

10 A.M.–4 P.M. Saturday and Sunday

Extended hours for the convenience store (front) section are:

8–10 P.M. Monday–Thursday

5–9 P.M. Friday

4–9 P.M. Saturday and Sunday

You can check summer hours and order books online at tcnj.bncollege.com.

TCNJ Art Gallery

The Art Gallery, located in the Art and Interactive Multimedia Building, offers a diverse program of exhibitions, lectures, panel discussions, gallery talks, and demonstrations throughout the academic year. Exhibitions include major loan shows of contemporary art, including recent presentations of Chinese American art, modern and contemporary Indian art, and the emerging art of data visualization. Exhibitions also include faculty, alumni, and student shows. The Art Gallery is open from 12 to 7 P.M. Tuesday, Wednesday, and Thursday and 1 to 3 P.M. Sunday. All gallery programs are free and open to the public. For more information, visit tcnj.artgallery.pages.tcnj.edu.

Computer Services

Students will find computer facilities abundant and readily accessible, with over 400 computers in more than 20 computer labs located throughout the campus. The majority of the computer labs are PC workstations. There are also a variety of computer labs that contain specialized hardware, including Macintosh and SUN computers.

Computer labs are equipped with standard campus software, including MS Office (Word for word processing, Excel for spreadsheets, Access for databases, and PowerPoint for presentations). Each computer has access to the Internet and e-mail capabilities.

A variety of specialized hardware and software exists as well for the departments that use computer labs. While all computer labs have the standard campus software, some have specialized software to accommodate specific departments.

For weekly lab hours and lab locations, visit it.pages.tcnj.edu and click on Computer Labs.

Instructional Technology Services (ITS) Center

The center serves to promote effective communication through the use of instructional technology. ITS is located on the lower level of the Library in room 4, and provides an open facility in which students and faculty may preview, plan, organize, and produce digital and hard copy forms of presentation materials for classes and out-of-class assignments. For more information, please call 609.771.2114 or visit us at its.pages.tcnj.edu.

Kendall Performance Center

The Kendall Performance Center is part of the TCNJ Center for the Arts and is located in Kendall Hall. It is the main performance facility for the campus, serving the needs of the students, faculty, staff, alumni, and surrounding community. Renovated with extensive upgrades, Kendall Hall houses the Department of Communication Studies and many laboratory and performance spaces, including a television studio, The Don Evans Black Box Theatre, a radio production lab, and 800 plus seats in the main theater. The facilities include scenic and costume shops with storage, makeup, and dressing rooms and video-editing studios. WTSR, the campus radio station, is housed in this facility.

Library

The beautiful TCNJ library opened in Fall 2005 and serves as an intellectual, cultural, and social center for the College. The five-story, 135,000 square-foot facility is situated on the quad just east of Green Hall. In addition to housing traditional library collections and services in an atmosphere that is elegant yet friendly and inviting throughout, the building provides 26 group study rooms, generous amounts of comfortable seating in addition to tables and carrels, and both WiFi and LAN (i.e., wireless and wired) connectivity throughout. One of the group study rooms is reserved for graduate student use. Special design features include a cafe, a late-night/24-hour study area, and a 105-seat multipurpose auditorium.

The expert librarians and staff are dedicated to providing support for the work of the students and faculty of the College. In addition to advanced studies in library and information science, each subject librarian has additional graduate degrees in one of the major academic areas. Students are encouraged to consult them. They can be located through the library reference department or via the directories on the library's Web site, library.pages.tcnj.edu.

The Felix E. Hirsch Reference Collection of over 30,000 volumes provides rich support for undergraduate and graduate study and research. It includes comprehensive bibliographical resources together with a broad collection of encyclopedias, dictionaries, handbooks, and guides in every discipline, as well as many specialized reference works in major languages. The collection is constantly augmented by new acquisitions.

The library subscribes to over 1,400 periodicals. These include scholarly, professional, and general interest journals and newspapers, both American and foreign. Library users also have access to the contents of an additional 45,000 scholarly titles via electronic periodical indexes. The library's Web site and online catalog provide access to all these resources, as well to the 600,000-volume collection. The library also houses extensive microform collections; publications of the New Jersey state government (the library is a New Jersey depository); various special collections; and a media viewing and listening facility with sound recordings, videos, and interactive computer software. Networked PC workstations are available throughout the building, and laptops may be borrowed at the Access Services Desk.

The library provides interlibrary loan and document delivery services to supplement the collections. Any student or faculty member may request document delivery of periodical articles not owned by the library. Books not owned by the library may be borrowed through the nationwide interlibrary loan network of academic libraries and research centers. Materials are usually received within two weeks, often much

sooner. The library maintains cooperative arrangements with many regional academic libraries, from which students and faculty may borrow materials directly. All floors of the library are easily accessible to users with differing abilities, and an assortment of adaptive technological and additional services are available for patrons with special needs. The library is open to the public 98 hours per week; a reduced schedule applies during vacations. For additional information concerning access to the library and its collections, consult the library's Web site at library.pages.tcnj.edu, also available via the Library link on the TCNJ home page.

Media and Technology Support Services

Media and Technology Support Services is responsible for the maintenance and distribution of a large inventory of audiovisual equipment, as well as for supporting all media-equipped facilities on campus. The

MTSS office is located in Forcina Hall 113 and can also be found online at www.tcnj.edu/~mtss. Training materials and instructional videos for media equipment can be found on the Web site. Delivery of media equipment to locations that do not have media equipment can be requested via the Web at mtss.pages.tcnj.edu. For technical support of media equipment and media rooms, please contact the TCNJ Help Desk at 609.771.2660 or helpdesk@tcnj.edu.

Mildred and Ernest E. Mayo Concert Hall

The College's state-of-the-art Mayo Concert Hall serves as the primary facility for concerts and recitals. This building, designed in the Georgian Colonial style of the campus, contains a 300-plus-seat concert hall critically acclaimed for its aesthetic and acoustical properties, instrumental and choral rehearsal halls, computer synthesizers and keyboard laboratories, numerous classrooms, small ensemble suites, and practice rooms.

Campus Services and Organizations

Alumni Association

Students who receive advanced degrees or graduate certificates from The College of New Jersey become members of the Alumni Association. The association provides alumni with opportunities to be part of networking and mentoring programs, affinity chapters, and college-wide events, plus opportunities for special discounts. Stay in touch through the online community at <http://community.tcnj.edu>. For more information, please contact the Alumni Affairs Office at 609.771.2598 or e-mail alumni@tcnj.edu.

Athletic Events

The College participates in NCAA Division III sports. For ticket information, contact the Office of Athletics at 609.771.2238. Graduate students may attend all regular season events free of charge with a student ID card.

Athletic Facilities

Graduate students may utilize the College's indoor and outdoor athletic recreation sport facilities for general recreation. The Student Recreation Center offers racquetball, tennis, and basketball. There are also eight lighted outdoor tennis courts and an eight-lane, 400-meter synthetic-surface track for jogging. The Aquatic Center and Physical Enhancement Center, both located in Packer Hall, are also available for use. For more information regarding athletic recreation sport programs and facilities, please call 609.771.2190.

Clayton R. Brower Student Center

The Brower Student Center, which is open from 7 A.M. to MIDNIGHT every day during the academic year, offers graduate students a variety of resources to fulfill your dining, banking, academic, and entertainment needs. This includes:

- The College Bookstore
- The Information Desk
- ATMs
- The Game Room
- The Food Court
- Lounges and conference rooms
- Fair Grounds
- The Rathskeller

For more information about the student center, visit the Information Desk or call 609.771.2331.

Campus Police Services

The Office of Campus Police Services provides the campus community with law enforcement, security, and other related services. The Office of Campus Police Services is located in the Administrative Services Building on Metzger Drive adjacent to the Softball Stadium and is staffed 24 hours a day, seven days a week.

Fully commissioned, armed police officers and civilian security officers patrol the campus on foot, on bicycles, and in vehicles. Police officers are fully trained and empowered with the responsibility and authority to enforce criminal and motor vehicle laws. Officers are available to conduct crime prevention awareness presentations on a number of specific topics through "CAP"—Crime Awareness Program.

To ensure that the College continues to maintain a safe campus, members of the community are urged to report all crimes (actual,

attempted, or suspected) to the Office of Campus Police Services. Motor vehicle accidents should also be reported.

To view online the College's Annual Security Report, please visit the College Web site at <http://campuspolice.pages.tcnj.edu/communitystudentresources/stats> or contact a campus police representative at 609.771.2171.

Emergency telephones may be found at various locations around the campus. These phones connect directly with campus police—headquarters and may be used to summon help in an emergency.

From on-campus telephones and pay phones, please dial 911 to report police, fire, or medical emergencies. For non-emergency situations, questions, or general administrative matters, please call 609.771.2345. For further information concerning The Office of Campus Police Services please visit our web page at <http://campuspolice.pages.tcnj.edu/>

Career Center

The Career Center offers services and programs to assist students with their career planning. Professional career counselors are available to assist students in clarifying their career goals and in seeking opportunities in their chosen fields.

The Career Center offers the following:

- Individual career counseling.
- Open hours for a quick resume review, check website for hours.
- Workshops on topics such as resume writing, interviewing, and job search strategies.
- Annual Education On-Campus Interview Days: three days each spring semester during which school districts hold job interviews for full-time permanent positions within their districts.
- Focus2, a computerized system of career guidance.
- Assistance with identifying and applying to advanced degree programs.
- Student employment: campus employment opportunities.
- Full- and part-time employment listings (local, state, and national).
- Credentials Service: a service that manages letters of reference for employment or further study.
- Lionslink: an online database of internship and full-time employment opportunities that assists students with their job searches by posting student resumes and making resumes Web accessible to employers.
- Dining Out in Professional Style teaches students professional and dining etiquette.

The Career Center, located in Roscoe. L. West Hall, Room 102, is open from 8:30 A.M. to 6 P.M. Monday–Thursday, and 8:30 A.M.–4:30 P.M. Friday, during the academic year; please contact the Career Center for summer and academic year breaks.

For further information, visit the Career Center at TCNJ's Web site at www.tcnj.edu/~career/. The office can be reached via e-mail at career@tcnj.edu or by phone at 609.771.2161.

Certification Office

Upon recommendation of the respective program chair/coordinator, the TCNJ Certification Office provides and processes application documents for students seeking New Jersey certification in the area of their completed college and state-approved program. Inquiries concerning

certification should be directed to the TCNJ Certification Office, Education Building 106.

Disability Support Services

Roscoe West 121
Phone: 609.771.3199
Fax: 609-637-5121

Guided by the Americans with Disabilities Act (ADA) of 1990 & Section 504 of the Rehabilitation Act of 1973, Disability Support Services (DSS) collaborates with the campus community in regard to access and accommodations for students, faculty, staff and guests. DSS promotes an awareness of disability as a facet of diversity with underpinnings of collaborative efforts being rooted in social justice. For more information about DSS, please see: <http://differingabilities.pages.tcnj.edu/>. Any follow-up inquiries can also be sent to dss@tcnj.edu.

Dining Services

Whether it's a full meal or a hot cup of Starbucks coffee, TCNJ Dining Services' 10 facilities across campus have what you need to get through your classes and long hours of studying. Visit www.tcnjdining.com for hours of operation, menus, nutritional information and so much more! Or, find us on Facebook and Twitter by searching TCNJ Dining Services.

Below is a snapshot of what is offered across campus, listed by building.
Eickhoff Hall

The Atrium at Eickhoff: Fresh Face, Fresh Food—Newly renovated and serving food in an entirely new way, we invite you to enjoy all-you-care-to-eat dining at The Atrium at Eickhoff at a really great price. Create your meal from 10 different platforms that include a Mongolian grill, open-flame rotisserie, multiple vegetarian options, and so much more. Take a virtual tour at www.tcnjdining.com/locations.html. Also check our Web site for information on Block Plans, giving you access to The Atrium at Eickhoff right on your ID card...and at a discount from the already great door rate!

Marketplace Convenience Store: Stop by the "C-Store" for groceries, bottled beverages, Simply To Go salads and sandwiches, and a wide variety of snacks. We're open until 1:30 A.M. on weekdays!

Brower Food Center

The Lion's Den: Breakfast, lunch and dinner options in a casual dining setting. Enjoy our selections from the Ultimate Deli, Grill 155, Fire & Spice, and Vegetation Station, as well as bottled beverages, hot coffee and pre-packaged snacks.

Zebi: Freshly brewed Fair Trade coffee by Aspetto is featured at this convenience location, as well as tea, bottled beverages, breakfast sandwiches, and fresh deli baguettes. Treat yourself to some creamy mac and cheese or spice it up with cheesburger or lobster mac and cheese!

Rathskellar: Enjoy a cold beverage with great pub-style foods from our new menu in a fun atmosphere.

TCNJ Library

The Library Café: The Library Café proudly serves Starbucks coffee and espresso-based drinks. Stop in for a hot beverage, or enjoy a fruit smoothie. Top it off with one of our gourmet pastries, or enjoy a salad, sandwich or side.

Education Café

Education Café: The Education Café offers Seattle's Best coffee, snack boxes, Simply To Go salads and delicious "naan-inis". You

can also find a variety of pre-packaged snacks and bottled beverages at this location on the first floor.

Travers-Wolfe

T-Dubs: Perfect if you have late-night hunger pains—stop in for fresh pizza, Mexican specialties and much more!

Armstrong Hall

Kineticart: Stop here for grab and go items, chips and other snacks, and a great selection of bottled beverages.

Block Plans

Block Plans offer our graduate students the convenience they need for a busy lifestyle. Students can choose between a 25 or 50 Black Plan, which consist of either 25 or 50 meals at The Atrium at Eickhoff. The meals are placed right on your TCNJ ID Card, so there's no need to carry cash or credit cards. Block Plans also offer students a discount off the door rate at The Atrium at Eickhoff, making it a smart, economical option for students on a budget. Visit our Web site at www.tcnjdining.com and click on Meal Plans to read more about our Block Plans, and to download an order form.

For hours of operation, daily menus and other food related information, please visit www.tcnjdining.com or contact Dining Services at 609.771.2364.

Campus Health Services

Student Health Services (SHS) and Planned Parenthood of Greater Northern and Central New Jersey provide confidential, convenient, cost-effective health care services to TCNJ students. Located in 107 Eickhoff Hall, both offices are staffed with national board certified nurse practitioners.

SHS provides diagnosis and treatment of acute, short-term common illnesses, injuries, and skin conditions. Additional services include physical examinations, TB testing, HIV testing, vaccinations, STD testing, emergency contraception, on-site rapid laboratory testing for pregnancy, influenza, mononucleosis, and strep throat. Other laboratory testing is sent to Quest Diagnostics and Lab Corp-laboratories.

Office visits for sickness and injury are free to TCNJ students. There is a charge for laboratory testing, emergency contraception, physicals, vaccinations, TB tests, and certain supplies. For more information or to schedule an appointment, call 609.771.2889.

Planned Parenthood provides reproductive health care, including birth control, to TCNJ female students on a fee-for-service basis. Most health insurance plans are accepted. The office is open two (2) days per week while the semester is in-session. For more information or to schedule an appointment, call 609.771.2110.

To summon immediate medical attention, call 9-1-1.

Student Conduct

Please see the Community Standards section of the Student Affairs Web site for information on the student conduct structure (<http://conduct.pages.tcnj.edu>).

Student Health Insurance Plan (SHIP)

A student health insurance plan (SHIP) is available to all currently enrolled students. This insurance is mandatory for full-time students (graduate students are full time at 9 or more credits per semester) who do not provide proof of comparable health insurance coverage. Enrollment in SHIP is optional for part-time students. Full-time graduate students will be billed and automatically enrolled in the student health insurance plan (SHIP). Students with comparable health insurance can opt out by submitting a Waiver Application. Information about the waiver process is available on the Student Accounts' Billing website at <http://studentaccounts.pages.tcnj.edu/>. Full-time students who do not submit a Waiver Application before the waiver deadline will be enrolled in SHIP.

Detailed information, FAQs, resources and cost can be found at studenthealthinsurance.pages.tcnj.edu.

Counseling and Psychological Services

Confidential evaluation and brief, time-limited services are available to graduate students at no cost. Counseling and psychological services help ameliorate problems that interfere with a student's educational progress and can be helpful in developing one's professional role. Graduate students are often faced with increased demands on time along with other unique stressors and challenges; as such, counseling may serve as an opportunity to develop constructive responses to often competing demands. Individual, couples, group, and referral services are provided by staff trained in clinical and counseling psychology, and professional counseling. Limited psychiatric evaluation and medication monitoring services are available for on-going clients.

In addition to providing direct clinical care, Counseling and Psychological Services offers a formal training program for advanced

graduate students studying to become clinicians. Through practicum and/or internship placement, this experience provides opportunity to apply classroom knowledge in a challenging and rewarding setting. Interviews for training positions are conducted during the spring semester (typically during March) for anticipated start in September.

Counseling and Psychological Services is located in Eickhoff Hall 107 and shares a reception area with Student Health Services. The front office is open from 8:30 A.M. to 4:30 P.M. Monday through Friday. For further information, please contact us at 609.771.2247 or caps.pages.tcnj.edu.

Student Campus Employment Program

Various on-campus jobs are available that require neither the completion of a FAFSA/RFAFSA nor the demonstration of financial need. Students desiring employment may apply through The College of New Jersey's Office of Career Services, career.pages.tcnj.edu, and click on the student employment link.

Women's Center

The Women's Center is dedicated to addressing the concerns of women students. It provides a comfortable place for relaxation and conversation and offers services and programs relevant to women students' lives. The center may be used for meetings, informal discussions, studying, and advising. It is located in the basement of the Brower Student Center under the campus-side entrance. The Women's Center is open from 9:30 A.M. to 5 P.M. Monday through Friday during the fall and spring semesters. For more information, please call 609.771.2120.

School of Education

JEFF PASSE, DEAN

Creating Agents of Change

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

Mission Statement

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

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

Guiding Principles

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

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

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

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

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

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

Graduate Study in Education

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

In addition to meeting all specific program requirements and passing all state-required licensure exams, the following items are required for NJ State-issued certification to work in NJ schools:

1. Candidates for instructional certificates shall have completed a course or shall pass an examination in health and physiology issues. [NJ Administrative Code, section 6A:9-5.9]
2. Candidates for all types of certificates shall have satisfactorily completed a program on HIB (harassment, intimidation and bullying) prevention. [N.J.S.A. 18A:26.8.2 and N.J.A.C. 6A:9-16.7]

Information is available at the TCNJ Certification Office.

Master of Arts in Teaching

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

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

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

Early Childhood Specialization (ELEC_MAT02, ELEC_MAT03)

Program A—No Prior Teaching Certificate (ELEC_MAT02)

Program B—TCNJ Alternate Route P-3 Certified (ELEC_MAT03)

Jody Eberly, Coordinator, Graduate Program in Early Childhood Education (MAT)
In order to earn P-3 certification through the P-3 Alternate Route, students must obtain a Certificate of Eligibility through the NJDOE (this requires completion of the P-3 24-hour pre-service course and a passing score on the state-mandated PRAXIS test for P-3 certification); must complete our 15-credit sequence of courses; and must complete the Provisional Teaching Program through their school/district.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.

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

Undergraduate program must include:

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

(Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

- Cumulative GPA of 3.0 in the MAT program
- Completion of all departmental requirements/prerequisites
- Grade of B– or better in Internship II
- Program A 36 credits
- Program B 35 credits

Required Courses (Program A):

Summer I	7 cr.
EDUC 501/Exploring Teaching	
ECED 640/Development and Learning	
Fall I	12 cr.
ECED 504/Teaching Young Children: Creating and Sustaining Classroom Communities	
EDUC 694/Internship I	
ECED 560/Curriculum Experiences for Young Children in the Inclusive Classroom	
MATH 596/Concepts and Methods of Teaching Math in Elementary Grades	

Spring I **11 cr.**

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

Summer I **16 cr.**

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

Required Courses (Program B):

Transferred Courses from TCNJ P-3

Alternate Route Certification **15 cr.**

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

Summer I **6 cr.**

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

Fall I **6 cr.**

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

Spring I **8 cr.**

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

Summer II **0 cr.**

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

Elementary Education Specialization (ELEC_MAT01)

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

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.

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

Undergraduate program must include:

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

(Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

Cumulative grade point average of 3.0 in the MAT program
 Completion of all departmental requirements/prerequisites
 Grade of B or better in Internship II
 And grade of B or better in Method courses
 36 credits

Required Courses: The courses in the list below are required for the Elementary MAT program. This listing of the required courses illustrates the course sequence plan for full-time students who begin the program in a summer semester. However, alternative course sequence plans are available for students who begin in a fall or spring semester. Additionally, alternative course sequencing is available for students who may need to begin the program in part-time student status. Each MAT student must speak with the program coordinator to insure that s/he is following an appropriate approved course sequence.

Summer I 6 cr.

EDUC 501/Exploring Teaching
 EPSY 523/Advanced Child and Adolescent 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 11 cr.

EDUC 614/Creating and Sustaining Classroom Communities
 ELEM 690/Student-Teaching Seminar
 ELEM 695/Internship II

Summer II 6 cr.

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

Elementary/English as a Second Language (certification) Leading to a Master of Arts in Teaching (MAT) Degree for Students Interested in Urban Education Specialization (ELEU_MAT01)—Five-Year Program (for TCNJ students only—Full-Five Year Undergraduate/Graduate Program)

Tabitha Dell'Angelo, Coordinator, Graduate Program in Urban Education

The Department of Elementary and Early Education offers a program that prepares students to be teachers in urban schools. This five-year program, featuring a double major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certification in either Elementary Education or Early Childhood Education and English as a Second Language.

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

Admission Requirements:

Only students who have completed a bachelor's degree in the elementary education program at TCNJ may matriculate into ECAU_MAT01. Students must have a GPA of 3.0 to matriculate into the fifth-year portion of the program.

Graduation Requirements:

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

Required Courses: 20 cr.

ESLM 525/Second Language Acquisition
 ESLM 545/Structure of Language and Proficiency Assessment
 ESLM 577/Sociolinguistics/Cultural Foundations for Second
 Language Education
 ESLM 578/Theory and Practice of Teaching a Second Language
 ESLM 579/Language and Literacy for Second Language Learners
 ESLM 587/Curriculum, Methods, and Assessment for Second
 Language Education
 EDUC 690/Seminar

Elective (choose 1)

SPED 525/Inclusive Practices
 ELEM 515/Conflict Resolution
 EDUC 614/Creating and Sustaining Classroom Communities

Field Experience: 9 cr.

EDUC 694/Internship I
 ELEM 695/Internship II: Student Teaching/ESL Practicum

Secondary Education Specialization (SECE_MAT01: English, SECE_MAT02: Social Studies)

Greg Seaton, Coordinator, Graduate Program in Secondary Education (MAT)

Admission Requirements:

Bachelor's degree from an accredited or approved institution
 Graduate Record Exam (GRE)—For test waiver information, please
 visit graduate.pages.tcnj.edu/apply.
 Present an undergraduate major or 30 semester-hour credits in a
 coherent sequence of courses in the subject teaching field
 (Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

Cumulative grade point average of 3.0 in the MAT program
 Completion of all departmental requirements/prerequisites
 Grade of B- or better in Internship II and grade of B or better in
 Methods courses
 36 credits
 TCNJ's MAT program is closely aligned with state (NJPTS) and
 national teaching standards (NCATE). These standards address both
 teacher knowledge and disposition. Consequently, to successfully
 complete (or advance through) the MAT program, students MUST
 demonstrate appropriate professional knowledge and disposition.
 There are no exceptions.
 36 credits

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

EDUC 501/Exploring Teaching
 and
 EPSY 524/Adolescent Development and Education
 or
 EPSY 513/Psychology of Learning

Fall I 12 cr.

SCED 694/Internship I
 RDLG 579/Content Area Literacy
 SCED 510/Curriculum of the Secondary School
 SCED 590/Methods in the Content Area (English,
 Social Studies)

Spring I	12 cr.
EDUC 614/Creating and Sustaining Classroom Communities	
SCED 695/Internship II	
SCED 667/Issues in Secondary Education	
Summer II	6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships	
EDUC 615/Capstone Experience: The Teaching Professional	
EDUC 700/Comprehensive Examination	
EDFN 520/Social Problems and Education	
or	
EDFN 521/Cultural Foundations of Education	

STEM Education Specialization (SECE_MAT03—Mathematics, SECE_MAT04—Science: Biology, Chemistry or Physics, EDTE_MAT01—Technology Education)

Dr. James Beyers, Co-Coordinator, Graduate Program in Secondary Education, STEM Education Specialization (MAT)

Dr. Cathy Liebars, Co-Coordinator, Graduate Program in Secondary Education, STEM Education Specialization (MAT)

Dr. Steve O'Brien, Co-Coordinator, Graduate Program in Secondary Education, STEM Education Specialization (MAT)

The Master of Arts in Teaching Secondary Education in Science, Technology, Engineering or Mathematics (STEM) is an intensive graduate program leading to teacher certification in one of the STEM content areas. Full-time students enter as a cohort in the first summer semester. The 33-credit hour program consists of a core of common courses taken by students in all licensure areas and a set of specialized courses organized by content area. Core courses provide the skills and aptitudes required by all teachers in all STEM areas and lay the foundation for a professional career in teaching.*

*For New Jersey certification, candidates must meet the state health/physiology requirement.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply
Present an undergraduate major or 30 semester-hour credits in a coherent sequence of courses in the subject teaching field (Also see page Graduate Opportunities section of Bulletin)

Graduation Requirements:

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

Required Courses:

Summer I	9 cr.
TCED 560/Integrative-STEM-I	
EPSY 524/Adolescent Development and Learning	
SCED 590/Content Area Methods	
[TCED 592 for Technology Education]	
Fall I	9 cr.
SCED 694/Pedagogy and Practice I	
SCED 578/Equity and Diversity in Public Education	
TCED 591/MATH 590/PHYS 570/BIOL 570/CHEM 570, Curr. Content course	
Spring I	12 cr.
SCED 695/Pedagogy and Practice II	
SPED 523/Content Literacy and Inclusion of Pupils with Disabilities at the Secondary Level	
SCED 667/Classroom Inquiry	
Summer II	3 cr.
SCED 667/Classroom Inquiry-Continued	
TCED 660/Integrative-STEM-II	

Health and Physical Education Specialization (HPEM_MAT01)

Anne Farrell, Coordinator, Graduate Program in Health and Physical Education, MAT

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

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

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

Admission Requirements:

Bachelor's degree from an accredited or approved institution
with a grade point average of at least 2.75 (on a 4.0 scale)
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work
Undergraduate program must include:
English—two college-level courses minimum
Mathematics—two college-level courses minimum
Science—two college-level courses minimum
Social Studies—two college-level courses minimum
(one of the courses must be U.S. history)

Graduation Requirements:

Must meet undergraduate content area knowledge requirement of 30 credits
A cumulative grade point average of 3.0 in the MAT program
Completion of all departmental requirements/prerequisites
Required content areas of study are: For primary content, five out of the following six areas must be studied and for secondary content, three out of the following six areas must be studied.

Physical Education

Foundations/Introductory Courses
Health and Wellness
Developmental*
Individual, Dual, Group Activities*
Human Structure
Assessment and Evaluation

An * denotes content area required.

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

Health

Comprehensive Health*
Current Health and Wellness
Family Living and Sexuality
Drug Prevention and Abuse
Nutrition
Injury Prevention

An * denotes content area required.

Summer I	6 cr.
EDUC 501/Exploring Teaching	3
EPSY 523/Psychology of Learning	3
Fall I	12 cr.
HPEM 694/Internship I	3
RDLG 579/Content Area Literacy	3
HPEM 554/Curriculum and Program Construction in HPE	3
HPEM 590/Methods of Elementary and Secondary HPE	3
Spring I	11 cr.
EDUC 614/Creating and Sustaining Classroom Communities	3
HPEM 695/Internship II (Student Teaching)	6
HPEM 698/Seminar in HPE	2
EDUC 615/Capstone Experience: The Teaching Professional	0
Summer II	6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships	3
HPEM 653/Problems and Issues in HPE	3
HPEM 700/Comprehensive Examination	0

Special Education Specialization (SEDD_MAT01)

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

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

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply

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

Undergraduate program must include:

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

Graduation Requirements:

Cumulative GPA of 3.0 in the MAT program
Completion of all departmental requirements/prerequisites—39 credits
Grade of B or better in Internship I and Internship II

Required Courses:

- SPED 501/Students with Disabilities in Our Schools
- EPSY 523/Advanced Child and Adolescent Development
- EDUC 694 or SPED 691/Internship I
- RDLG 579/Content Area Literacy
- ELEM 522/Methods for Teaching Science and Math in the Inclusive Classroom
- SPED 612/Curriculum and Methods for Students with Mild Disabilities
- EDUC 614/Creating and Sustaining Classroom Communities
- SPED 605/Language and Reading Strategies for Students with Disabilities
- SPED 626/Curriculum design for Individuals with Severe Disabilities
- EDUC 513/Collaboration, Consultation, and Partnerships

- SPED 521/Assistive Technology
- PRAXIS exam: Elementary Education: Multiple subjects

Fall II

- SPED 695/Internship II*
- EDUC 615/Capstone Experience: The Teaching Professional
- SPED 700/Comprehensive Examination

6 cr.

*Internship II must take place at the elementary level in a public school setting.

Special Education Specialization (SPEC_MAT02)— Five-Year Program (for TCNJ students only—Full Five-Year Undergraduate/Graduate Program)

Amy Dell, Coordinator, Graduate Program in Special Education

The Department of Special Education, Language, and Literacy offers a program that prepares students to be teachers of students with disabilities. This five-year program, featuring a double major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certification in Elementary K–5 and Special Education.

The program meets the standards and requirements of:

- National Council for Accreditation of Teacher Education (NCATE)
- New Jersey State Department of Education
- Council for Exceptional Children (CEC)

At the end of the fourth year, students earn a bachelor's degree in their liberal arts major and special education without certification. The course of study continues through the following summer and academic year and culminates in a Master of Arts in Teaching degree. Graduates of the program are considered “highly qualified” teachers and therefore meet current requirements for obtaining employment in New Jersey school districts.

Admission Requirements:

Only students who have completed a bachelor's degree in the Special/Elementary Education program at TCNJ may matriculate into SPEC_MAT02. Students must have a GPA of 3.0 to matriculate into the fifth-year portion of the program.

Graduation Requirements:

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

Required Courses:

- SPED 664/Research in Special Education
- SPED 522/Remedial Instruction
- SPED 515/Multicultural Social Studies Instruction for Students with Disabilities
- SPED 521/Assistive Technology
- EDUC 513/Collaboration, Consultation, and Partnership

15 cr.

Field Experience

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

7 cr.

Specialty Electives

9 cr.

Track I-BVI Specialty

- SPED 675/Research on Implications of Blindness and Visual Impairment
- SPED 673/Literary Braille and Methods for Instruction
- SPED 672/Strategies for Teaching Students Who are B/VI

Track II-Literacy Specialty

- SPED 609/Assessment and Remediation of Severe Reading Disabilities
- RDLG 571/Language and Teaching Reading
- RDLG 579/Content Area Literacy

Track III-Severe Disabilities

- SPED 648/Positive Behavior Supports for Extreme Behaviors
- SPED 647/Communication Development of Students with Significant Disorders
- SPED 631/Transition and Community Based Instruction

Track IV-Emotional Disturbance

- RDLG 579/Content Area Literacy
- SPED 648/Positive Behavior Supports for Extreme Behaviors
- SPED 609/Assessment and Remediation of Severe Reading Disabilities

Elementary Education Content Knowledge Praxis Exam Scores

(To be completed in the final semester of the senior year)

Comprehensive Examination: SPED 700

Education of the Deaf and Hard of Hearing/Elementary Education (DHHA_MAT01)—Five-Year Program (for TCNJ students only—Full Five-Year Undergraduate/Graduate Program)

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

The Department of Special Education, Language, and Literacy offers a program that prepares students to be teachers of the Deaf and Hard of Hearing. This five-year program, featuring a double major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certifications in education of the deaf and hard of hearing and in elementary education. The program meets the standards and requirements of:

- Council for Accreditation of Educator Preparation (CAEP)
- New Jersey State Department of Education
- Council on the Education of the Deaf (CED)

At the end of the fourth year, students earn a bachelor's degree in their liberal arts major and in education of the deaf and hard of hearing without certification. The course of study continues through the following summer and academic year and culminates in a Master of Arts in Teaching degree. Graduates of the program are then eligible for certifications as Teacher of the Deaf or Hard of Hearing, Oral/Aural Teacher of the Deaf or Hard of Hearing Sign Language Communication and Elementary School Teacher in Grades K-6, all subjects. Candidates are also "highly qualified" to teach any category of learners in grades K-6. Above the 6th grade level, candidates are eligible for employment as support and resource teachers, as well as consultative capacities including supplemental instruction to deaf or hard of hearing students. Depending upon college course work and examinations passed, candidates may be eligible for additional endorsements (certificates), enabling them to teach all students in subject areas above the 6th grade instructional level, where eligibility for employment varies with the nature of the teaching position and school/districts' classification of learners related to the position.

Admission Requirements:

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

Graduation Requirements:

Cumulative grade point average of 3.0 in the MAT program
Completion of all departmental requirements/prerequisites—33 credits (no more than 3 cr. may be accepted from another institution as transfer credit in this program)
Grade of B or better in Student Teaching (no transfer credit will be accepted for Student Teaching)

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

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

Summer and Following Year 27 cr.

- EDUC 513/Collaboration, Consultation, and Partnerships
- EDUC 614/Creating and Sustaining Classroom Communities
- ELEM 520/Multicultural Social Studies (2 credits)
- RDLG 579/Reading in the Content Areas

or

- An approved course in reading or language arts
- ESLM 578/Theory and Practice of Teaching a Second Language

or

- ESLM 525/Second Language Acquisition

or

- ESLM 587/Curriculum, Methods, and Assessment for Second Language Education
- DFHH 690/Culminating Field Experience DHH
- DFHH 597/Special Topics in Special Education (1 credit)
- ELEM 695/Culminating Field Experience Elementary Ed.
- DFHH 700/Comprehensive Exam

Master of Arts in Counselor Education (COUN_MA_01), (COUN_MA_06), (COUN_MA_07)

Atsuko Seto, 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).

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
- Interview (to be arranged by the department)

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

Those seeking Pennsylvania school counselor certification must also present evidence of their successfully passing the School Guidance and Counseling Praxis Test and a series of Pre-Professional Skills Tests, all of which are administered by the Educational Testing Service (ETS).

Graduation Requirements:

1. In accordance with college policy, all graduate students must maintain a cumulative grade point average (GPA) of 3.0. Any student whose GPA falls below 3.0 will be placed on academic probation and will be dismissed if an overall GPA of 3.0 is not achieved by the end of a probationary semester.
2. A minimum grade of B or better in COUN 501, 670, 675, 690, and 693 (or 694/695) is required. With Departmental approval students who receive a grade of B-, C+, C, or C- in these courses or their pre-requisites will be permitted to retake the course(s) in question only once 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. No student who has received a grade of B- or lower in a prerequisite course(s) will be permitted to enroll in COUN 670, 675,

690 or 693 (or 694/695). A student receiving an “F” grade in any course will automatically be denied continuance in the Department of Counselor Education program.

- 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 (COUN_MA_01)

Stuart Roe, 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 or COUN 694/695/Internship

*COUN 693 (one term); COUN 694/695 (two terms).

Other Required Courses:

School Counseling Specialization:

9 cr.

- COUN 660/Organization, Administration, and Supervision of School Counseling
- EPSY 661/Counseling Children and Adolescents
- 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

Clinical Mental Health Counseling (COUN_MA_07)

Marion Cavallaro, Coordinator, Graduate Program in Clinical Mental Health Counseling

60-credit minimum

I. Required Core Courses (33 credits)

- COUN 501/Introduction to Counseling (3 credits)
- COUN 515/Statistics and Research in Counseling (3 credits)
- EPSY 520/Fundamentals of Human Development (3 credits)
- COUN 530/Multicultural Counseling (3 credits)
- COUN 535/Career Counseling (3 credits)
- COUN 670/Counseling Theory and Techniques (3 credits)
- COUN 675/Group Counseling (3 credits)
- EPSY 643/Measurement and Evaluation in Counseling (3 credits)
- COUN 690/Practicum Seminar (3 credits)
- COUN 693/Internship Seminar (6 credits)

(The requirements for COUN 693 may be met by taking COUN 694 and COUN 695, which are each 3 credit Internship Seminar courses)

II. Required Courses in Clinical Mental Health

Counseling

(15 credits)

- COUN 545/Community Agency Counseling (3 credits)
- COUN 551/Substance Abuse and Addiction: Individual, Family and Society (3 credits)
- COUN 555/Differential Diagnosis and Treatment Planning (3 credits)
- COUN 600/Introduction to Marriage, Couple, and Family Counseling and Therapy (3 credits)

- COUN 605/Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy (3 credits)

III. Elective Coursework (12 credits)

General Practice Electives:

Any four elective courses in counseling (12 credits)

OR

Substance Abuse and Addiction Electives:

- COUN 552/Prevention Strategies for Schools and Communities (3 credits)
- COUN 553/Treating Substance Abuse and Co-Occurring Disorders (3 credits)

Two elective courses in counseling (6 credits)

(300 hours of the total 720 hours of clinical work for the practicum/internship experiences must be specific to substance abuse and addiction counseling work)

Marriage, Couple, and Family Counseling and Therapy (COUN_MA_06)

Mark Woodford, Coordinator, Graduate Program in Marriage, Couple, and Family Counseling and Therapy

60-credit minimum

- COUN 501/Introduction to Counseling (3 credits)
- COUN 515/Statistics and Research in Counseling (3 credits)
- EPSY 520/Fundamentals of Human Development (3 credits)
- COUN 530/Multicultural Counseling (3 credits)
- COUN 535/Career Counseling (3 credits)
- COUN 670/Counseling Theory and Techniques (3 credits)
- COUN 675/Group Counseling (3 credits)
- EPSY 643/Measurement and Evaluation in Counseling (3 credits)
- COUN 690/Practicum Seminar (3 credits)
- COUN 693/Internship Seminar (6 credits)

(The requirements for COUN 693 may be met by taking COUN 694 and COUN 695, which are each 3 credit Internship Seminar courses)

II. Required Courses in Marriage, Couple, and

Family Counseling and Therapy

(21 credits)

- COUN 545/Community Agency Counseling (3 credits)
- COUN 600/Introduction to Marriage, Couple, and Family Counseling and Therapy (3 credits)
- COUN 601/Theory and Development of Family Systems (3 credits)
- COUN 602/Assessment and Intervention in Marriage, Couple, and Family Counseling and Therapy (3 credits)
- COUN 603/Laboratory in Marriage, Couple, and Family Counseling and Therapy (3 credits)
- COUN 604/Couples in Relationship (3 credits)
- COUN 605/Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy (3 credits)

III. Elective Coursework (6 credits)

Any two (2) elective courses in counseling

Educational Specialist in Marriage and Family Therapy (COUN_EDS01)

Mark Woodford, Coordinator, Post-Graduate Program in Marriage and Family Therapy

24-credit minimum

The Educational Specialist (EdS) in Marriage and Family Therapy degree program is designed for master's-level professional counselors who wish to pursue advanced study in marriage and family therapy. EdS applicants who hold a master's degree from a CACREP-approved counseling pro-

gram or its equivalent and complete the EdS degree meet the educational requirements for licensure in marriage and family therapy in New Jersey. Additional courses required for students in a closely related field may include the following:

- Introduction to Counseling (COUN 501)
- Counseling Theory (COUN 670)
- Measurement and Evaluation (EPSY 643)
- Statistics and Research (COUN 515)
- Lifespan and Human Development (EPSY 520)
- Multicultural Counseling (COUN 530)

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 of a 3.0-academic average, having received a grade of B or better in all required coursework. Students who receive a grade of B-, C+, C or C- in a required course will be permitted to retake the course(s) in question only once 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. A student receiving an "F" grade in any course will automatically be denied continuance in the Department of Counselor Education program.

Required Courses:

- COUN 600/Introduction to Marriage, Couple, and Family Counseling and Therapy
- COUN 601/Theory and Development of Family Systems
- COUN 602/Assessment and Intervention in Marriage, Couple, and Family Counseling and Therapy
- COUN 603/Laboratory in Marriage, Couple, and Family Counseling and Therapy
- COUN 604/Couples in Relationship
- COUN 605/Ethical, Legal, and Professional Issues in Counseling and Marriage and Family Therapy
- COUN 606/Practicum in Marriage, Couple, and Family Therapy*
- COUN 607/Internship in Marriage, Couple, and Family Therapy*

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

Student Assistance Coordinator Program (COUN_CER02)

Mark Woodford, Coordinator, Graduate Program in Student Assistance Coordination
21 credits

This 21-credit graduate program prepares individuals to become student assistance coordinators in the public schools. Certification will be granted by the New Jersey Department of Education. The courses can be taken as part of, and in addition to, the required courses needed for the

48-credit master's degree program in counseling. All applicants for the Student Assistance Coordinator Program must meet the admission requirements of the Department of Counselor Education.

Prerequisite Course Work:

Course work in introductory counseling, including prepracticum skills, theories of counseling, and group counseling or their equivalents, should be completed prior to enrollment in the program

Applicants who have not completed these particular courses may take COUN 501, COUN 670, or COUN 675 as part of their program of study

Admission Requirements:

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

Required Courses:

- COUN 551/Substance Abuse and Addiction: Individual, Family, and Society
- COUN 552/Prevention Strategies for Schools and Communities
- COUN 553/Treating Substance Abuse and Co-Occurring Disorders (formerly COUN 550)
- COUN 554/Student Assistance Coordination in the Schools
- EPSY 661/Counseling Exceptional and At-Risk Children and Adolescents

AND

One elective course to be chosen from the following:

- EPSY 520/Fundamentals of Human Growth and Development;

OR

- COUN 600/Introduction to Marriage, Couple, and Family Counseling and Therapy

AND

One clinical course to be chosen from the following:

- COUN 690/Practicum Seminar (completed at an SAC site);

OR

- COUN 698/Department Project: SAC Practicum

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

Instructional Licensure, Teacher of Preschool–Grade 3 (ELEC_SCT03)

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

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

Program Statement:

The need for early childhood education specialized alternate route licensure is shown by evidence specific to The College of New Jersey, current changes in the state, and national research on the importance of specialized knowledge in early childhood education. The College of New Jersey

has offered a highly regarded early childhood education program for over 150 years. Recent court-mandated and legislative initiatives have resulted in mandatory preschool for 4-year-olds in over 150 New Jersey school districts and for 3-year-olds in the 30 neediest of these districts.

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

Admission Requirements:

Bachelor's degree from an accredited or approved institution
60 credits in general education or liberal learning in an undergraduate program
(Also see Graduate Opportunities section of Bulletin)

Program Requirements:

Required Courses:

15 cr.

(*State-mandated P-3 24-hour pre-service course is required for those who do not already hold a Certificate of Eligibility for Preschool through Third Grade. In addition to completing the 15 credits of coursework, students must also complete the Provisional Teaching Program through their school/district and the NJDOE.)

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

Master of Education in Educational Leadership options include Traditional (EDAD_MED01), Immersion (EDAD_MED03), and Global (EDAD_MED04)

Donald Leake, Coordinator, Graduate Programs in Educational Leadership

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

The program is designed to serve as a confluence of three leadership experiences: a cognitive experience wherein one learns to think like a leader, a moral experience where one learns to think and act in a responsible and ethical manner, and a practical experience where one learns to perform like a leader. More specifically, the program is intended to reflect what Shulman (2005) calls "signature pedagogies of the profes-

sion." That is, a mode of teaching that has become inextricably identified with preparing people for a particular profession. Mindful of this notion of signature pedagogies, students who enter the educational leadership program should expect the following:

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

A clinical experience will be an intricate part of every course in the program. Students should anticipate and plan for a field experience as part of each course. Students will be required to provide documentation of at least 200 hours of "course-specific field" experience before he/she is permitted to register for the Internship experience.

Each course will reflect a mix of practical and theoretical concepts and will blend classroom instruction with the student's clinical experiences. The "course-specific field" experience will provide numerous opportunities for aspiring school leaders to apply new learning in authentic settings.

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

Based on what successful leaders do in their schools, the program consists of three curriculum modules designed around what effective leaders need to know and be able to do. Students are required to complete the modules in the manner as prescribed by the department and/or explicated by the program coordinator. Programs are aligned with national standards and approved by the New Jersey Department of Education.

Traditional Master's Degree Strand (EDAD_MED01)—The 36-credit Program for School Leaders is intended for those students seeking to complete the program at their own pace. Coursework emphasizes meaningful, practical, active learning based upon problems school leaders encounter and upon the core issues of schooling, curriculum, and instruction. The program is practice-oriented and geared to prepare students to meet the challenges of school leadership. This program is also available through the College's global program. Upon completion, participants will be eligible to apply for the initial certification for a New Jersey School Principal License, as well as a Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code. Courses that lead to Supervisor Certification are noted with the following: †. (See also Supervisor Certification Course Work.)

Accelerated Master's Degree Strand (Immersion) (EDAD_MED03)—The 36-credit Immersion Program for School Leaders is an accelerated leadership-training program that integrates clinical experience with course work. Students enter as a cohort and take a prescribed sequence of courses beginning in the summer of one year and culminating with graduation the following summer. Cohort members are provided mentorship throughout the 14-month experience by a member of the educational administration faculty, in cooperation with a field-based mentor and practicing principals identified by each candidate. During the 14 months, candidates are required to engage in an intensive field experience with administrative mentors. This 14-month internship is accomplished while fulfilling full-time responsibilities in a school district. Upon completion, participants will be eligible to apply for the initial certification for a New Jersey School Principal License, as well as a Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code. Courses that lead to Supervisor Certification are noted with the following: †.

†These courses may be applied toward the Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code.

Admission Requirements:

Undergraduate degree from an accredited college or university
 Competitive GPA
 Competitive scores on the Graduate Record Examination—
 For test waiver information, please visit
graduate.pages.tcnj.edu/apply
 Valid provisional or standard New Jersey or equivalent out-of-state instructional or educational services certificate.
 Applicants typically provide documentation evidencing completion of at least one year of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate.
 Evidence of leadership ability and experience
 A personal interview with selected faculty members
 Other factors, including strength of letters of recommendation, motivation and readiness to pursue graduate study, and equity considerations (individuals who will increase the diversity of the graduate students in the program are especially encouraged to apply)

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

Successful completion of master's or post-master's program
 Documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate (NJAC 6A:9-12.5)
 Pass a state-approved examination
 File application for certification with the TCNJ STEP office

Traditional Masters Degree Strand (EDAD_MED01)*

(Students enter as individual at their own pace)

Program Requirements:

36 credits

Required Courses:

Research: 3 cr.

EDFN 508/Introduction to Research

Foundations and Multicultural Education: 3 cr.

EDFN 520/Social Problems and Education

OR

EDFN 521/Cultural Foundations of Education

Specialization: 18 cr.

EDAD 525/Introduction to Educational Administration

†SUPV 520/Staff Supervision

†EDAD 617/Advanced School Leadership: Supervision/Admin

EDAD 530/Group Dynamics for Educational Leaders

EDAD 572/School Law

EDAD 540/School Finance

Curriculum: 6 cr.

†CURR 514/Curriculum Theory and Practice

†CURR 555 or †ELEM555/Advanced Study of Curriculum Development for Children and Adolescence

Internship: 6 cr.

EDAD 691/Fall Internship in Educational Leadership I

EDAD 692/Spring Internship in Educational Leadership II

EDAD 693/Summer Internship in Educational Leadership III

Culminating Experience Requirement:

EDAD 700/Comprehensive Examination

Post-Master's Certification Program in Educational Leadership (EDAD_SCT02)*

Donald Leake, Coordinator, Graduate Programs in Educational Leadership

The 30-credit Post-Master's Certification Program (non-degree) in Educational Leadership is designed for individuals who wish to become certified as school leaders and who already hold a master's or doctoral degree. This program is also available through the College's global program. Upon completion, participants will be eligible to apply for the initial certification for a New Jersey School Principal License. They may also apply for Supervisor Certification with the completion of additional curriculum course work, provided the candidate meets all requirements of the current New Jersey Administrative Code. Courses that lead to Supervisor Certification are noted with the following: †. (See also Supervisor Certification Course Work.)

Admission Requirements:

Undergraduate and graduate degree from an accredited college or university
 Competitive GPA

Valid provisional or standard New Jersey or equivalent out-of-state instructional or educational services certificate.

Applicants typically provide documentation evidencing completion of at least one year of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate.

Evidence of leadership ability and experience

A personal interview with selected faculty members

Other factors, including strength of letters of recommendation, motivation and readiness to pursue graduate study, and equity considerations (individuals who will increase the diversity of the graduate students in the program are especially encouraged to apply)

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

Successful completion of master's or post-master's program
 Documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate (NJAC 6A:9-12.5)
 Pass a state-approved examination
 File application for certification with the TCNJ STEP office

Post-Master's Certification Program (EDAD_SCT02)*

(Students enter as individual at their own pace)

Program Requirements:

30 credits

Required Courses:

30 cr.

†CURR 514/Curriculum Theory and Practice

EDAD 525/Introduction to Educational Administration

EDFN 508/Introduction to Research

†SUPV 520/Staff Supervision

EDAD 540/School Finance

EDAD 572/School Law

†EDAD 617/Advanced School Leadership: Supervision/Admin

EDAD 691/Fall Internship in Educational Leadership I

EDAD 692/Spring Internship in Educational Leadership II

EDAD 693/Summer Internship in Educational Leadership III

*Students in the Educational Leadership Program (Principal) or taking courses for Supervision Certificate should be aware that the curriculum is designed to comply with the State of New Jersey's Administrative Code. Consequently, the School of Education may have to alter graduation and/or certificate requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

†These courses may be applied toward the Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code.

Additional Program Options:

Students must take the following course if they wish to obtain Supervisor Certification.

- †CURR 555 or †ELEM 555/Advanced Study of Curriculum Development for Children and Adolescence
- EDAD 530/Group Dynamics for School Leaders
- EDFN 520/Social Problems in Education
- EDFN 521/Cultural Foundations of Education

Supervisor Certification Course Work*

TCNJ offers the appropriate courses necessary for certification as a supervisor in the public schools in the State of New Jersey. This course work can be completed on a non-matriculant basis. A student must complete 12 credits of course work—some of which may be from the individual's master's program—and submit an official transcript and application for Supervisor Certification to the State of New Jersey upon completion of the below course work. General requirements for issuance of the certification can be obtained through the New Jersey State Department of Education.

TCNJ Courses

- CURR 514/Curriculum Theory and Practice
- SUPV 520/Staff Supervision
- EDAD 617/Advanced Leadership in School Administration and Supervision
- CURR 555 or ELEM 555/Advanced Study of Curriculum Development for Children and Adolescence

**Master of Education in Educational Leadership—
Instruction (EDAD_MED05)
(in Partnership with The Regional Training Center)**

Alan Amtzis, Director, Graduate Program in Educational Leadership: Instruction

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

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Cumulative GPA of 3.0 or better
- Teaching certificate
- Resume
- Field Setting Report
- Two Letters of Recommendation
- Personal essay

†These courses may be applied toward the Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code.

*Students in the Educational Leadership Program (Principal) or taking courses for Supervisor Certificate should be aware that the curriculum is designed to comply with the State of New Jersey's Administrative Code. Consequently, the School of Education may have to alter graduation and/or certificate requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.

(Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

30 credits including:

- Four 3-credit Instructional Core Courses (completed with RTC)
- Three 3-credit Classroom Action Research Courses (completed with TCNJ)
- Three 3-credit Concentration option Area courses (completed with RTC)
- Minimum cumulative GPA of 3.0, with no grades lower than B–

Program Requirements:**Instructional Core Courses:****12 cr.**

Provide framework and foundation for effective teaching practices that enhance student achievement in a learning community

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

Classroom Action Research:**9 cr.**

Students develop and explore meaningful unanswered questions arising from their own classroom contexts while studying the growing tradition of teacher-generated inquiry into practice.

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

Concentration Area:**9 cr.**

Choose one of the following three areas of emphasis:

Teaching Strategies Option:

(Three 3-credit courses)

- EDPD 545/Encouraging Skillful, Critical, and Creative Thinking
- EDPD 536/Universal Design for Learning: Reaching All Learners in the Digital Age
- EDPD 553/The Kinesthetic Classroom: Teaching and Learning through Movement
- EDPD 566/Teaching, Writing and Thinking Across the Curriculum

The Diverse Classroom:

(Three 3-credit courses)

- EDPD 546/The Culturally Distinctive Classroom
- EDPD 552/From Challenge to Success: ADHD, LD and the Spectrum
- EDPD 555/Skills and Strategies for Inclusion and Disability Awareness
- EDPD 558/The Gendered Brain

Classroom Management and Classroom Climate Option:

(Three of the following four 3-credit courses)

- EDPD 544/Increasing Student responsibility and Self-Discipline in Learning Communities
- EDPD 565/Cooperative Discipline
- EDPD 561/ The Cooperative Classroom
- EDPD 556/Motivation: The Art and Science of Inspiring Classroom Success

Culminating Experience Requirement:

- EDUC 700/Comprehensive Exam or Capstone Project

Master of Education in Reading K–12 (READ_MED01) Master of Education in Reading K–12 with Reading Specialist Certificate (READ_MED01)

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)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
- A New Jersey teaching certificate or its equivalent
- A course in teaching reading
- (Also see Graduate Opportunities section of Bulletin)

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

Graduation Requirements:

- 33 credits
- EDFN 508/Introduction to Research and Data-Based Decision Making
- SPED 624/Advanced Topics in Learning Disabilities
- or
- SPED 501/Students with Disabilities in Our Schools
- RDLG 530/Exploring Children's Literature: An Educator's Perspective
- RDLG 571/Language and the Teaching of Reading
- RDLG 579/Content Area Literacy
- ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy
- RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice
- RDLG 673/The Writing Process in Literacy Development
- RDLG 691/Reading Diagnostic Procedures: Practicum
- RDLG 692/Correction and Remediation of Reading Difficulties: Practicum
- RDLG 693/Supervision and Administration of Reading Programs K–12

Comprehensive Examination: RDLG 700

Notes: Matriculated students in the reading program who have successfully completed 33 credits in required courses with two years of successful teaching experience may apply to the graduate coordinator to initiate procedures leading to a reading specialist certificate.

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

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

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

Post-Master's Reading Specialist Certificate Program (READ_SCT01)

Kathryne Speaker, Coordinator, Graduate Programs in Reading

Admission Requirements:

- Master's degree from an accredited or approved institution
- New Jersey teaching certificate or its equivalent
- At least one course in teaching reading
- (Also see Graduate Opportunities section of Bulletin)

Program Requirements:

- 30 credits
- SPED 624/Advanced Topics in Learning Disabilities

or

- SPED 501/Students with Disabilities in Our Schools
- RDLG 530/Exploring Children's Literature: An Educator's Perspective
- RDLG 571/Language and the Teaching of Reading
- RDLG 579/Content Area Literacy
- ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy
- RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice
- RDLG 673/The Writing Process in Literacy Development
- RDLG 691/Reading Diagnostic Procedures: Practicum
- RDLG 692/Correction and Remediation of Reading Difficulties: Practicum
- RDLG 693/Supervision and Administration of Reading Programs K–12

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

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

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

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

Master of Education in Teaching English as a Second Language (ESLA_MED02)

Yiqiang Wu, Coordinator, Graduate 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. If you seek both ESL certification (either initial or additional endorsement) AND a master's degree, you must enter into a certification (SCT) program first. Then, after certification issuance, you are eligible to enter the master's program. All certification courses will apply to the master's program.

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.

Additional Requirements for those seeking certification through this program:

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

Undergraduate program must include:

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

An educational psychology course required for individuals who do not already hold a teaching certificate

Successful scores in both oral and written proficiency inventories in the English language

Teaching credential in another field (for endorsement only)

(Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

- 30 credits

Required Courses:

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

Specialization: 21 cr.
* (A,B) ESLM 525/Second Language Acquisition
* (A,B) ESLM 577/Sociolinguistics and Cultural Foundations of Second Language Education
* (A,B) ESLM 578/Theory and Practice of Teaching a Second Language
* (A,B) ESLM 587/Curriculum, Methods, and Assessment for Second Language Education
* (A,B) ESLM 688/Practicum for Second Language Teachers
* (A) ESLM 545/Structure of Language and Proficiency Assessment
(A) ESLM 579/Language and Literacy for Second Language Learners

Electives: Chosen with advisement 6 cr.
ESLM 687/Faculty/Student Research
Another elective course approved by program coordinator

*Required for ESL Endorsement Certification.

(A) Required for ESL Initial Certification.

(B) Required for Bilingual Endorsement.

Comprehensive Examination: ESLM 700

Teaching English as a Second Language Certification Program (ESLA_SCT01)

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

The Teaching English as a Second Language Endorsement certification program is for candidates with a NJ Standard or CENs or equivalent out-of-state certificate. It provides the necessary courses for initial 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 and submit it to the certification office in order to obtain their ESL certification. The package must include the following items:

1. A notarized certification application form
2. Passing scores (Advanced Low or above) on ACTFL oral/written English proficiency tests (www.ACTFL.org)
3. A photocopy of a teaching credential in another field
4. Completion of TCNJ-sponsored training in HIB (harrassment, intimidation and bullying)
5. A letter documenting teaching experience from the school principal (for endorsement only)
6. A notarized non-citizen oath form (for non-U.S. citizens only)
7. An official copy of transcripts from other institutions (for course transfer only)
8. Proof of passing an examination in physiology, hygiene and substance abuse issues pursuant to NJAC 6A:9-5.9
9. An application fee of \$170 (\$95 for endorsement) payable to The College of New Jersey

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

Please contact your adviser for certification application forms and procedures.

Admission Requirements:

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

Undergraduate program must include:

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

An educational psychology course required for individuals who do not already hold a teaching certificate

Proven both oral and written proficiency in the English language

Teaching credential in another field (for endorsement only)

(Also see Graduate Opportunities section of Bulletin)

Program Requirements:

15–24 credits

Prerequisites for State Endorsement:

6–9 cr.

Students applying for state endorsement in teaching English as a second language must have an approved teacher certification and one year teaching experience, OR successfully complete the following 9 credit hours of course work (or their equivalence) as part of this program:

ESLM 688/Practicum for Second Language Teachers

ESLM 579/Language and Literacy for Second Language Learners

A course in psychology, human development, or learning (on any college transcript)

Required Courses:

15 cr.

ESLM 525/Second Language Acquisition

ESLM 545/Structure of Language and Proficiency Assessment

ESLM 577/Sociolinguistics and Cultural Foundations of Second Language Education

ESLM 578/Theory and Practice of Teaching a Second Language

ESLM 587/Curriculum, Methods, and Assessment for Second Language Education

Comprehensive Examination: ESLM 700

Bilingual Endorsement Certification (ESLA_SCT02)

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

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

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

1. A notarized certification application form
2. Passing score (Advanced Low or above) on ACTFL oral/written proficiency test (www.ACTFL.org) in both English and another instructional language
3. A photocopy of a teaching credential in a subject area
4. A letter documenting teaching experience from the school principal
5. A notarized non-citizen oath form (for non-U.S. citizens only)
6. Official copies of transcripts from other institutions (for course transfer only)
7. An application fee of \$95 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
Teaching certificate or eligibility thereof in a subject area (general elementary or secondary math, science, or social studies)

Proven proficiency in English and another instructional language
(Also see Graduate Opportunities section of Bulletin)

Program Requirements:

12 credits

Required Courses:

12 cr.

- ESLM 525/Second Language Acquisition
- ESLM 577/Sociolinguistics and Cultural Foundations
of Second Language Education
- ESLM 578/Theory and Practice of Teaching a Second Language
- ESLM 587/Curriculum, Methods, and Assessment
for Second Language Education

Comprehensive Examination: ESLM 700

Teaching English as a Second Language Initial Certification Program (ESLA_SCT05)

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

The Teaching English as a Second Language Initial certification program is for candidates WITHOUT a NJ Standard or CEAS or equivalent out-of-state certificate. It provides the necessary courses for initial 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 and submit it to the certification office in order to obtain their ESL certification. The package must include the following items:

1. A notarized certification application form
2. Passing scores (Advanced Low or above) on ACTFL oral/written English Proficiency tests (www.ACTFL.org).
3. Completion of TCNJ-sponsored training in HIB (harassment, intimidation and bullying)
4. Proof of passing an examination in physiology, hygiene and substance abuse issues pursuant to NJAC 6A:9-5.9
5. A notarized non-citizen oath form (for non-U.S. citizens only).
6. An application fee of \$170 payable to The College of New Jersey

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

Please contact your adviser for certification application forms and procedures.

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Present an undergraduate major(or 30 semester hours) in a liberal arts and
- Science major or 60 semester-hour credits in liberal arts/sciences coursework

Undergraduate program must include:

- English-two college-level courses minimum
- Mathematics-two college-level courses minimum
- Science-two college-level courses minimum
- Social Studies-two college-level courses minimum(one of the courses must be U.S. History)
- An educational psychology course required for individuals
- Proven both oral and written proficiency in the English language

Master of Education in Special Education (SPEC_MED01), (SPEC_MED02), (SPEC_MED06)

Shridevi Rao, Coordinator, Graduate Programs in Special Education

The MEd program has three tracks: Option I (SPEC_MED01) provides advanced work in the area of teaching students with disabilities for those candidates who hold a standard special education certificate. Option II (SPEC_MED02) prepares individuals who hold a standard

teacher certification in areas other than special education. Option III (SPEC_MED06) is designed to prepare individuals who hold a certificate of eligibility with advanced standing (CEAS) in a teaching area to obtain certification as a teacher of students who are blind and visually impaired.

Option I—Certified in Special Education (SPEC_MED01)*

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

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
- Standard New Jersey teaching certificate or equivalent in special education

Graduation Requirements:

- 33 credits
- A cumulative average GPA of 3.0 or higher

Required Courses:

Research: 6 cr.

- EDFN 508/Introduction to Research
- SPED 664/Research Trends in Special Education

Foundations and Multicultural Education: 3 cr.

- EDFN 520/Social Problems and Education

Specialization: 18 cr.

- EDUC 513/Collaboration, Consultation, and Partnerships
- SPED 521/Assistive Technology
- SPED 522/Remedial Instruction
- SPED 631/Transition and Community Based Instruction
- SPED 626/Curriculum Design for Individuals with Severe Disabilities
- SPED 624/Advanced Study of Learning Disabilities: Literacy, Numeracy and Instructional Strategies

Specialty Electives: (Select any one of the tracks) 6 cr.

Elective Option I (Severe Disabilities)

- SPED 648/Positive Behavioral Supports for Extreme Behavior
- SPED 647/Communication Development of Students with Significant Disorders

Elective Option II (Reading)

- RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice
- RDLG 673/The Writing Process in Literacy Development

Elective Option III (Blindness and Visual Impairments)

- SPED 675/Research on Implications of Blindness
- SPED 672/Strategies for Teaching Students Who are B/VI

Comprehensive Examination: SPED 700

Option II—Certified in Other Area (SPEC_MED02)

Option II is for candidates who hold a certificate of eligibility with advanced standing (CEAS) in a teaching area other than special education, such as elementary education or secondary education, with a teachable major. This program is designed to meet the needs of teachers who wish to obtain certification as a teacher of students with disabilities. This 33-credit program culminates in a master's degree along with certification in special education. For students who are currently employed in a school or would like to seek employment, this program provides an opportunity to work and complete the degree at the same time.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
 Graduate Record Exam (GRE)
 A CEAS or standard in elementary, secondary education with
 a teachable major or content area
 A course in child psychology
 A course in teaching reading

Graduation Requirements:

33-credit minimum
 A grade of B– or better in SPED 617/Graduate Practicum in Special
 Education
 Completion of all departmental requirements/prerequisites
 A cumulative GPA of 3.0 or higher

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

SPED 664/Research in Special Education

Specialization: 21 cr.

Prerequisites must be completed before enrolling in the
 following courses:

SPED 501/Students with Disabilities in Our Schools
 SPED 522/Remedial Instruction
 EDUC 513/Collaboration, Consultation, and Partnerships
 EDUC 614/Creating and Sustaining Classroom Communities
 SPED 624/Advanced Study of Learning Disabilities
 SPED 626/Curriculum Design for Individuals with Severe
 Disabilities
 SPED 521/Assistive Technology

Field Experience: 3 cr.

SPED 617/Graduate Practicum in Special Education

Electives: 6 cr.**Track I-BVI Specialty**

SPED 675/Research on Implications of Blindness
 SPED 672/Strategies for Teaching Students who are Blind and
 Visually Impaired

Track II-Literacy Specialty

RDLG 672/Advanced Methods in the Teaching of Reading:
 Theory, Research, and Practice
 RDLG 673/The Writing Process in Literary Development

Track III- Severe Disabilities

SPED 648/Positive Behavior Supports for Extreme Behaviors
 SPED 647/Communication Development of Students with
 Significant Disorders

Track IV-Emotional Disturbance

SPED 648/Positive Behavior Supports for Extreme Behaviors
 RDLG 579/Content Area Literacy

Track V-Assessment

EPSY 643/Measurement and Evaluation
 EPSY 523/Advanced Child and Adolescent Development

Comprehensive Examination: SPED 700**Option III—Master of Education in Special Education with certification as a teacher of students who are blind or have visual impairments: (SPEC_MED06)**

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

Admission Requirements:

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

A CEAS or standard certificate in elementary education, or secondary
 education with teachable major

A course in child psychology

A course in teaching reading

Graduation Requirements:

33-credit minimum
 A grade of B– or better in SPED 695/Internship II
 A cumulative GPA of 3.0 or higher
 Completion of all departmental requirements/prerequisites

Required Courses: 27 cr.

SPED 501/Students with Disabilities in Our Schools
 SPED 675/Research on Implications of Blindness
 SPED 673/Literary Braille and Methods for Instruction
 SPED 626/Curriculum Design for Individuals with Severe
 Disabilities
 SPED 672/Strategies for Teaching Students Who are B/VI
 SPED 674/Assistive Technology for B/VI
 SPED 671/Nemeth Code and Strategies for Developing
 Mathematical Skills in Students Who use Braille
 EDUC 614/Creating and Sustaining Classroom Communities
 EDUC 513/Collaboration, Consultation and Partnerships

Field Experience: 6 cr.

SPED 695/Internship II

Comprehensive Examination: SPED 700**Post-Baccalaureate Certification Program: Teacher of Students with Disabilities (SPEC_SCT02)**

Amy Dell, Coordinator, Graduate Programs in Special Education

This 24-credit approved program is for students who hold a Bachelor's degree, prior certification (CEAS or Standard certificate) in another area of teaching, such as elementary education or secondary education, with teachable major, and want certification as a teacher of students with disabilities.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
 A CEAS or standard in elementary education, secondary education, or
 content area
 A course in child psychology
 A course in teaching reading

Graduation Requirements:

- 1) A minimum of 18 graduate semester hours earned at The College of New Jersey
- 2) A minimum total of 24 graduate semester hours
- 3) A cumulative Grade Point Average of 3.0 or higher in the program
- 4) Completion of all departmental requirements/prerequisites
- 5) A minimum grade of a B- in SPED 617/Graduate Practicum In Special Education

Required Courses: 18 cr.

SPED 501/Students with Disabilities in Our Schools
 SPED 522/Remedial Instruction
 SPED 624/Advanced Study in Learning Disabilities
 EDUC 513/Collaboration, Consultation, and Partnerships
 EDUC 614/Creating and Sustaining Classroom Communities
 SPED 626/Curriculum Design for Individuals with Severe
 Disabilities

Department Approved Elective: 3 cr.

SPED 647/Communication Development of Students with
 Significant Disorders

- OR
 SPED 648/Positive Behavioral Supports for Extreme Behavior
 OR
 RDLG 672/Advanced Methods in the Teaching of Reading:
 Theory, Research, and Practice
 OR
 RDLG 673/The Writing Process in Literacy Development
 OR
 SPED 521/Assistive Technology

Field Experience: 3 cr.
 SPED 617/Graduate Practicum in Special Education

Post-Master's Certification Program: Learning Disabilities Teacher/Consultant (SPEC_SCT01)

Amy Dell, Coordinator, Graduate Programs in Special Education

This 15–27 credit program is for experienced teachers who already hold a master's degree in special education or a related field and a standard certificate in special education. This program leads to recommendation for certification as a learning disabilities teacher/consultant, the educational specialist on the child study team, mandated by the state of New Jersey. The program is composed of a cluster of core courses that focus on key skills critical for the role of an LDTC, such as the advanced study of learning disabilities, administration and scoring of assessment protocols, remediation and support strategies, and an externship. Students are also required to take an elective that provides them an opportunity to explore a related area of interest.

Admission Requirements:

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

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

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

Graduation Requirements:

- 1) A minimum of 12 graduate semester hours earned at The College of New Jersey
- 2) A minimum total of 15 graduate semester hours of core course work

- 3) A cumulative Grade Point Average of 3.0 in the program
- 4) A grade of "B–" or better in SPED 682/Externship in LDT/C
- 5) Completion of all departmental requirements/prerequisites

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
- EDUC 682/Externship in LDTC*

Electives 3 cr.

Recommended electives include EDUC 513, SPED 521, SPED 648, or SPED 647.

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

Post-Master's Certification Program: Teacher of Students with Blindness and Visual Impairments (SPEC_SCT05)

Amy Dell, Coordinator, Graduate Programs in Special Education

This 24-credit approved program is for students who already hold a master's degree in education and prior certification in elementary education or secondary education.

Admission Requirements:

- Master's degree in education from an accredited or approved institution
- A CEAS or standard in elementary education or secondary education with teachable major

Graduation Requirements:

- 1) A minimum of 18 graduate semester hours earned at The College of New Jersey
- 2) A maximum total of 24 graduate semester hours
- 3) A cumulative Grade Point Average of 3.0
- 4) A grade of B– or better in Internship II
- 5) Completion of all departmental requirements/prerequisites

Required Courses:

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

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

School of Humanities and Social Sciences

BENJAMIN RIFKIN, DEAN

Master of Arts in English (ENGL_MA_01)

Lisa Ortiz-Vilarelle, *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)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
(Also see Graduate Opportunities section of Bulletin)

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

Graduate Certificate in Gender Studies (WGST_CER01)

Ann Marie Nicolosi, *Coordinator, Graduate Certificate Program in Gender Studies*

The Graduate Certificate in Gender Studies offers students an advanced interdisciplinary program of study with specialization in gender. The

program stresses cutting-edge scholarship on identity, politics, literature, and social theory as it pertains to gender, as well as sound practices in research and writing.

The program is designed for both part-time students, who may take longer to complete it, and full-time students, who can complete it in a year and a summer. Many of the credits in the certificate program may be applied toward an MA in English. It is NECESSARY that students pursuing the Gender Studies Graduate Certificate enroll in ENGL 505 Literary Theory prior to taking any other English Graduate courses, as ENGL 505 is THE prerequisite to ALL OTHER GRADUATE CLASSES IN ENGLISH. ENGL 505 can count as one of the three electives towards the Gender Studies Certificate.

Admission Requirements:

Bachelor’s degree from an accredited or approved institution
(Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

15 credits

Required Courses:

Students will choose two courses from the following Women’s and Gender Studies (WGS) graduate courses:

WGST 500/Gender, Culture, and Society
WGST 510/Feminist Theory
WGST 520/Gender Equity in the Classroom
REQUIRED ENGLISH GRAD COURSE

ENGL 505/Contemporary Literary Theory and Methods **3 cr.**

Electives:

6 cr.

6 cr.

School of Nursing, Health, and Exercise Science

CAROLE KENNER, DEAN

Mission Statement

The mission of the School of Nursing, Health, and Exercise Science 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, Health, and Exercise Science 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 multicultural, highly technological, and increasingly global world.

Master of Science in Nursing (NURS_MSN01), (NURS_MSN02), (NURS_MSN05), (NURS_MSN04), (NURS_MSN03), and (NURS_MSN15)

Claire Lindberg, Coordinator, Graduate Programs in Nursing

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

The program offers six options. Four nurse practitioner options include: Family Nurse Practitioner, Adult/Gerontological Primary Care Nurse Practitioner, Neonatal Nurse Practitioner, and a variation in the Family Nurse Practitioner option for BSN-prepared nurse midwives and nurse practitioners. Two additional MSN options are the Clinical Nurse Leader and the School Nurse. The MSN programs begin in the fall. There is also a bridge sequence of courses leading to the MSN for RNs with a non-nursing baccalaureate.

Three post-MSN certifications are offered: Family Nurse Practitioner, Adult/Gerontological Primary Care Nurse Practitioner and Family Nurse Practitioner for Specialized NPs. Post-MSN programs begin in fall or spring, depending on the specialty track. Two new School Nurse certification programs are available which meet NJ State requirements for school nurse certification. The two programs include: The School Nurse Non-Instructional Certificate and the School Nurse Instructional Certificate. Both school nurse certificate programs have been approved by the Department of Education in the State of New Jersey.

Most classes are offered during the evenings, although some required classes and activities may be offered during the day. All MSN and certificate options include clinical practicum experiences. Clinical practicum hours are during the day, usually on weekdays. Clinical experiences take place under the guidance of experienced advanced practice nurses, school nurses, clinical nurse leaders, physicians, or other advanced nursing practitioners as appropriate to the area of specialization and to the program. Required practicum hours for each course are listed in the course descriptions. Most MSN options may be completed in two years and two summers of full-time study. Students may take up to six years of part-time study to complete any of the options. Faculty advisers work closely with each student to plan an appropriate course of study and to ensure progress through the program. The master degree programs in

nursing at The College of New Jersey are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202.887.6791.

Admission Requirements:

Bachelor in Nursing degree from an NLN- or CCNE-accredited program
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
Successful completion of one undergraduate statistics course within 5 years prior to matriculation or, for non-matriculated students, prior to taking NURS 506.
Successful completion of an undergraduate health assessment course or approved equivalent
Preadmission interview may be required
Applicants to the School Nurse MSN must demonstrate completion of the TCNJ School Nurse Instructional Certificate or an equivalent post-BSN school nurse certificate program. Practicing School Nurses who were certified prior to 2004 and who hold current NJ School Nurse Certification may be considered on an individual basis for admission to this program.

Additional Requirements:

For entry into the program:

License to practice as a registered nurse in New Jersey
License to practice in Pennsylvania may be recommended

Pre-clinical requirements (See Nursing Department Web site for more details)

CPR certification (BLS or ACLS)
Criminal Background Check
Drug Test
Health and immunization requirements
Liability Insurance for student nurse practitioner

Family Nurse Practitioner Option (NURS_MSN01)

Graduation Requirements:

47 credits

Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
NURS 501/Perspectives in Advanced Practice Nursing
NURS 503/Pharmacology for Advanced Nursing Practice
NURS 504/Advanced Human Pathophysiology
NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
NURS 603/Individual, Family, and Community Systems
NURS 633/Advanced Holistic Health Assessment
NURS 636/Primary Care I
NURS 638/Primary Care II
NURS 637/Primary Care III
NURS 643/Primary Care of the Childbearing Family
NURS 690/Practicum in the Nurse Practitioner Role
NURS 694/Capstone Seminar
NURS 705/Capstone Project in Nursing

Family Nurse Practitioner for Certified Nurse Practitioners Option (NURS_MSN02)

Graduation Requirements:

30-credit minimum

Required Courses:

- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 643/Primary Care of the Childbearing Family
- NURS 690/Practicum in the Nurse Practitioner Role
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project in Nursing

Clinical Courses:*

- NURS 636/Primary Care I
- NURS 638/Primary Care II
- NURS 637/Primary Care III

*Required clinical courses will be determined based upon area of current certification and practice.

Adult/Gerontological Primary Care Nurse Practitioner Option (NURS_MSN05)

Graduation Requirements:

43 credits

Required Courses:

- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 636/Primary Care I
- NURS 638/Primary Care II
- NURS 637/Primary Care III
- NURS 690/Practicum in the Nurse Practitioner Role
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project in Nursing

Neonatal Nurse Practitioner Option (NURS_MSN03)

Graduation Requirements:

38 credits (23 at The College of New Jersey;
15 at Thomas Jefferson University)

Required Courses:

- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 690/Practicum in the Neonatal Nurse Practitioner Role

NURS 694/Capstone Seminar

NURS 705/Capstone Project in Nursing

Clinical Courses:

- NURS 662/Diagnostic Reasoning and Clinical Decision Making for NNP I
- NURS 663/Diagnostic Reasoning and Clinical Decision Making for NNP II
- NURS 664/Diagnostic Reasoning and Clinical Decision Making for NNP III
- NURS 665/Comprehensive Assessment for Clinical Decision Making of the Mother and Neonate
- NURS 667/Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners

Clinical Nurse Leader Option (NURS_MSN04)

Graduation Requirements:

34.5 credits

Required Courses:

- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 511/Introduction to the CNL Role
- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 660/Chronic and Complex Conditions
- NURS 685/Health Promotion for Advanced Nursing Practice
- NURS 695/Practicum in the Clinical Nurse Leader Role
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project in Nursing

School Nurse Option (NURS_MSN15)

Graduation Requirements:

40 credits (this includes 23 credits completed for the Non-Instructional and Instructional Certificate). Additional coursework is required for school nurses certified prior to 2004.

Required Courses:

17 cr.

- NURS 506/Theoretical Foundations for Advanced Practice
- NURS 604/Research and Evidence Based Nursing
- NURS 503/Advanced Pharmacology
- NURS 633/Advanced Health Assessment
- NURS 504/Advanced Pathophysiology
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project

Instructional School Nurse Certificate (Required):

10 cr.

- NURS 625/School Nurse Practicum II
- NURS 626/School Nurse Practicum Seminar II
- NURS 603/Individual, Family, and Community Systems
- HLED 554/Curriculum and Program Construction in Health and Safety Education

Non-Instructional School Nurse Certificate (Required):

13 cr.

- NURS 523/School Nursing Foundations
- NURS 524/Assessment and Management of School Age Children and Adolescents
- NURS 525/School Nurse Practicum I
- NURS 526/School Nurse Practicum Seminar I
- EDFN 500 or 520/Educational Foundations Course

Bridge to the Master of Science in Nursing for RNs with a Non-Nursing Baccalaureate Degree

This prerequisite sequence of courses is designed for RNs with a non-nursing baccalaureate degree who wish to enter the MSN program at The College of New Jersey. Up to 16 undergraduate credits are taken prior to MSN course content. In addition, students must meet all the requirements for admission to the MSN programs. The bridge option cannot be applied to the School Nurse program. Students must hold a BSN to enter the School Nurse program.

Admission Requirements:

- Diploma or associate's degree in nursing
- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
- Successful completion of an undergraduate statistics course within 5 years prior to taking first graduate nursing course. May be taken concurrently with undergraduate bridge program courses.
- Successful completion of an undergraduate health assessment course or equivalent
- Preadmission interview may be required
- (Also see Graduate Opportunities section of Bulletin)

Additional Requirements:

For entry into the program:

- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

Pre-clinical requirements (See Nursing Department Web site for more details)

- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner

Bridge Requirements: up to 4 undergraduate units (16 credits)

One of the following Professional Role Courses:

NUR 210/Professional Role I (Learner)

OR

NUR 310/Professional Role II (Clinician)

The following three courses are required*

NUR 328/Research

NUR 440/Caring in Community Health/Science*

NUR 444/Caring in Community Health/Practice*

*Up to 8 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 Department of Nursing faculty.

Following successful completion of the above bridge requirements, the student may enroll in courses required for either the Family Nurse Practitioner Program, the Adult/Gerontological Primary Care Nurse Practitioner Program, the Clinical Nurse Leader Program, or the Neonatal Nurse Practitioner Program, the Clinical Nurse Leader Program, or the Neonatal Nurse Practitioner Program.

Post-Master's Nurse Practitioner Certificate Program (NURS_SCT02), (NURS_SCT03), and (NURS_SCT04)

These certificate programs are designed for registered nurses who have earned a master's degree in nursing and who wish to become family nurse practitioners or adult/gerontological primary care nurse practitioners. 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 approved equivalent
- Preadmission interview may be requested

Additional Requirements:

For entry into the program:

- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

Pre-clinical requirements (See Nursing Department Web site for more details)

- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner

Family Nurse Practitioner Option (NURS_SCT02)

Program Requirements:

37 credits

Required Courses:

- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 636/Primary Care I
- NURS 638/Primary Care II
- NURS 637/Primary Care III
- NURS 643/Primary Care of the Childbearing Family
- NURS 690/Practicum in the Nurse Practitioner Role

Adult/Gerontological Primary Care Nurse Practitioner Option (NURS_SCT03)

Program Requirements:

33 credits

Required Courses:

- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 636/Primary Care I
- NURS 638/Primary Care II
- NURS 637/Primary Care III
- NURS 690/Practicum in the Nurse Practitioner Role

Family Nurse Practitioner Option for Specialist NPs (NURS_SCT04) up to 18 cr.

This program is designed for nurse practitioners who have graduated from a master's degree program that prepares adult, geriatric, or adult/gerontological primary care nurse practitioners and who want to expand their scope of practice to include the entire family. This program begins in the spring. This program may be completed in two semesters of part-time study.

Admission Requirements:

- Master of Science in Nursing from an NLN- or CCNE-accredited program that prepares nurse practitioners
- National certification as an adult, geriatric, or adult/gerontological primary care nurse practitioner

- At least 500 documented clinical practicum hours in an MSN program
- A graduate-level health assessment course that includes all ages and both genders
- A graduate-level general pharmacology course
- A graduate-level general pathophysiology course

Additional Requirements:**For entry into the program:**

- License to practice as a registered nurse and certification as an Advanced Practice Nurse in New Jersey
- License to practice as a registered nurse and certification as an Advanced Practice Nurse in Pennsylvania may be recommended
- Students who are not certified to practice as an NP in NJ but who are eligible for certification may apply. Certification must be accomplished prior to starting the program.

Pre-clinical requirements (See Nursing Department Web site for more details)

- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner

Required Courses:

- NURS 603/Individual, Family, and Community Systems
- NURS 638/Primary Care II
- NURS 643/Primary Care of the Childbearing Family

Policy Statement on Minimum Grade in Clinical Courses for Graduate Nursing Students:

Clinical courses include theoretical learning in the classroom, as well as practice in a clinical setting. Graduate students in courses with a clinical component must achieve a grade of B- or higher in order to continue in the clinical course sequence. Courses with a clinical component include NURS 633, 636, 637, 638, 660, 662, 663, 664, 665, 666, 690 and 695. In addition to courses with a clinical component, students must achieve a B- or higher in the following courses in order to progress in the program: NURS 503, 504, and 643.

A student who earns a C or C+ in any of the above courses may repeat the course once the next time the course is offered. A student who earns a C- or F in a clinical course will be dismissed from the program. A graduate nursing student may only repeat one course in the program one time. If a student repeats a course and subsequently earns a grade of less than B- in that course or in any of the other listed courses, the student will be dismissed from the program. Students who are not meeting the academic requirements of the theoretical component of any clinical course may not be considered safe and may be excluded from clinical experience.

The policy for all Graduate programs at the College of New Jersey is that the graduate student must maintain a GPA of 3.0. Should the student fall below this GPA, the student will be placed on academic probation and given one semester to bring the GPA to a 3.0. If this does not occur, then the student is dismissed from the Program. If there is a course that is responsible for pulling down the GPA and it is only offered once a year, the student may be allowed to stay in the program until that course can be repeated. However, progression may not be allowed until the course is repeated and the GPA is 3.0.

School Nurse Non-Instructional Certificate (NURS_SCT08)**13 cr.**

Non-Instructional Certification allows the School Nurse to function at a basic level in the individual schools.

Admission Requirements:

The applicant must have successfully completed a BSN program, be a Registered Nurse, and have successfully completed the following courses (each must be at least 3 credits): Human Growth and Development; Health Assessment; Community Health Nursing; Mental Health Nursing; Psychology.

Required Courses:

- NURS 523/School Nursing Foundations
- NURS 524/Assessment and Management of School Age Children and Adolescents
- NURS 525/School Nurse Practicum I
- NURS 526/School Nurse Practicum Seminar I
- EDFN 500 or 520/Educational Foundations Course

School Nurse Instructional Certificate (NURS_SCT09)**10 cr.**

Instructional Certification allows the School Nurse to function as a Health Educator in addition to the School Nurse role.

Admission Requirements:

The applicant must have successfully completed the School Nurse Non-Instructional Certificate program.

Required Courses:

- NURS 625/School Nurse Practicum II
- NURS 626/School Nurse Practicum Seminar II
- NURS 603/Individual, Family, and Community Systems
- HLED 554/Curriculum and Program Construction in Health and Safety Education

Master of Arts in Teaching Health and Physical Education Specialization (HPEM_MAT01)

Anne Farrell, Coordinator, Graduate Programs in Health and Physical Education (MAT)

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

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

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

Physical Education and Health Specialization

Admission Requirements:

Bachelor's degree from an accredited or approved institution with a grade point average of at least 2.75 (on a 4.0 scale)
Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.

Graduation Requirements:

Must meet undergraduate content area knowledge requirement of 30 credits
A cumulative Grade Point Average of 3.0 in the MAT program
Completion of all departmental requirements/prerequisites
Required undergraduate content areas of study are: for primary content, five out of the following six areas must be studied and for secondary content, three out of the following six areas must be studied.

Physical Education

Foundations/Introductory Courses
Health and Wellness
Developmental*
Individual, Dual, Group Activities*
Human Structure
Assessment and Evaluation

An * denotes content area required.

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

Health

Comprehensive Health*
Current Health and Wellness
Family Living and Sexuality
Drug Prevention and Abuse
Nutrition
Injury Prevention

An * denotes content area required.

Summer I	6 cr.
EDUC 501/Exploring Teaching	3
EPSY 513/Psychology of Learning	3
Fall I	12 cr.
HPEM 694/Internship I	3
RDLG 579/Content Area Literacy	3
HPEM 554/Curriculum and Program Construction in HPE	3
HPEM 590/Methods of Elementary and Secondary HPE	3
Spring I	11 cr.
EDUC 614/Creating and Sustaining Classroom Communities	3
HPEM 695/Internship II (Student Teaching)	6
HPEM 698/Seminar in HPE	2
EDUC 615/Capstone Experience: The Teaching Professional	0
Summer II	6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships	3
HPEM 653/Problems and Issues in HPE	3
HPEM 700/Comprehensive Examination	0

*Content area required.

Global Graduate Programs

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

General Site Information

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

Egypt

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

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 from late June until mid-July. Students live on campus at The American International School of Johannesburg, where classes are held.

Spain

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

Taiwan

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

Thailand

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

Vietnam

At our site at the International School Ho Chi Minh City students can take courses leading to elementary, secondary, and ESL certification during the academic year and can take specifically ESL courses during the summer.

Portugal

At our site at the Carlucci International School outside Lisbon students can take Counseling classes leading to SAC certification and Special Education classes leading to the endorsement in Special Education for teachers who already hold another certificate.

Master of Education in Elementary (ELEC_MED03) or Secondary (SECE_MED01) Education

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

Brenda Leake, *Academic Adviser, Johannesburg Program*

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

Admission Requirements:

Bachelor’s degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
(Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

30 credits

Required Courses:

Research:	3 cr.
EDFN 508/Introduction to Research and Data-Based Decision Making	
Foundations and Multicultural Education:	3 cr.
EDFN 520/Social Problems and Education	
or	
EDFN 521/Cultural Foundations of Education	
Specialization:	18 cr.
SPED 501/Learning and Behavior of Handicapped	
EPSY 523/Advanced Child and Adolescent Development	
ELEM 663/SCED 663/Advanced Trends in Elementary/Secondary Education	
ELEM 696/SCED 696/General Seminar in Elementary/Secondary Education	
RDLG 537/Language Arts Literacy	
or	
RDLG 578/Teaching Reading K–12	
or	
RDLG 579/Content Area Literacy	
CURR 514/Curriculum Theory and Practice	
Electives: Chosen with advisement (Internship I can be used to satisfy 3 credit hours of elective requirements.)	6 cr.
Comprehensive Examination: REGS 999	

Master of Education in Teaching English as a Second Language (ESLA_MED01)

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

The program consists of course work leading to the Master of Education in Teaching English as a Second Language. Careful advisement and course selection are needed when concurrently seeking MEd and ESL and/or Bilingual Certification. Certifications are issued only after the master's program is completed.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.

Additional Requirements for those seeking certification through this program:

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

Undergraduate program must include:

English—two college-level courses minimum

Mathematics—two college-level courses minimum

Science—two college-level courses minimum

Social Studies—two college-level courses minimum
(one of the courses must be U.S. History)

An educational psychology course is required for individuals who do not already hold a teaching certificate.

Proven both oral and written proficiency in the English language
Teaching credential in another field (for endorsement only)
(Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

30 credits

Required Courses:

Research: 3 cr

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

Specialization: 21 cr.

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

*(A,B) ESLM 577/Sociolinguistics/Cultural Foundations of ESL

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

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

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

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

*(A) ESLM 579/Language and Literacy for ESL

Electives: Chosen with advisement. 6 cr.

EPSY 523/Advanced Child and Adolescent Development

Another elective approved by program coordinator.

*Required for ESL Endorsement Certification.

(A) Required for ESL Initial Certification.

(B) Required for Bilingual Endorsement.

Comprehensive Examination: ESLM 700

Teaching English as a Second Language Certification Program (ESLA_SCT03)

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

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

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

1. A notarized certification application form
2. Passing scores (Advanced Low or above) on ACTFL oral/written English proficiency test (www.ACTFL.org)
3. A photocopy of a teaching credential in another field (for endorsement only)
4. A letter documenting teaching experience from the school principal (for endorsement only)
5. A notarized non-citizen oath form (for non-U.S. citizens only)
6. An official copy of transcripts from other institutions (for course transfer only)
7. Proof of passing an examination in physiology, hygiene and substance abuse issues pursuant to NJAC 6A:9-5.9
8. An application fee of \$170 (\$95 for endorsement) payable to The College of New Jersey

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

Please contact your adviser for certification application forms and procedures.

Admission Requirements:

Bachelor's degree from an accredited or approved institution

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

Undergraduate program must include:

English—two college-level courses minimum

Mathematics—two college-level courses minimum

Science—two college-level courses minimum

Social Studies—two college-level courses minimum
(one of the courses must be U.S. History)

An educational psychology course is required for individuals who do not already hold a teaching certificate.

Proven both oral and written proficiency in the English language
Teaching credential in another field (for endorsement only)
(Also see Graduate Opportunities section of Bulletin)

Program Requirements:

15–24 credits

Prerequisites for State Endorsement:

6–9 cr.

Students applying for State Endorsement in Teaching English as a Second Language must have an approved teacher certification and one (1) year teaching experience, or successfully complete the following nine (9) credit hours of course work (or their equivalence) as a part of this program.

ESLM 688/Practicum for Second Language Teachers (requirement waived for certified teachers with at least one year teaching experience in a multilingual setting)

ESLM 579/Language and Literacy for ESL

A course in psychology, human development, or learning (on any college transcript).

Required Courses:

- ESLM 525/Second Language Acquisition
- ESLM 545/English Structure and Proficiency Assessment
- ESLM 577/Sociolinguistics/Cultural Foundations of ESL
- ESLM 578/Theory and Practice of Teaching ESL
- ESLM 587/Curriculum, Methods, and Assessment for ESL/Bilingual Education

15 cr.

Comprehensive Examination: ESLM 700**Bilingual Endorsement (ESLA_SCT02)**

Yiqiang Wu, *Academic Adviser, Graduate Global 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 Bilingual Endorsement. The package must include the following items:

1. A notarized certification application form
2. Passing scores (advanced low or above) on ACTFL oral/written proficiency tests in both English and another instructional (www.ACTFL.org)
3. A photocopy of a teaching credential in another field
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 \$95 payable to The College of New Jersey

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

Please contact your adviser for certification application forms and procedures.

Admission Requirements:

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

Program Requirements:

12–15 credits

Required Courses:

12–15 cr.

- ESLM 525/Second Language Acquisition
- EDFN 577/Sociolinguistics and Cultural Foundations of ESL
- ESLM 578/Theory and Practice of Teaching ESL
- ESLM 587/Curriculum, Methods, and Assessment for ESL/Bilingual Education
- ESLM 688/Practicum for Second Language Teachers (waived for certified teachers with one year teaching experience)

Comprehensive Examination: ESLM 700**Master of Education in Educational Leadership (EDAD_MED04)***

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

The Master of Education in Educational Leadership is a program designed to provide educators with the knowledge and skills needed for a leadership position in a school setting. These courses include concepts of leadership administration, supervision, and curriculum development. The program consists of 36 semester hours of study and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the New Jersey State Department of Education. Upon completion, U.S. citizens will be eligible to apply for the initial certification for a New Jersey School Principal License, as well as a Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code. Courses that lead to Supervisor Certification are noted with the following: †. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

Admission Requirements:

- Undergraduate degree from an accredited college or university
- Competitive GPA

Competitive scores on the Graduate Record Examination—

For test waiver information, please visit

www.tcnj.edu/~graduate/application.html.

Teaching certificate or evidence of successful educational experience under a valid provisional or standard New Jersey or equivalent certificate (NJAC 6A:9-12.5)

At least three completed years of successful teaching or educational experience, as noted above, at time of application

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

- Successful completion of master's or post-master's program
- Documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent certificate (NJAC 6A:9-12.5)
- Pass a state-approved examination
- File application for certification with the TCNJ STEP office

Program Requirements:

36 credits

Required Courses:

- Research:** 3 cr.
EDFN 508/Introduction to Research
- Foundations and Multicultural Education:** 3 cr.
EDFN 520/Social Problems and Education
- OR
EDFN 521/Cultural Foundations of Education
- Specialization:** 18 cr.
EDAD 525/Introduction to Educational Administration
EDAD 530/Group Dynamics for Educational Leaders
EDAD 540/School Finance
EDAD 572/School Law
†EDAD 617/Advanced School Leadership: Supervision/Admin
†SUPV 520/Staff Supervision

†These courses may be applied toward the Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code.

*Students in the Educational Leadership Program (Principal) or taking courses for Supervisor Certificate should be aware that the curriculum is designed to comply with the State of New Jersey's Administrative Code. Consequently, the School of Education may have to alter graduation and/or certificate requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

Curriculum:**6 cr.**

†CURR 514/Curriculum Theory and Practice

AND

†CURR 555/Advanced Study of Curriculum Development for Children and Adolescence

OR

†ELEM 555/Advanced Study of Curriculum Development for Children and Adolescence

OR

EDAD 660/Computer Applications in Educational Leadership

Practicum:**6 cr.**

Students who were accepted into the program Before September 1, 2008 must complete EDAD 688/Practicum/Seminar in School Administration (a 3 credit, one semester course) and EDAD 660/Computer Applications in Educational Leadership as an independent study.

Students who are accepted On or After September 1, 2008 must complete the following (taking one 2 credit course per semester):

EDAD 691/Fall Internship in Educational Leadership I

EDAD 692/Spring Internship in Educational Leadership II

EDAD 693/Summer Internship in Educational Leadership III

Culminating Experience Requirement:

REGS 999/Comprehensive Examination

Post-Master's Certification Program in Educational Leadership (EDAD_SCT03)*Stuart Carroll, *Academic Advisor, Graduate Global Programs in Educational Leadership*

The Post-Master's Certification Program in Educational Leadership is an intensive graduate program designed to provide educators with the knowledge and skills needed for a leadership position in a school setting. The program consists of 30 credit hours of study and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the New Jersey State Department of Education. Upon completion, U.S. citizens will be eligible to apply for the initial certification for a New Jersey School Principal License. They may also apply for Supervisor Certification with the completion of additional curriculum coursework, provided the candidate meets all requirements of the current New Jersey Administrative Code. Courses that lead to Supervisor Certification are noted with the following: †. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

Admission Requirements:

Undergraduate and graduate degree from an accredited college or university

Competitive GPA

Teaching certificate or evidence of successful educational experience under a valid provisional or standard New Jersey or equivalent certificate (N.J.A.C 6A:9-12.5)

At least three completed years of successful teaching or educational experience, as noted above, at time of application

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

Successful completion of master's or post-master's program

Documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent certificate (N.J.A.C 6A:9-12.5)

Pass a state-approved examination

File application for certification with the TCNJ STEP office

Program Requirements:

30 credits

Required Courses:**30 cr.**

†CURR 514/Curriculum Theory and Practice

EDAD 525/Introduction to Educational Administration

EDFN 508/Introduction to Research

†SUPV 520/Staff Supervision

EDAD 540/School Finance

EDAD 572/School Law

†EDAD 617/Advanced School Leadership: Supervision/Admin

EDAD 691/Fall Internship in Educational Leadership I

EDAD 692/Spring Internship in Educational Leadership II

EDAD 693/Summer Internship in Educational Leadership III

Additional Program Options:

Students must take the following course if they wish to obtain Supervisor Certification.

†CURR 555 or †ELEM 555/Advanced Study of Curriculum Development for Children and Adolescence

EDAD 530/Group Dynamics for School Leaders

EDAD 660/Computer Applications (Global Students only)

EDFN 520/Social Problems in Education

EDFN 521/Cultural Foundations of Education

Principals' Training Center

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

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

In order to earn TCNJ graduate credit for PTC courses, students must pay PTC an additional fee and complete an additional assignment to be graded by their PTC instructor in order to meet TCNJ graduate course equivalency requirements. Students do not need to apply to TCNJ or pay a TCNJ graduate school application fee to obtain credit.

To learn more about content and schedules, go to the PTC Web site at www.theptc.org.

Teacher Certification for International Schools: (ELEC_SCT01—Elementary) and (SECE_SCT01—Social Studies; SECE_SCT02—Math; SECE_SCT03—Science; SECE_SCT04—English)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.

†These courses may be applied toward the Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code.

*Students in the Educational Leadership Program (Principal) or taking courses for Supervisor Certificate should be aware that the curriculum is designed to comply with the State of New Jersey's Administrative Code. Consequently, the School of Education may have to alter graduation and/or certificate requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

Secondary (IOTS) certification is available in mathematics, English, social studies, biology, physical science (chemistry and physics). 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
- ELEC_SCT01—60 undergraduate credits in liberal studies, including two college-level courses in each of the following subjects: English, mathematics, science, social studies (including at least one course in U.S. history)
- SECE_SCT01 through SCT04—30 undergraduate credits in core content (Also see Graduate Opportunities section of Bulletin)

ELEC_SCT01—Elementary:

- Program Requirements:**
- 25 credits
- Grade of B– or better in Internship II

Required Courses:

- Foundations and Multicultural Education:** 3 cr.
- EDFN 520/Social Problems and Education
- or
- EDFN 521/Cultural Foundations of Education
- Specialization:** 22 cr.
- SPED 501/Students with Disabilities in Our Schools
- RDLG 579/Content Area Literacy
- EPSY 523/Advanced Child and Adolescent Development
- VCPD 530/Learning to Read
- ELEM 663/Advanced Trends
- ELEM 694/Internship I (3 cr.)
- or
- EDFN 508/Introduction to Research and Data-Based Decision Making (Johannesburg only)
- ELEM 695/Internship II (4 cr.)

New Jersey Certification Examination: Praxis II-Elementary School: Content Knowledge

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

SECE_SCT01 through SCT04—Secondary:

- Program Requirements:**
- 25 credits
- Grade of B– or better in Internship II

Required Courses:

- Foundations and Multicultural Education:** 3 cr.
- EDFN 520/Social Problems and Education
- or
- EDFN 521/Cultural Foundations of Education
- Specialization:** 22 cr.
- SPED 501/Students with Disabilities in Our Schools
- RDLG 579/Content Area Literacy
- EPSY 523/Advanced Child and Adolescent Development
- VCPD 590/Content Area Methods
- SCED 663/Advanced Trends
- SCED 694/Internship I (3 cr.)
- or
- EDFN 508/Introduction to Research and Data-Based Decision Making (Johannesburg only)
- SCED 695/Internship II (4 cr.) with earned grade of B– or better

New Jersey Certification Examination: Appropriate Praxis II Test

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

Performance Learning Systems (PLS)

The Office of Global Programs and Performance Learning Systems (PLS) work together to offer innovative, online graduate courses to meet the academic and professional needs of those who wish to take advantage of the benefits of a distance learning experience. At present, students may enroll in the following graduate courses: Effective Classroom Management (VCPD 520), Learning to Read (VCPD 530), Reading to Learn (VCPD 540), Teaching Through Learning Channels (VCPD 550), and Secondary Content Methods (VCPD 590), which are offered in the fall, spring, and summer terms. To learn more about content and schedules for the courses, go to the PLS Web site at www.plsweb.com.

Courses Available through PLS

VCPD 520/Effective Classroom Management (Online) 3 cr.

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

Create a positive classroom climate:

- Design the physical classroom environment.
- Establish teaching rules and routines.
- Appreciate the importance of the first days of school.
 - Minimize misbehavior.
 - Administer discipline with the brain in mind.
- Deal with misbehavior and consequences.
- Develop effective strategies:
 - Utilize reflective practices to adjust classroom management strategies.
 - Identify teacher and parent roles in promoting responsibility and learning.
 - Recognize ways in which diverse populations affect classroom management.
 - Understand learning styles and their application to classroom management.

VCPD 530/Learning to Read: 3 cr.

Beginning Reading Instruction (Online)

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

- Apply a balanced and integrated approach:
 - Teach phonemic decoding, comprehension strategies, and literature appreciation.
 - Encourage independent reading, using a variety of types of texts.
 - Explore relationships among words to teach vocabulary.
 - Use writing to foster greater understanding of text.

- Develop effective practices for teaching reading proficiency skills:
 - Phonemic awareness
 - Phonological awareness
 - Decoding
 - Fluency
 - Comprehension
- Prevent reading failure through intervention and assessment:
 - Screen students using informal assessments.
 - Monitor students' progress.
 - Establish an effective intervention system.

VCPD 540/Reading to Learn:

Comprehension Instruction (Online)

3 cr.

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

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

VCPD 550/Teaching through Learning Channels (Online)

3 cr.

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

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

VCPD 590/Secondary Content Method (Online)

3 cr.

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

Professional Development

Regional Training Center: Professional Development for Teachers

The School of Education at The College of New Jersey has partnered with the Regional Training Center (RTC) in order to provide graduate-level professional development course work, as well as courses leading to a Master of Education in Educational Leadership—Instruction (see EDAD_MED05 in the School of Education section of this bulletin). 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 TCNJ. Students who are interested in applying for matriculation into the Master of Education program should see the Frequently Asked Questions document on the Web at <http://graduate.pages.tcnj.edu/academic-programs/regional-training-center/> for information on transfer and use of previous course work. Students who apply for matriculation into one of TCNJ's other Master of Education programs may apply a maximum of 6 credits as elective credit, pending approval by the graduate program coordinator. Elective credit requirements vary by specialization, and students must contact their graduate program coordinator prior to registration for course approval. A sample of RTC course work is listed below. For a full listing of courses available and to register for these courses please contact:

Regional Training Center
486 Route 10 West
Randolph, NJ 07869
800.433.4740
www.theRTC.net

A Sampling of Courses Available through the Regional Training Center

EDPD 536/Universal Design for Learning: Reaching All Learners in the Digital Age 3 cr.

This course will provide practical, hands-on, digital-age solutions to reach and teach all learners. Universal Design for Learning (UDL) is a framework to help educators meet the challenge of teaching diverse learners in 21st century. UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that enable students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom. A laptop computer with WiFi capability is required to participate in this course.

EDPD 542/Assessment Techniques: Assessing for Student Learning 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.

EDPD 544/Increasing Student Responsibility and Self-Discipline in Learning Communities 3 cr.

This course provides a three-dimensional model for understanding why certain students act irresponsibly inside and outside the classroom. It involves an intrapersonal approach that focuses on students' internal dialogue, and helps them resolve their inner conflicts, develop more productive self-talk and become more responsible and self-disciplined.

EDPD 545/Encouraging Skillful, Critical and Creative Thinking 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. Topics include the thoughtful and respectful classroom, specific thinking skills and processes, questioning frameworks and methods, metacognition and reflection, graphic organizers, and cooperative learning to enhance thinking.

EDPD 546/The Culturally Distinctive Classroom 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 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 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.

EDPD 552/From Challenge to Success: ADHD, LD and the Spectrum!

Today's classrooms include a spectrum of learners who have different levels of attention, learning, communication, and behaviors. This course is designed to offer educators a spectrum of instructional strategies.

Learn how to apply research-based educational strategies to advance the knowledge and skills of your students with exceptionalities. This includes, but is not limited to students with ADHD, autism, intellectual, learning, sensory, and emotional differences. Tap into your students' strengths with appropriate interventions and curriculum practices.

EDPD 553/The Kinesthetic Classroom: Teaching and Learning through Movement 3 cr.

Enliven your K–12 classroom and content through the use of dynamic movement and kinesthetic activity. Participants will explore the connection between movement and the brain. Topics will include implicit learning, why movement enhances the learning process, class cohesion activities, attaching kinesthetic activities to content, brain breaks, energizers and movement-oriented content games. By using movement, academic standards can be met, test scores can be improved and important life skills can be developed. This course involves optional physical activities.

EDPD 555/Skills and Strategies for Inclusion and Disability Awareness 3 cr.

Students will gain a deeper understanding of disabilities and examine 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 the management of their specific classroom environments.

EDPD 556/Motivation: The Art and Science of Inspiring Classroom Success**3 cr.**

Research has shown that a traditional reward-punishment model does little to promote student achievement; however, concrete researched-based ways to motivate students do exist. The qualities of motivation as it applies to the teaching and learning process will be examined and experienced in diverse ways: the human needs that bond teachers and students; the driving force behind all human behavior; inspiration and peak performance for both teachers and students on a daily basis; energizing classroom strategies that make a meaningful difference; and motivational frameworks that encourage change and achievement.

EDPD 558/The Gendered Brain**3 cr.**

Participants will examine the current research on the developmental, functional, and structural similarities and differences in the male and female brains. They will research and discuss the effects of gender differences and how to provide educational equality enhancing each student's personal worth and meaning. This course will expose educators to a variety of gender-specific activities that will further enhance their teaching styles and techniques.

EDPD 560/Brain-Based Teaching and Learning**3 cr.**

Students will learn how the brain processes information, the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self-concept.

- Learn when to present new material.
- Improve processing and retention through various techniques.
- Understand the power of transfer in the teaching/learning process.
- Learn more about left-/right-brain preferences and developing higher-level thinking.

EDPD 561/The Cooperative Classroom**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 that helps teachers decide which structures to use at different points in the instructional cycle.

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

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. As part of the course, students will learn over 50 strategies to use the moment misbehavior occurs and increase student achievement.

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 in all subject areas. Teachers will have hands-on experience that encourages students to be active learners and to help prepare them for assessments based on state standards and benchmarks. 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 balanced-literacy approach to the integration of writing in all curriculum areas:

- 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.
- Performing authentic assessment in writing.

EDPD 570/Differentiated Instruction**3 cr.**

The focus of this course is to provide a framework for designing effective instruction for all students using differentiated instruction (DI). Participants will investigate the theoretical background, rationale, and principles of differentiated instruction and translate them to their classroom settings. Course instruction will include modeling of DI principles and strategies.

Graduate Course Descriptions

School of Education

COUN 501/Introduction to Counseling 3 cr.

Prerequisite: Permission of department

The purposes of this course are to provide students with an orientation to the counseling profession and to teach students basic skills for writing professional manuscripts in counseling and for counseling clients. The course begins with studies of the profession of counseling, including an overview of the history of counseling, professional counseling organizations and issues, major counseling specialties, requirements for counselor license and certification, and the ethical and legal issues in counseling. The course includes a laboratory component in which students learn the stages of the counseling process, the microskills of counseling, conventions for writing professional counseling manuscripts, and strategies for researching topics in counseling.

COUN 515/Statistics and Research in Counseling 3 cr.

Prerequisite: Permission of department

Study of the organization, analysis, summarization, and interpretation of counseling data with special emphasis on developing research projects involving counseling data. The interrelationships among statistics, measurement, and research design are examined. Training in reading and interpreting counseling research literature is provided.

COUN 530/Multicultural Counseling 3 cr.

Prerequisite: Permission of department

The purpose of this course is to provide students with an introduction to multicultural counseling and to increase their awareness and understanding of, as well as their ability to competently counsel, individuals evidencing diversity in culture, race and ethnicity, family, nationality, language, age, gender, sexual orientation, socioeconomic class, religion and spirituality, and mental and physical abilities.

COUN 535/Career Counseling and Placement 3 cr.

Prerequisite: Permission of department

The purpose of this course is to provide students with an understanding of career development and the role of the career counselor. The course is designed to examine theories of career development and decision making, sources of occupational information, and methods of career counseling, assessment and program planning. Both theory and the practical application of career counseling will be explored through lectures, class discussions, readings, writings and projects. Students will have the opportunity to practice various career counseling techniques and gain an understanding of their own career development. Ethical and legal issues, contemporary trends and application of career counseling models to a variety of populations in school and community settings will be explored.

COUN 545/Community Agency Counseling 3 cr.

Prerequisite: Permission of department

This course is designed for the students in both Community Counseling and School Counseling Programs who hope to learn the fundamentals of community agency counseling. Understanding the nature of the clientele and the concerns they bring to counseling, counselor roles, identification of effective treatment modes, client advocacy, and collaborative work among the helping professionals are considered. Use of the DSM and treatment planning will be reviewed. Assessment procedures that are useful in community counseling settings will be explored.

COUN 551/Substance Abuse and Addiction: Individual, Family, and Society 3 cr.

Prerequisite: Permission of department

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes, and the reinforcement of drinking and drug use, are examined. Basic knowledge and attitudes that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed.

COUN 552/Prevention Strategies for Schools and Communities 3 cr.

Prerequisite: Permission of department

This course will help provide the groundwork for the prevention professional to implement a comprehensive program, supported by scientifically based prevention principles, that includes measurable goals, objectives, timelines, and an evaluative process. Prevention theory and strategies for educating the public about risk and resiliency factors associated with youth behaviors will be presented. Although there will be a focus on the prevention of drug and alcohol use, the course will also focus on other areas of risk for youth including gambling, eating disorders, suicide, Internet use and more. The role of media in substance abuse prevention will be addressed. This course will discuss various aspects of culture in a broader sense to help professionals understand the relevance of culture in prevention-program planning.

COUN 553/Treating Substance Abuse and Co-Occurring Disorders (formerly COUN 550) 3 cr.

Prerequisite: Permission of department

The purpose of this course is to facilitate the learning of specific techniques for counseling individuals and their families who are affected by substance abuse, chemical dependency and co-occurring disorders. An emphasis will be placed on strategies for addressing the full spectrum of substance abuse problems from problematic use to abuse to dependence and addiction, with specific attention given to increasing students' sensitivity to the diverse needs of substance abusing individuals who suffer from co-occurring medical and psychiatric disorders. The development of competency in the professional treatment of substance use and co-occurring disorders is stressed.

COUN 554/Student Assistance Coordination in the Schools 3 cr.

Prerequisite: Permission of department

This course addresses the needs of school personnel responsible for the coordination of substance awareness activities. The issues of education, prevention, and intervention with school-age youth affected with alcohol and drug problems are investigated. Specific programs and techniques for the appropriate developmental levels of school-age youth will be addressed. Current curricula, specific counseling techniques, family involvement, and referral sources will be addressed in accordance with the framework of approved school policy.

COUN 555/Differential Diagnosis and Treatment Planning 3 cr.

Prerequisite: Permission of department

This course is designed to provide students with the introductory knowledge necessary for counselors to begin their work in diagnosing and planning treatment for clients suffering from mental disorders. This complex task requires that students have an understanding of psychopathology and the various mental disorders as defined in the current version of the Diagnostic and Statistical Manual of Mental Disorders. Students will learn how to make accurate multiaxial diagnoses and be able to describe its implications for treatment. The necessity of recognizing cultural considerations throughout the assessment and treatment process will be reviewed.

COUN 560/Counseling Girls and Women 3 cr.

Prerequisite: Permission of department

Issues relevant to counseling women clients will be covered. Sex differences in psychological disorders, the roles and status of women, and sex bias in counseling will be examined. The needs of special groups of women will be presented. Special skills in counseling women will be studied both didactically and experientially.

COUN 561/Counseling Boys and Men 3 cr.

The purposes of this course are to provide students with accurate information about the emotional lives of boys and men and to suggest effective strategies for counseling these populations in school and agency settings. Students will explore their implicit assumptions about boys and men and how those assumptions might impact their work as counselors. Myths about boys and men will be dispelled, and some of the common problems of boys and men will be described. Cultural

variations in masculinity and diverse types of male sexual orientation will be reviewed. Important therapeutic challenges (e.g., using a strength-based approach to counseling and addressing problems such as misogyny and homophobia in males) will be discussed. The contributions of fraternal humanitarian clubs, men's support groups, and profeminist organizations will be highlighted. Students will identify ways to adjust the traditional process of counseling to match the relational styles and needs of boys and men and the cultural background of the client. Strategies for establishing rapport and intervening with special populations of boys and men (e.g., aggressive males, boys and men who have been sexually abused, depressed and suicidal males) will be recommended.

COUN 580/Counseling the Aged 3 cr.

Prerequisite: Permission of department

A study of the demographic characteristics, developmental transitions, psychosocial theories, life crises, and referral resources unique to older adulthood. Students will integrate this information into counseling strategies and program-planning skills specific to the needs of the aged and the practice of gerontological counseling.

COUN 597/Special Topics in Counseling 1–6 cr.

Prerequisite: Permission of department

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

COUN 600/Introduction to Marriage, Couple, and Family Counseling and Therapy 3 cr.

Prerequisite: Permission of department

This course is designed to provide both the theoretical constructs and practical application of systemic family therapy and counseling with case studies appropriate for various clinical settings. Each learner will be expected to explore one's own family, including the family of origin, to gain a greater understanding of how the learner's family background influences his/her approach to therapy/counseling.

COUN 601/Theory and Development of Family Systems 3 cr.

This course is an in-depth exploration of family development through the study of a model of therapy based on the family of origin of the therapist. The history of marriage and family therapy will be presented and the progression of family development will be considered for incorporation into one's personal model of therapy. Through the development and presentation of a personal genogram, students will become familiar with their own family patterns and learn how those patterns influence their work as therapists as well as how a family system grows and develops throughout the life cycle. Attention will be given to skill development through genogram presentation, feedback and case review.

COUN 602/Assessment and Intervention in Marriage, Couple, and Family Counseling and Therapy 3 cr.

This course will focus on in depth understanding of theoretical concepts of the major models of family systems therapy with an emphasis on assessment and intervention strategies. Students will learn about the assessment of families and couples using the four step structural model. Assessment techniques consistent with the other major models of family therapy will also be explored. Standardized tools of family and couple assessment will be included in the learning process. Treatment planning, goal setting, development of interventions, facilitation of change, termination, and therapist use of self will be discussed in relation to each phase of the therapeutic process. The effects of multicultural issues on families and the changing socio-political climate will be an essential aspect of the course.

COUN 603/Laboratory in Marriage, Couple, and Family Counseling and Therapy 3 cr.

Through experiential skill-building exercises, video, role play and case discussions, this course provides students with an intensive laboratory training experience in marriage and family therapy. Opportunities to demonstrate conceptual knowledge and practice intervention skills throughout the progressive phases of treatment will be offered. Specific models of therapy will be demonstrated and learned through experience.

COUN 604/Couples in Relationship 3 cr.

The purpose of this course is to examine systemic models of therapy used in working with couples. Attention will be given to specific issues such as sexual dysfunction, infertility, changes in socioeconomic status, domestic violence, separation and divorce, inter-cultural couples, and other issues relevant to the assessment and treatment of couples. All issues will be discussed within the contexts in which couples live and work. Conceptual frameworks and their clinical applications will be examined through reading, videotapes, and practice. Race, gender, ethnicity, social class, spirituality and their effects on the couple relationship will be included. Learning is not limited to heterosexual couples, but also to same sex couples, couples in committed relationships and in uncoupling. Students should be prepared to discuss the readings in class, to participate in presentations, and to write a final paper on an issue of their choice effecting couples.

COUN 605/Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy 3 cr.

This course examines the ethical, legal and professional issues unique to professional counselors, school counselors and marriage and family therapists. Special attention is given to principles of ethical decision-making, professional codes of ethics, ethical concepts and considerations within the context of counseling and therapy. Legal concepts, sources and types of law, professional liability, confidentiality and privileged information, as well as risk management are reviewed. Professional identifications and training, licensure and certifications, accountability, marketing and research are discussed.

COUN 606/Practicum in Marriage, Couple, and Family Therapy 3 cr.

This course is designed to examine, through application of treatment models, the process of therapy and counseling. It will provide a foundation for practicum students to relate clinical experience to empirical studies of the treatment of couples and families. Case presentations from clinical settings, as well as treatment sessions and live observation in the TCNJ Clinic, will be the basis for learning.

COUN 607/Internship in Marriage, Couple, and Family Therapy 3 cr.

This internship is designed to provide an intensive, supervised clinical field experience in marriage, couple, and family counseling and therapy. Internship totals 250 hours, which includes participation in a weekly clinical supervision seminar on campus, a minimum of 200 hours of clinical field work at the TCNJ Clinic and one hour of individual supervision per week by an on-site supervisor (approved by the department). Live, videotaped and simulated sessions as well as self, peer, and supervisor evaluations of conceptual and direct practice skills are an integral component of the clinical experience. Emphasis will be placed upon the assessment and intervention of family systems, the impact of other systems on the clinical issues, use of community and referral sources, the ability to prepare and present cases to the class and the awareness of the effects of the therapist on the therapeutic process.

COUN 660/Organization, Administration, and Supervision of School Counseling 3 cr.

The purpose of this course is to provide students with an understanding of the organization and administration of school counseling services including the comprehensive and developmental nature and functions, context, coordination, integration, and evaluation of the school counseling program within the total school community.

COUN 670/Counseling Theory and Techniques 3 cr.

Prerequisite: COUN 501

The purposes of this course are to provide students with an understanding of the major theories of counseling and their related techniques and to apply theoretical material to case studies. Students will be exposed to an overview of current approaches to psychological counseling, including psychodynamic, existential-humanistic, cognitive-behavioral, and systems approaches. Emphasis is on both theory and practical applications of the various approaches. Through lectures, class discussions, readings, videos, writings, experiential exercises and role play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling.

COUN 672/Advanced Counseling Theory and Techniques 3 cr.**Prerequisites:** COUN 501 and 670

An advanced study of counseling theories with particular emphasis on theory application. Students will be expected to demonstrate their counseling effectiveness within the definitions of selected theories. This course will be part theory and part laboratory experience.

COUN 675/Group Counseling 3 cr.**Prerequisites:** COUN 501, 670 (COUN 675 may be taken concurrently with COUN 670 with advisement)

Through didactic and experiential learning activities, this course provides an introduction to group counseling that enables students to explore the nature and function of various types of groups; basic principles of group dynamics; ethical, legal and professional issues; leadership and group development; member roles and functions; theoretical approaches to group counseling; how to design and lead groups across the human lifespan; and the nature and impact of their own interpersonal styles of behavior on their roles as both group members and group leaders.

COUN 677/Group Leadership Skills 3 cr.**Prerequisites:** COUN 675 and permission of instructor

Study and practice of professional skills and behaviors that enable the group leader to activate and maintain effective counseling groups. Focus will be on how the leader capitalizes on group forces to encourage member goal achievement. (Limit six students with permission of instructor.)

COUN 680/Practicum in Counseling and Testing 3 cr.**Prerequisites:** COUN 515, 670, and 675 and EPSY 643

The development of effective counseling behaviors and practice test selection, administration, scoring, and interpretation through laboratory experience. The focus is on an integration of counseling theory and practice and educational testing.

COUN 687/Faculty-Student Research 3 cr.**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

COUN 690/Practicum Seminar 3 cr.

The purpose of this course is to provide counselors-in-training (CITs) with highly supervised counseling experiences. CITs will establish counseling relationships with appropriate clients, develop and implement counseling interventions and work within the structure of a counseling site. CITs are required to participate in a practicum placement experience specific to their counseling program specialization. The practicum placement will be approved and supervised by the college. Field visitations as well as individual supervision and group consultation will be integral parts of this practicum experience.

COUN 693/Internship (One Term) or COUN 694/695 (Two Terms) 6 cr.

The purpose of this course is to provide students with an intensive, supervised on-the-job counseling experience specific to students' counselor education program specialization and totaling a minimum of 600 hours. Emphasis will be upon analyzing and strengthening the application of counseling skills, maximizing utilization of community resources and facilities, and identifying and developing the consultation skills needed to negotiate professional counseling and administrative systems. Internship placements will be approved and consulted by the college. Advanced-level, weekly individual supervision sessions and participation in internship classes are required components of this internship experience.

COUN 697/Independent Study in Counseling 1-3 cr.**Prerequisites:** COUN 501 and permission of department

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

COUN 698/Department Project in Counseling 1-6 cr.**Prerequisites:** COUN 501 and permission of department

Provides opportunities for in-depth study in an area of interest to the student and/or participation in an activity related to counseling and personnel services.

COUN 700/Comprehensive Examination: Counseling

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See the Department of Counselor Education's Student Manual for details.

CURR 514/Curriculum Theory and Practice 3 cr.

This course examines the historical and philosophical foundations of curriculum development. It discusses the social and political influences on the planning, implementation and evaluation of curriculum, instruction and learning.

CURR 555/Advanced Study of Curriculum Development for Children and Adolescents**Prerequisite:** CURR 514 or permission from instructor

A course designed to analyze, plan, develop and evaluate modern school curriculum. Emphasis will be placed on basis for decision making, processes for curriculum evaluation and improvement, and emerging developments in school curriculum.

CURR 616/Curriculum Development in the Urban School 3 cr.**Prerequisite:** CURR 514

Enables students to determine and apply skills, techniques, and understanding necessary to plan and implement a relevant curriculum for urban youth.

CURR 635/Curriculum Change Strategies 3 cr.**Prerequisite:** CURR 514

An examination of the process by which curriculum implementation and infusion occur. An investigation of a number of organizational development (OD) models and their application to curriculum implementation and infusion.

DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals 3 cr.**Prerequisite:** none, SLP 340 is recommended

Through readings, field trips, interviews with deaf and hard of hearing students, class discussion, and independent research, the course will explore the basic elements of assistive listening devices, cochlear implants, and aural habilitation as they apply to the education of deaf and hard of hearing children. Topics include anatomy and physiology of speech and hearing mechanisms, auditory disorders, newborn screening, audiometric testing, hearing aids, assistive listening devices, cochlear implants, and auditory habilitation techniques.

DFHH 530/Speech Development for the Deaf and Hard of Hearing 3 cr.

Techniques for developing and refining speech skills with students who are deaf and hard of hearing. Typical speech problems displayed by this population are highlighted along with various formal and informal assessment protocols. The use of technology and the delivery of speech services are also emphasized.

DFHH 597/Special Topics in Deaf Education 1-6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

DFHH 690/Student Teaching—Deaf and Hard of Hearing 6 cr.**Prerequisite:** Permission of the program coordinator

A semester of field experience working in classes for the deaf and hard of hearing under the direction of cooperating teachers certified in education of the deaf and hard of hearing. The student gradually assumes responsibility for planning, teaching, and directing the learning activities of the classes.

DFHH 697/Independent Study Education of the Deaf and Hard of Hearing 1-6 cr.**By permission only**

In-depth independent exploration of a specific topic under the individual supervision of a faculty member.

DFHH 700/Comprehensive Examination: Special Education

All candidates for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program and demonstrate that he/she has met

New Jersey professional teaching standards and competencies in preparation for both elementary teaching and special education.

ECED 504/Teaching Young Children 3 cr.

Review of the development of preschool education, characteristics of young children, basic practices in early childhood teaching, and recent trends and issues. Importance of experiences in guiding learning, observation, and participation.

ECED 520/Early Childhood Administration and Management 3 cr.

Workshop study of: administrative alternatives; management responsibilities; selection, training, and evaluation of staff; fiscal planning; record-keeping; computer applications; and regulatory procedures in child care centers.

ECED 550/Supervision in Early Childhood Education 3 cr.

Study and analysis of the competencies and skills needed by early childhood education supervisors to carry out the required responsibilities and services. It will provide a variety of organizational structures, program models, and staff roles in the child development field, with emphasis upon practical application, including such topics as leadership skills development, clinical supervision, assessment processes, and goal setting.

ECED 560/Curriculum Experiences for Young Children 3 cr.

Basic concepts underlying a desirable curriculum for young children. The role of the teacher in curriculum planning. Emphasis upon the major curriculum areas.

ECED 597/Special Topics in Early Childhood Education 1–6 cr.

An advanced course devoted to an in-depth study of current specialized topics selected by the faculty and approved by the department.

ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy 3 cr.

An advanced course devoted to an in-depth study in emergent and early literacy in a multicultural context.

ECED 640/Development and Learning of the Young Child 4 cr.

In this course, the student learns to apply research and theory in child development from infancy through middle childhood to learning. The physical, cognitive, language, and social/emotional domains are examined. A chronological approach, which also addresses the cultural and contextual influences on development, is followed. In the practicum portion of the course, the student conducts a performance-based assessment in the classroom.

ECED 651/P–3 Internship I 1 cr.

This is the first semester of a two-semester block. It will be completed at the intern's P–3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by an on-site supervisor.

ECED 652/P–3 Internship II 1 cr.

This is the second semester of a two-semester block. It will be completed at the intern's P–3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by an on-site supervisor.

ECED 655–656/Clinical Seminar in Early Childhood Education I and II, 5 clock hours each semester 0 cr.

These seminars accompany the P–3 Mentored Internships ECED 651 and ECED 652. They offer interns the opportunity to discuss and reflect upon field-based work, and to make connections between theory and practice.

ECED 670/Seminar: Current Issues and Trends in Early Childhood Education 0 cr.

Prerequisite: This course should be taken concomitantly with EDUC 615. Students should have completed all other required courses in the MAT EDEK program prior to taking this course.

This course examines current trends and issues in the education of children from birth through age 8. A primary focus of the course is the analytical treatment of articles and research on topics relevant to young children. Major topics emphasized are innovations in school and classroom organization; recent developments in curriculum; current trends in evaluation and developmentally appropriate assessment; implications of PL 94–142 and other diversity legislation addressing

gender, culture, ethnicity, and special needs; competing viewpoints in the care and education of children, ages birth through 8; and advocacy opportunities for early childhood education professionals.

ECED 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

ECED 695/Master of Arts in Early Childhood Education Internship II 6–10 cr.

Prerequisite: Successful completion of MAT Internship I (EDUC 694)

The Internship II experience will be a full semester in an early childhood education classroom. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

ECED 697/Independent Study in Early Childhood Education 1–3 cr.

Prerequisite: EDFN 500, 520, or 521

An in-depth exploration of a topic within a specific area of the discipline involving supervised teaching, research, and regular conferences with the faculty adviser.

ECED 700/Comprehensive Examination in Early Childhood Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

EDAD 525/Introduction to Educational Administration 3 cr.

This course provides a comprehensive overview of the field of educational administration. It examines the historical, social, and political perspectives of the field; it explores the principles and practices of effective school leadership.

EDAD 530/Group Dynamics for Educational Leaders 3 cr.

This course is designed to study the intrapersonal and interpersonal skills essential for leaders to facilitate the development of cultures and climates which optimize success for all members of the school community. Topics include effective communication, team building, decision making, problem solving and the people side of change.

EDAD 540/School Finance 3 cr.

This course explores the institutional basis and economics of school finance. It provides a comprehensive overview of the development, implementation, and evaluation of budgets, and compares funding sources in the public and educational sectors.

EDAD 572/School Law 3 cr.

Students in this course study federal and state laws affecting the rights, privileges, and duties of administrators, teachers and ancillary personnel. Attention is given to the influence of government, finance, collective bargaining, and other pertinent school-related factors.

EDAD 597/Special Topics in Educational Administration 3 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

EDAD 617/Advanced School Leadership: Supervision/Administration 3 cr.

Prerequisites: EDAD 525 and SUPV 520

This course offers an analysis of the administrative process in theory and practice in contemporary schools. Topics will include examination of leadership theory and styles, school organizations, instructional leadership, school/community relations, and the effective use of data base decision making.

EDAD 653/School Personnel Administration 3 cr.

Prerequisite: EDAD 525

A study of the administrative and organizational processes involved in school personnel management. Emphasis will be placed upon strengthening competencies in the development of personnel policies

and practices; social systems management; and recruitment, retention, and exit procedures for both professional personnel and support staff.

EDAD 660/Computer Applications in Educational Administration 3 cr.
ONLY for Global students

No computer experience is necessary.

This course includes an examination of the relationship and role of computer application to educational administration. Students will develop competencies in scheduling, attendance, grading systems, inventory, personnel records, and other administrative functions. Relevant research to be studied.

EDAD 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

EDAD 691/Internship in Educational Leadership I 2 cr.

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Fall Practicum is on the responsibilities, tasks, and activities typically encountered by leaders in establishing a high performance learning culture. Through field based experiences, students should seek opportunities to learn how a leader emphasizes and reinforces the importance of teaching and learning goals that are consistent with school improvement plans.

EDAD 692/Internship in Educational Leadership II 2 cr.

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Spring Practicum is on the responsibilities, tasks, and activities to help the student gain self-confidence in administrative decision making as related to the use of data to maintain and establish a high performance learning culture. Through field based experiences, students should seek opportunities to learn how a leader prepares for standardized testing, professional development opportunities and brings closure on a school year.

EDAD 693/Internship in Educational Leadership III 2 cr.

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Summer Practicum is on the responsibilities, tasks, and activities typically encountered by leaders in preparation for beginning a school year. Through field based experiences, students should seek opportunities to learn how a leader readies the setting for a new school year.

EDAD 697/Independent Study in Educational Administration 1–3 cr.

Prerequisites: EDAD 525 and at least 3 credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

EDAD 698/Department Project in Educational Administration 1–3 cr.

Prerequisites: EDAD 525 and at least 3 credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline, involving supervised reading, research, and regular conferences with the faculty adviser.

EDAD 700/Comprehensive Examination: Educational Leadership

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

EDFN 500/Foundations of Education 3 cr.

This course draws on theoretical lenses associated with the field of educational foundations—historical, philosophical, anthropological—to gain deep structural understanding of the nature of education. This course fulfills the state of New Jersey requirements for multicultural education.

EDFN 508/Introduction to Research

and Data-Based Decision Making 3 cr.

This course is intended to (a) familiarize students with basic research concepts and their application within the field of education, (b) aid students in becoming well informed consumers of research, (c) highlight the tension between methodological ideals and real world data collection basic, (d) demonstrate how data can be used to inform school administrative, curricular and pedagogical practices, (e) provide students the opportunity to design an education based study on an issue of personal relevance.

EDFN 520/Social Problems and Education 3 cr.

This course examines social norms and the discriminatory practices enacted by institutional policies. Race, class, gender, sexuality, and ableism are among the topics to be explored. In addition, this course endeavors to prepare educators to become seekers of social justice who promote policies that will create more just and equitable educational opportunities in schools. This course fulfills the State of New Jersey requirements for multicultural education.

EDFN 521/Cultural Foundations of Education 3 cr.

This course examines education as a cultural phenomenon. By examining the relationship between community and school culture, this course interrogates how culture influences communication, school achievement, educator and student relationships, and curriculum. This course also draws on influences of multicultural education and critical pedagogy of education. This course fulfills the state of New Jersey requirements for multicultural education.

EDFN 697/Independent Study in Educational Foundations 1–3 cr.

Prerequisite: EDFN 500, 520, or 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

EDFN 698/Departmental Project in Educational Foundations 1–3 cr.

Prerequisite: EDFN 500, 520 or, 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

EDUC 501/Exploring Teaching 3 cr.

This course introduces students to the challenges they will face as they enter the field of teaching. Topics that may be examined include diversity, inclusion, impact of beliefs on teaching, and the influence on achievement. Students explore their commitment to becoming teachers who will advocate for social justice for all learners. It introduces the New Jersey professional teaching standards that all students are expected to meet as well as the New Jersey Core Curriculum Content Standards that guide them in their work with children. Students begin to develop an electronic portfolio that will be used to demonstrate their achievement of teaching standards throughout the program.

EDUC 510/Exploration of Classroom Inquiry 3 cr.

Prerequisite: Admission to Master of Education in Instruction program (EDAD_MED05)

Through readings, discussions, journaling, written assignments, and other activities, this course explores the history, philosophy, and practice of “teacher research” as a field. Through exploration of such questions as “What does teacher research look like?” and “What does teacher research mean for teachers?” the course prepares students to identify personal beliefs, attitudes, and assumptions while formulating their own inquiry questions. Learning goals include: 1) exploration and evaluation of major examples of classroom and teacher research theory and practice; 2) examination of assumptions and beliefs about teaching and their relationship to student learning, teacher knowledge, education reform, and school culture; and 3) development of a research agenda and critical perspective related to teaching practice.

EDUC 513/Collaboration, Consultation, and Partnerships 3 cr.

This course focuses on methods and approaches to facilitating partnerships for planning and decision making within educational and habilitative systems. Collaborative teaming skills and productive planning processes on behalf of children with disabilities will be

developed. Students will be guided through a series of lectures, readings, and activities that are designed to facilitate the basic understandings of the following: (1) parameters of collaborative teams and transdisciplinary approaches; (2) characteristics of effective teams, including membership, roles, responsibilities, and processes; (3) effective communication and conflict resolution among team members; (4) creative problem-solving and decision-making processes; (5) evaluating outcomes and change; and (6) the unique attributes of school-agency-family collaboration. This course is designed to provide experiences in skill development in a wide variety of approaches to team participation and facilitation. It is expected that the students will demonstrate these skills within their professional environment.

EDUC 601/Modes of Inquiry and Research 3 cr.

Prerequisites: Admission to Master of Education in Instruction program (EDAD_MED05) and EDUC 510

Expanding on work from EDUC 510, this course prepares students to develop the skills and dispositions needed to begin planning their own teacher research project, set within their own classroom context or educational setting. Students work individually, and in collaborative groups, to develop research plans for a project designed to address personal questions about teaching practice. Learning goals include: 1) understanding the relationship between research questions and methodology; 2) development of a research question and action plan for classroom inquiry-based study that students will conduct in their own school settings; and 3) development of personal and critical research skills as teacher-researcher and leader.

EDUC 602/Inquiry in Practice 3 cr.

Prerequisites: Admission to Master of Education in Instruction program (EDAD_MED05) and EDUC 601

This third course in the Research Core (following EDUC 510 and 601) guides students through the major phases (and predictable obstacles) of conducting a classroom-based teacher research project as well as a culminating presentation of findings, implications for teaching, and emerging questions. Emphasis is on collecting, analyzing, and writing about teacher research data, experiences, and discoveries. Learning goals include: 1) development of research skills related to writing professional-quality classroom-based research; 2) development of a "Poster Session" presentation of teacher research project; and 3) examination of the practical implications of research on multiple levels: classroomwide, schoolwide, and systemic.

EDUC 614/Creating and Sustaining Classroom Communities 3 cr.

This course will expose students to research-supported "best practices" in the areas of schoolwide behavior supports, classroomwide behavior supports, individualized behavior supports, as well as inclusion. The course promotes the development of a position of inquiry toward behavior that is reflective, proactive, and non-aversive. The emphasis is not merely on reactive- or deceleration-oriented approaches toward behavior but on prevention and quality-of-life changes. Students will develop varied skills, such as the ability to analyze the various models that are currently used; observe varied classroom- and school-based settings; use discipline-based tools of inquiry such as a functional behavioral analysis; identify strategies of instruction and classroom organization that create inclusive classroom communities; and widen their knowledge with respect to the best practices that are currently recognized as being effective. The discussions and experiences in this course should enable students to define their own position with respect to challenging behaviors by the end of the course. Discussion of student observation journals, case studies, video analysis, and other problem-solving exercises will be an ongoing part of this course.

EDUC 615/Capstone Experience: The Teaching Professional 0 cr.

This course will assist students in completing the exit requirements for the Master of Arts in Teaching program and prepare them for future roles as teacher-leaders. Emphasis is on three areas: (1) communication—verbal, written, and electronic; (2) the interpretation of information amassed across course work, and their integration into a personal and collective understanding of their profession; and (3) the creative presentation of these materials in a public arena as a demonstration of this self-knowledge, of mastery of their content knowledge, and of a

commitment to the teaching profession, specifically to the continuous investment of themselves to lifelong learning and to student learning.

EDUC 694/Internship I 3 cr.

The course includes observation and participation in a classroom under the guidance of a cooperating teacher and supervising professor. Topics discussed in on-campus sessions include curriculum, lesson and unit planning, individualizing instruction, cultural and socioeconomic diversity, classroom management, and measurement and evaluation of student progress. Students apply theoretical knowledge in their field placement, culminating in a week and a half full-time in the classroom. The internship takes place in an urban, culturally and linguistically diverse setting.

EDUC 700/Comprehensive Examination—Capstone Project

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

ELEM 515/-Conflict Resolution

One of the National Education Goals is the creation of safe and constructive learning environments. Educators are increasingly aware of the need to build community in classrooms and schools in order to help students have such environments. A key component of that is conflict resolution education. This course introduces participants to the broad field of conflict resolution education (including social and emotional learning, anti-bullying programs, peer mediation, negotiation processes, expressive arts and conflict resolution education, restorative justice programs, and bias awareness programs). This course provides participants with examples of programs and activities that can be used in education, gives them an opportunity to interact with experts in the field, and encourages them to consider how they can support and utilize conflict resolution education in their respective fields.

Conflict Resolution in Education is developed in conjunction with the Conflict Resolution Education in Teacher Education (CRETE) Project funded by the United States Department of Education and several private foundations. In addition, the course information is supported by materials on Conflict Resolution Education available on the grant-supported independent clearinghouse Web site (www.creducation.org). All course participants are encouraged to use this Web site as a resource throughout and after this course.

Because of the focus on CRE in teacher education, this course is designed to help participants consider how they will infuse conflict resolution education and social and emotional learning into their respective fields of study.

ELEM 520/Multicultural Social Studies 2 cr.

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the elementary school from a multicultural perspective. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing understanding of content.

ELEM 521/Methods for Teaching Science in the Inclusive Classroom 2 cr.

This course examines the purpose, scope, sequences, materials, and methodology of teaching science in inclusive elementary school classrooms.

ELEM 522/Methods for Teaching Science and Mathematics in the Inclusive Classroom 3 cr.

This course focuses on the curriculum and methodology for teaching science and mathematics in inclusive classrooms, with an emphasis on methods for special educators who are meeting the needs of children with disabilities or learning challenges. It examines the elementary school science and mathematics curriculum, how children learn science and mathematics, and methods and strategies appropriate for teaching topics in these areas to students with special needs. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing their understanding of content.

ELEM 550/Supervision in Elementary Education 3 cr.

An analysis of the responsibilities and services of elementary school supervisors based on the goals, structure, curriculum, faculty, students, and resources of elementary schools today.

ELEM 555/Advanced Study of Curriculum Development for Children and Adolescents**3 cr.**

A course designed to analyze, plan, develop, and evaluate the modern school curriculum. Emphasis will be placed on basis for decision making, processes for curriculum evaluation and improvement, and emerging developments in school curriculum.

ELEM 597/Special Topics in Elementary Education**1–6 cr.**

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

ELEM 663/Advanced Trends in Elementary Education**3 cr.**

Examination of current trends in elementary education through the critical analysis of recent research. Topics emphasized are: (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in elementary education.

ELEM 687/Faculty-Student Research**3 cr.**

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

ELEM 690/Student-Teaching Seminar**2 cr.**

Prerequisite: EDUC 694

This seminar will expose participants to a range of interesting topics across the disciplines. Sessions will be offered primarily by guest experts who will share their passion for their topics and give participants learning opportunities similar to those they should be providing their own elementary school students.

ELEM 694/Internship I**3 cr.**

Prerequisites: Completion of required core courses; consultation and approval of program coordinator

The Internship I experience will revolve around observation and limited teaching in a school classroom two full days a week for eight weeks under the guidance of a college supervisor. It will include weekly seminar meetings for one month prior to the classroom experience and a concluding seminar. Topics discussed include aims and objectives of educational programs, lesson and unit planning, methods of teaching and styles of learning, school curriculum, classroom management, and assessment of student progress.

ELEM 695/Internship II**4–8 cr.**

Prerequisite: Successful completion of Internship I

The Internship II experience will be a full semester. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

ELEM 696/Culminating Seminar in Elementary Education**3 cr.**

Prerequisites: Consultation and approval of the program coordinator. Must be taken either (a) during the semester in which the student is registered to take the comprehensive examination; or (b) no more than one semester prior to the anticipated registration for the comprehensive examination.

Designed to be the culminating seminar for all students in the MEd program. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work. Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

ELEM 697/Independent Study in Elementary Education**3 cr.**

Prerequisite: EDFN 500, 520, or 521

An in-depth study of a topic within the discipline of elementary education involving supervised reading, research, and regular conferences with the faculty adviser. Open only to students matriculated in the elementary education programs.

ELEM 698/Department Project in Education**3 cr.**

Prerequisite: EDFN 508

A critical independent study of an aspect of education of interest to the student that is explored under faculty guidance. Open only to students matriculated in the elementary education programs.

ELEM 699/Thesis/Creative Project in Education**6 cr.**

Prerequisite: EDFN 508

An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the elementary education programs.

ELEM 700/Comprehensive Examination: Elementary Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

EPSY 513/Psychology of Learning**3 cr.**

The psychology of learning is designed to review, analyze, and apply psychological principles as they apply to learning, teaching and educational environments at the secondary school level. The course content integrates cognitive, social, physical, and emotional development of learners with a focus on middle and high school settings. Through readings, interactive course assignments and class discussion, students will develop a deeper understanding of such elements as information processing, problem solving, motivation, and creation of positive classroom environments.

EPSY 520/Human Growth and Development**3 cr.**

This course examines the various psychological processes as they develop across the life-span. It surveys the major issues in developmental psychology and integrates them using a life-span perspective.

EPSY 523/Advanced Child and Adolescent Development**3 cr.**

This course is designed to provide practicing and pre-service teachers with opportunities to examine human growth and development issues as they are directly tied to the improvement of instruction and learning in multicultural settings. Effective educators possess understanding of, and the abilities to critique and appropriately apply, the most current knowledge base and theories of child growth and development. Students in this course will be presented with opportunities to enhance their knowledge base and their critiquing and application skills so as to increase their efficacy in the teaching-learning scenario. Students in this course will be required to participate in the professional tasks of consuming, assessing, applying, and/or creating knowledge of "how" students grow and learn. Through case analyses, discussions, lectures, role-playing, action research, and group activities, students will apply a variety of theoretical concepts relative to the physical, cognitive, language, and psychosocial development of humans, with emphasis on early childhood through early adolescent youth (PK–8).

EPSY 524/Adolescent Development and Learning**3 cr.**

This course examines selected theories and principles of adolescent development that influence learning at the secondary level. Adolescent development is studied, interpreted, and addressed using a variety of approaches that contribute to understanding how work with adolescents can be effective and rewarding. Using an ecological model as a framework, students will identify and analyze characteristics of adolescent learners that influence cognitive processes, emotional awareness, social identity and academic progress.

EPSY 643/Measurement and Evaluation**3 cr.**

Prerequisite: COUN 515 or EDFN 508 for all counseling majors

The purpose of this course is to provide students with an introduction to educational and psychological measurement and evaluation. The topics of test construction, reliability, validity, and statistics are covered. Frequently used counseling, educational, intellectual, personality, and neuropsychological assessment techniques are discussed, along with the principles of interpreting and presenting the results of testing.

EPSY 661/Counseling Children and Adolescents**3 cr.**

The purposes of this course are to review the characteristics and needs of at-risk and exceptional children and adolescents and to describe approaches to counseling these populations. The history and traditions

of the child services movement are covered, and the central features of state and federal legislation and administrative codes pertaining to the role of the counselor with at-risk and exceptional children are highlighted. The process of developing, implementing and evaluating developmental counseling programs for at-risk and exceptional children is described, and interventions for particular populations of children and youth with special needs are studied.

ESLM 525/Second Language Acquisition 3 cr.

This is an introductory course which focuses on foundational research and theoretical assumptions in the field of second language acquisition (SLA). We shall consider child and adult first and second language acquisition and examine prevalent issues in the field such as the role of the first language, the nature of interlanguage development, morpheme order studies, differential success in language learning, input, output, processing and learning strategies. We also shall explore contemporary issues and recent trends in second language acquisition research, such as the influence of conversation analysis (CA) in 'CA for SLA'.

ESLM 545/Structure of Language and Proficiency Assessment 3 cr.

This course is designed to develop students' competency in the applied linguistics with a good understanding of English structure and its application in L2 learning and acquisition. It enables students to compare the structures of phonetics and grammar of English and L2 learners' L1, to discover or identify the pitfalls and potential trouble spots in various areas of phonetics and grammar during L2 learners' learning process, and design appropriate and effective strategies for L2 learning and instruction. This course also provides students with oral and written language proficiency assessment standards, instruments, and strategies.

ESLM 577/Sociolinguistics and Cultural Foundations of Second Language Education 3 cr.

This course provides an introduction to sociolinguistics and cultural foundations of second language education. We focus on what it means to engage in culturally responsive classroom teaching and the role and nature of culture in the second language context. Topics we explore include: multilingualism, English as a *lingua franca*, language variation, racism, immigration, gender, speech acts, pragmatics, intercultural pragmatics, communicative competence, among other topics. We also keep up-to-date with latest trends in applied linguistics, such as Conversation Analysis (CA) and its contribution to second language pedagogy.

ESLM 578/Theory and Practice of Teaching a Second Language 3 cr.

This course introduces ESL/Bilingual profession and its related TESOL and state standards. The main goal is to develop candidates' competency in the theoretical foundations of second-language learning and acquisition, and an understanding of the unique aspects of the process of second-language teaching, facilitating, and learning. The course focuses on the necessary practical application of those theories and practices as required for design and implementation of instructional strategies, activities, materials and curriculum development, and evaluation procedures. The course enables candidates to apply knowledge of language and linguistics in their roles as teachers and specialists in ESL/Bilingual education.

ESLM 579/Language and Literacy for Second Language Learners 3 cr.

This course provides an introduction to language and literacy. Theories and concepts of first and second language reading are examined, which provide a backdrop for considering how to teach reading and literacy skills in the second language context. Among the topics we address are: metalinguistic awareness, cross-linguistic transfer, first and second language writing systems, linguistic processing of text, reading comprehension, metacognitive skills, schema theory, vocabulary acquisition, English for academic purposes (EAP), second language writing and content-based instruction.

ESLM 587/Curriculum, Methods, and Assessment for Second Language Education 3 cr.

This course is designed to develop the student's competency in the application of theoretical foundations of L2 learning and acquisition in teaching multilingual populations. It incorporates *The New Jersey Professional*

Teaching Standards, TESOL standards, NJ standards for ESL/bilingual certification and NJ CCCS in curriculum design and lesson planning and prepares candidates for field practice. It enables candidates to practice methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for teaching ESL at P-12, higher education and other adult ESL settings as well as bilingual education.

ESLM 597/Special Topics in Second Language Education 1-3 cr.

Prerequisite: One of the following: ESLM 578, 579, or 587

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

ESLM 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

ESLM 688/Student Teaching 3 cr.

Prerequisite: ESLM 578 or 587

On-site experiences arranged for students in a Pre-K12 school of government and related institutions and agencies in the community. Covers 450-550 clock hours over the duration of one full-time semester or two part-time semesters.

ESLM 697/Independent Study in Second Language Education 1-3 cr.

Prerequisite: ESLM 578 or 587

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

ESLM 700/Comprehensive Examination: Teaching a Second Language

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

INCD 562/Enhancing Curriculum and Instruction with Computer Technology 3 cr.

This course emphasizes the link between appropriate use of computer technology and good teaching. Conducting hands-on activities in a computer lab, students are taught to evaluate, select, and apply computer-based resources to the teaching process. Included are Internet applications, hypermedia, teacher productivity tools, and software that enriches learning in specific subject areas.

MATH 590/PHYS 570/BIOL 570/CHEM 570/TCED 570/STEM Curriculum/Content course 3 cr

This course will offer an examination of the K-12 curricula specific to the area of licensure content. The course will examine the connections between the STEM content specific to the area of licensure and the college content. Students will also examine standards-based curricula and the content from an advanced standpoint.

MATH 591/Number Theory and Systems for Middle School Teachers 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of number systems (integers, rational numbers, and real numbers) and number theory. Physical materials, models, technology, and middle school curricula will be used to explore fundamental properties of number systems, to model algorithms, and to explore number theory topics. How children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

MATH 592/Data Analysis and Probability for Middle School Teachers 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of data analysis and probability. Physical materials, models, technology, and middle school curricula will be used to explore data, statistical measures, and the elements of probability. How children learn mathe-

matics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

MATH 594/Patterns, Functions, and Algebra for Middle School Teachers 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of patterns, functions, and algebra. Physical materials, models, technology, and middle school curricula will be used to explore these topics. Exploration of ways to engage middle school students meaningfully in experiences that lay a strong foundation for more formal algebraic work will be integrated with the mathematics content.

MATH 595/Geometry for Middle School Teachers 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of geometry. Physical materials, models, technology, and middle school curricula will be used to explore these topics. Exploration of ways to engage middle school students meaningfully in experiences that lay a strong foundation for more formal work in geometry will be integrated with the mathematics content.

MATH 596/Concepts and Methods of Teaching Mathematics in the Elementary Grades 3 cr.

This course offers a modern view of mathematics content in the elementary school in combination with an exploration of contemporary methods of teaching this content. This course is offered to students in the Master of Arts in Elementary Teaching (MAT) program.

RDLG 530/Exploring Children's Literature: An Educator's Perspective 3 cr.

A multidimensional and multimedia approach to children's and adolescents' literature, with extensive reading, critical examination, selection, and evaluation. Emphasis will be on: children's and adolescents' books and story presentation strategies as related to the children's needs and interests at various age levels; historic trends; research; and the influence and utilization of literature upon the academic, social, and emotional growth of the child and adolescent.

RDLG 537/Language Arts Literacy 3 cr.

Note: This course will not be accepted for credit in the reading program. Content covered in this course includes an examination of the interrelationships among the language arts; learners' language abilities and needs; instruction in word recognition, comprehension, study skills, content area reading; the organization of the reading program; and parental involvement.

RDLG 541/Study in Elementary School Language Arts 3 cr.

Prerequisite: One course in teaching language arts
This course considers the language arts and their interrelationships, especially listening, speaking, writing, reading, and viewing; curriculum models, methods, and materials; and current research trends.

RDLG 570/Issues in Literacy Instruction 3 cr.

Prerequisite: An undergraduate or graduate course in the methods of teaching reading
Note: This course will not be accepted for credit in the reading program. This course deals with the basic principles for a corrective reading program, methods of preventing reading difficulties, and methods and materials used in dealing with corrective problems, causes of poor reading, and deficiencies in specific skills.

RDLG 571/Language and the Teaching of Reading 3 cr.

This course looks at the place of language in culture; linguistics and psycholinguistics as academic disciplines; examination of concepts significant for the reading program; analysis of American English; and the implications of cultural, linguistic, and psycholinguistic data for instructional practice and for selection of instructional materials.

RDLG 579/Content Area Literacy 3 cr.

Prerequisite: One course in teaching reading
This course provides pre-service and in-service teachers with the basic concepts of how students interact with text in order to acquire content information. The course, building on these concepts, demonstrates how classroom teachers can best enhance and facilitate this acquisition by using teaching practices that have been validated through research.

RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice 3 cr.

This course is focused on the examination and study of research basic to an understanding of the phonological and morphological foundations of reading instruction and to the perceptual, psychological, and sociological bases of reading; emphasis is on the implications of research for instructional materials, classroom procedures, and organization.

RDLG 673/The Writing Process in Literacy Development 3 cr.

This course involves a study of reading comprehension and writing strategies as they are connected to reading theory based on research in the disciplines of cognitive psychology, sociology, linguistics, and reading education. Current theory and related research are used as bases for the development and implementation of teaching strategies in the areas of literacy, comprehension, expression and writing.

RDLG 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

RDLG 691/Reading Diagnostic Procedures: Practicum 3 cr.

This course is an investigation of formal and informal diagnostic methods and materials for testing reading achievement. It also examines critical appraisal of these methods and materials based on psychological and linguistic principles; use of the results of both formal and informal assessment to identify reading difficulties; and corrective techniques appropriate for meeting these difficulties determined. Case studies required.

RDLG 692/Correction and Remediation of Reading Difficulties: Practicum 3 cr.

Prerequisite: RDLG 691
This course is a practicum in which the student employs various assessment procedures to develop and implement corrective instruction under supervision in the reading center.

RDLG 693/Supervision and Administration of Reading Programs K-12 3 cr.

Prerequisite: RDLG 691 (may be taken concurrently with RDLG 692)
This course is a practicum and seminar for demonstrating ability to apply the concepts and skills developed in the graduate reading program and for analyzing and evaluating instructional procedures used. Selected topics related to the role of the school/district reading professional are researched and discussed.

RDLG 697/Independent Study in Developmental Reading 1-3 cr.

Prerequisites: EDFN 508 and graduate coordinator's approval
An in-depth study of a topic within the discipline of reading, involving supervised reading, research, and regular conferences with the faculty adviser.

RDLG 698/Department Project in Reading 3 cr.

Prerequisite: EDFN 508
A critical independent study of an aspect of reading of interest to the student that is explored under faculty guidance. Open only to students matriculated in the reading program.

RDLG 699/Thesis/Creative Project in Reading 6 cr.

Prerequisite: EDFN 508
An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the reading program.

RDLG 700/Comprehensive Examination: Reading

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

SAFT 582/Driver Education Teacher Certification Program 3 cr.

This program meets the certification requirements to teach driver education in the secondary schools and commercial driving schools of New Jersey. The course content emphasizes teaching methods in the

classroom, simulation behind the wheel, and the psychological aspects of the driver education program.

SAFT 587/Traffic Safety Workshop 3 cr.

This course is an investigation and application of current information on theory, techniques of teaching, and administrative procedures related to specific traffic safety problems. It also includes programs on motorcycle education, emergency maneuvers, handicapped drivers, pedestrian safety, bicycle safety, and public transportation.

SCED 510/Curriculum of the Secondary School 3 cr.

This course is a study of the evolution of the American secondary school curriculum, including various curriculum patterns as they exist today and current plans for improvement. Open only to students enrolled in MAT programs. Not accepted by the New Jersey Department of Education toward administrative or supervisory certificates.

SCED 578/Equity and Diversity in Public Education 3 cr.

This course will explore diversity issues, e.g., race, class, gender, as well as how those issues impact classrooms/schools. In addition, this course will examine the achievement gap and its relationship to race, class, gender etc. Multicultural education principles will also be explored in order to transform. Central to the course will be discussions of high leverage teaching practices, e.g., communicating with family, parents, or guardians, about a student. There will also be a research component (Classroom based or educational research): understanding context, multiculturalism, and other influences and their impact on teaching.

SCED 590/Methods for Teaching in the Content Areas 3 cr.

This course immerses secondary MAT students in the methods in their specific disciplines. There are separate sections for mathematics, sciences, social studies, and language arts.

SCED 663/Advanced Trends in Secondary Education 3 cr.

Prerequisite: EDFN 508

This course is an examination of current trends in secondary education through the critical analysis of recent research. Topics emphasized are: (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in secondary education.

SCED 667/Issues in Secondary Education 3 cr.

This course provides students with an in-depth examination and analysis of topics and issues germane to secondary educators. The emphasis throughout the experience is on effective use of teaching strategies, decision-making/problem-solving techniques, and teacher leadership.

SCED 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SCED 691/Seminar in Supervised Pre-Teaching—
Observation and Participation 6 cr.**

Prerequisite: Matriculated in a MAT program with program supervisor's approval

Part I: A series of pre-session orientation meetings held in early June.

Part II: A pre-student-teaching summer session consisting of daily presentations, class discussions, individual conferences, lesson observation, and participation in the preparation and presentation of lessons and projects to secondary middle school students. Topics include: educational goals and objectives, planning, classroom management, creative teaching strategies, and student evaluation.

**SCED 692/Seminar in Supervised Teaching—
Field (Student Teaching) 4 cr.**

Prerequisites: SCED 691 and methods course

In this seminar, students will commit to full-time teaching for 13 weeks under the supervision of a cooperating teacher in a secondary school. Payment of student-teaching fee must accompany tuition and fees at time of registration. A student may take no more than 6 credits while

doing intern teaching. A student must be matriculated into a graduate program and within 9 credits of completing the requirements for the master's degree in order to be admitted to student teaching. Students may elect one of the following three plans:

Plan A: On-the-job teaching supervised for one semester by members of the College staff.

Plan B: Student teaching for 13 weeks under the supervision of a certified cooperating teacher.

Plan C: Student teaching in an accredited evening high school under the supervision of a certified teacher for two consecutive semesters.

SCED 694/Internship I (Pre-Student Teaching) 3 cr.

Prerequisites: Matriculated in a MAT program and within 12 credits of completing degree requirements

A pre-student teaching experience in which students meet weekly for presentations, discussions, and in-class peer lessons. Topics include long- and short-term planning, classroom management, and student evaluation. Some off-campus field work will be required.

SCED 695/Internship II (Student Teaching) 6 cr.

Prerequisites: SCED 694 and methods course—see SCED 692

SCED 696/General Seminar in Secondary Education 3 cr.

Prerequisites: Consultation and approval of the program coordinator. Must be taken either:

A. During the semester in which the student is registered to take the comprehensive examination or

B. No more than one semester prior to the anticipated registration for the comprehensive examination

This is designed to be the culminating seminar for all students in the MED and MAT programs. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work.

Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

SCED 700/Comprehensive Examination: Secondary Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

SPED 501/Students with Disabilities in Our Schools 3 cr.

This course presents an introduction to the field of special education within the broader context of public education. The history and changing philosophies of teaching children and youth with disabilities are discussed in relation to the history and philosophy of public education in the U.S. The legal foundations for special education today are covered in depth, as are discussions of current social and ethical issues such as the over-representation of minority children in special education, the use of segregated schools in special education, and the changing role of teachers in meeting the needs of today's students with disabilities. Given the unique position of special education in schools, as well as the current shift from segregated to inclusive settings, it is imperative that students understand the underlying theories and philosophies that inform current special education practices.

**SPED 515/Multicultural Social Studies Instruction
for Students with Disabilities 3 cr.**

Through readings, class activities, interaction with a practicing teacher, and involvement in the Career and Community Studies program, this course will develop students' understanding of the goals of social studies instruction, the central questions and essential understandings in history, geography, civics and economics, and effective materials and methods to use in teaching multicultural social studies to students with a variety of disabilities, including cognitive disabilities and autism.

SPED 521/Assistive Technology 3 cr.

This course explores technology applications that benefit children and youth with disabilities. It focuses on teaching students the skills they will need to use assistive technology appropriately and effectively to enhance the educational programs of children and youth with disabilities. Emphasis is placed on developing the skills necessary to

make computers accessible, using assistive technology to provide access to the curriculum and New Jersey core curriculum content standards, enhancing the ability to communicate, and utilizing Internet resources to keep current with best practices and advances in assistive technology.

SPED 522/Remedial Instruction for Students with High

Incidence Disabilities

3 cr.

This course provides students with the skills necessary to conduct functional and standardized classroom assessments of pupils with reading and writing disabilities; to develop instructional plans based upon the results of their assessments; and to choose and implement appropriate specialized approaches as well as strategies to address the learning difficulties identified.

SPED 523/Inclusive Practices and Content Literacy for STEM Classes

3 cr.

This course provides pre-service teachers with the basic concepts of how students interact with text in order to acquire content information. The course, building on these concepts, demonstrates how classroom teachers can best enhance and facilitate this acquisition by using teaching practices that have been validated through research. The course also prepares pre-service teachers to successfully address the learning, behavioral and social needs of students with disabilities in their future secondary classes.

SPED 597/Special Topics in Special Education

1–6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

SPED 605/Language and Reading Strategies for Students with Disabilities

3 cr.

This course presents an in-depth study of language and literacy development as related to communication skills for learners with speaking, reading, writing, and spelling disabilities. Instructional models, including direct teaching strategies and whole language strategies, are examined in detail, as are effective strategies used by successful readers. The five dimensions of early reading are emphasized: phonemic awareness, systematic phonics, fluency, reading comprehension, vocabulary development, and motivation. Assessment, lesson development, and unit planning are featured. Alternative access to content via technology, instructional support systems, and relevant applications of reading/language skills in the life-skills curricula are discussed and applied.

SPED 609/Assessment and Remediation of Severe Reading Disabilities

3 cr.

This course is designed to develop advanced skills in the assessment and remediation of severe reading disabilities. Students will learn to conduct a full, individualized assessment of pupils' reading strengths and learning needs and to design appropriate instructional interventions to address their findings. The focus of the assessment portion of the course will be on both informal and standardized, norm referenced or criteria referenced tests, and their interpretation and application of the findings in developing Individualized Education Plans for pupils with severe reading disabilities.

SPED 612/Curriculum and Methods for Students with Mild Disabilities

3 cr.

This course examines societal, legal, and professional effects on how curriculum and methods choices are made for learners with disabilities, presents an overview of basic principles of teaching, and examines the repertoire of current best practices in teaching and learning strategies. Curriculum development, curriculum adaptations, integration of cognitive strategies, classroom management, and monitoring of student progress are emphasized. Curriculum design, along with lesson planning and delivering and assessing instruction in academic areas, will be discussed and used in course applications. Collaboration with families, colleagues, and community resources and strategies for meaningful inclusion are integrated into the course as important corollaries to curriculum.

SPED 617/Graduate Practicum in Special Education

This course is a practicum in which students will have an opportunity to observe children with disabilities in special education and general settings. Students are expected to spend at least 20 hours a week for the

duration of a semester in a public school classroom with at least three students with IEPs. Based on their observations and field experiences, students complete a series of written assignments which relate to models of service delivery in special education, the role of related service personnel, IEP development, lesson design, differentiation of instruction, delivery of instruction, analysis of student learning, and reflection. A seminar is an integral part of this experience.

SPED 624/Advanced Study of Learning Disabilities

3 cr.

An intensive overview of the field of learning disabilities, including definitions, characteristics, medical aspects of attention deficit disorder (ADD), social and emotional behavior, assessment techniques, and major educational approaches to teaching. Instructional approaches will focus on cognitive learning theories and the learning strategies approach to instruction.

SPED 626/Curriculum Design for Individuals with Severe Disabilities

3 cr.

The purpose of this course is to provide our students with the knowledge and skills that will enable them to address the needs of children and youth with significant disabilities. These disabilities include neurological, developmental, intellectual, sensory, movement, and significant medical or health related disabilities. The neurological and physiological bases of the disabilities and their etiologies, along with the implications for instruction, will be discussed in depth, as will current best practices for education.

SPED 631/Transition and Community-Based Instruction

3 cr.

This course introduces students to the historical, philosophical and legal foundations of transition and vocational education in public schools. Based upon a review of the current literature in this area, this course identifies research-validated practices and issues in the transition of youth with disabilities from high school to adult living. Contemporary issues including the legal responsibilities of schools and educators; person centered planning; functional vocational assessment; and collaboration with families and community agencies are addressed. It is expected that by the end of this course, students will have an understanding of the development of transition services as well as the methods of assessment and instruction for learners with diverse abilities in a variety of community settings.

SPED 647/Communication Development of Students with Significant Disorders

3 cr.

This course focuses on preparing teachers to understand the early communication development of children with severe disabilities and its educational program implications. Students will develop skills in the analysis of communication development in children who have social, cognitive, motor, and sensory impairments, as well as the application of appropriate augmentative communication systems. There will be an emphasis on assessment of expressive/receptive communication skills (nonsymbolic–symbolic); teaching communication as an access skill across the curriculum; using augmentative communication to access the New Jersey core curriculum content standards; natural and assistive technology supports for communication (augmentative/alternative communication); and measuring skills of interaction/communication in students.

SPED 648/Positive Behavior Supports for Students with Extreme Behaviors

3 cr.

This course specifically focuses on addressing the needs of students who demonstrate extremely challenging behaviors and are at a high risk of being excluded from inclusive school and community settings. What are the varied challenges faced by these students and their families? How should the positive behavior supports inquiry process be guided for such students? What can we learn from the perspectives of consumers who are navigating these challenges? What strategies should we use to mobilize school and community support for such students? What are the pros and cons of medication? What kinds of quality-of-life issues need to be addressed in order to bring about a long-term impact on behavior? These are some of the questions that will be addressed throughout this course. The intent of this course is to provide students with the necessary skills that will enable them to support such students and advocate for them within the system. The emphasis of the course is on collaboration, inclusion, and non-aversive techniques.

SPED 664/Research Trends in Special Education 3 cr.**Prerequisite:** EDFN 508

Research Trends in Special Education presents research methodologies used in special education, with a particular emphasis on qualitative methods and single-subject research design. Students will acquire the skills and knowledge required of a competent research consumer by examining the literature on disability and conducting a mini-research project on a topic related to teaching children with disabilities in their own classrooms and schools.

SPED 671/Nemeth and Strategies for Developing Mathematical Skills in Students Who Use Braille 3 cr.

The purpose of this course is to provide students with the knowledge and skills necessary for teachers of learners who are Braille readers/tactile learners to access math instruction and develop math skills. Students of this course will study and master the Nemeth Braille Code for Mathematics and Scientific Notation and plan and implement instruction in the Nemeth Code for learners who are blind and unable to access math and science materials through the print medium. The course includes extensive practice of the Nemeth Code, including the transcription of print material into Nemeth Code and Nemeth Code material into print, use of the Cranner abacus for mathematical calculations, strategies for fostering successful numeracy for all tactile learners, planning and delivering instruction in the Nemeth Code, and utilizing specialized materials for teaching math and science to Braille readers/tactile learners and supporting them in general math and science classes. This course will also provide students with an introduction to other tactile codes used by Braille readers, such as the Music Braille Code, which allows Braille readers to access music notation.

SPED 672/Strategies for Teaching Students Who Are Blind or Visually Impaired 3 cr.

This course will provide entry-level skill development for planning interventions based on individual assessment of learning needs. The course will examine educational needs of both tactual and visual learners at various levels of development: infancy and early childhood; school years; transition to college/work. The expanded core curriculum (ECC) for B/VI learners will be examined, and determination of how it can best be woven into the core curriculum for all learners will be discussed. Included in the ECC is the reinforcement of supporting students' orientation and mobility, and basic skills of negotiating indoor and outdoor environments.

SPED 673/Literary Braille and Methods for Instruction 3 cr.

The purpose of this course is to provide students with the knowledge and skills necessary to plan and implement instruction in Literary Braille for learners who are blind and unable to access literacy through the print medium. The course includes extensive practice and mastery of the Literary Braille Code, including the transcription of print material into Braille and Braille material into print. The course will examine historical and current research and practices in Braille literacy for all learners who are blind, including those with multiple disabilities, as well as approaches for planning instructional units in Braille, delivering Braille instruction, and effective utilization of reading programs for general classroom participation and functional literacy. The course will also include development and utilization of specialized materials, Braille books, and other instructional supports necessary for assisting learners who are blind to access instruction.

SPED 674/Assistive Technology for Students Who Are Blind or Visually Impaired 3 cr.

This course examines factors involved in determining appropriate assistive technology devices and programs for students who are blind/visually impaired. Through hands-on experience in a computer lab, students review available technology in the categories of CCTV/video magnifiers, screen-reading software, screen-magnification software, Braille notetakers, Braille printers, Braille translation programs, digital book readers, and optical-character-recognition systems. In addition to being proficient users of software and hardware for students who are blind/visually impaired, students gain experience in assistive technology selection considerations, feature comparisons, implementation concerns, technical-assistance resources, and assistive-technology funding opportunities.

SPED 675/Research on Implications of Blindness and Visual Impairment 3 cr.

This course introduces students to the historical and philosophical foundations of blindness and visual impairments. Based on a current examination of the research and literature in this area, this course identifies contemporary issues in the education of students who are blind/visually impaired (BVI), including those with multiple disabilities. Contemporary issues will include current educational definitions, identification criteria, educational placement options as well as instructional options for students who are blind/visually impaired. The psychosocial factors that impact the dynamic interaction between individuals who are blind/visually impaired and those who are normally sighted will be addressed within the context of current research and evidence-based practices in education. Students will examine the research on the impact of blindness, whether total or partial, on all developmental levels, including infancy, early childhood, later childhood, adolescence, and transition to post-school settings.

SPED 680/Seminar and Practicum on Diagnostic Procedures 3 cr.**Prerequisites:** SPED 624 and permission of adviser

This course is concerned with the principal diagnostic problems and procedures encountered in evaluating and understanding the individual behavior and learning difficulties of children with developmental and learning disabilities. Students will look at techniques of assessment and interpretation of individual profiles in intellectual development, social-emotional adjustment, perceptual-motor abilities, and aptitude. Students are expected to purchase any necessary testing and/or curriculum materials needed for the proper completion of the course. Open to Option III and post-master's certification candidates only (LDT/C).

SPED 681/Seminar and Practicum on Remediation Techniques 3 cr.**Prerequisites:** SPED 680 and permission of adviser

This course focuses on the principal remediation problems and procedures used in understanding and modifying the individual behavior and learning difficulties of children with developmental learning disabilities. Approaches and techniques of remediation and their use in individual and/or group instruction, how they relate to the diagnostic data, and how they can be integrated with current theories of learning and child development are all examined. Students are expected to purchase any necessary testing and/or curriculum materials for the proper completion of the course.

SPED 682/Externship in LDT/C 3 cr.**Prerequisites:** SPED 680 and 681

This externship consists of a period of full-time work as a learning disabilities teacher/consultant in a public school and as a part of a child study team under the supervision of an approved/certified learning disabilities teacher/consultant and a faculty member of the College. Minimum clock hours for this course are 200. A student may enroll in this course while s/he is employed as a provisionally certified learning disabilities teacher/consultant if s/he is able to be supervised by an approved and fully certified learning disabilities teacher/consultant and is in a location making faculty supervision practical. This course is taken after completion of all other required courses in the LDT/C program.

SPED 691/Internship I: Seminar and Field Experience in Special Education 3 cr.

This course is an introductory field experience in which students will have an opportunity to observe children with disabilities in an educational setting and participate in standard classroom routines and teaching activities. Based on their observations and field experiences, students will complete a series of written assignments that relate to observational assessment, individualizing instruction, classroom environment, lesson planning, curriculum design, and behavior management. A seminar is an integral part of this experience.

SPED 695/Internship II: Student Teaching 3 cr.

The Internship II consists of fifteen weeks of full-time placement in a public school setting or program that includes children with disabilities under the direction of a certified cooperating teacher. Through field experience as well as specific assignments, this course will help students strengthen and apply skills in various areas of teaching.

SPED 697/Independent Study in Special Education 1–3 cr.

Prerequisites: Completion of 6 graduate credits and permission of the adviser and department chair

This course consists of an independent exploration of a specific topic in depth under the individual supervision of a faculty member.

SPED 698/Department Project in Special Education 3 cr.

Prerequisites: Completion of 6 graduate credits and permission of the adviser and department chair

A critical independent study of a current issue in special education of interest to the student is completed under the guidance of faculty.

SPED 700/Comprehensive Examination: Special Education

All candidates for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program and demonstrate that he/she has met New Jersey professional teaching standards and competencies in preparation for both elementary teaching and special education.

SPED 705/Culminating Experience: Educational Technology

Candidates in the Master of Science in Educational Technology program must present the results of their department project (SPED 698 or TCED 698) at a Student Symposium on Educational Technology. The presentation will demonstrate their in-depth understanding of critical issues in educational technology.

SUPV 520/Staff Supervision 3 cr.

A study of the objectives, techniques, and materials of staff supervision. It examines the supervisory function toward improvement of instruction, the nature of contemporary supervision, interpersonal relations, and the supervisor as an agent of change.

TCED 560/Integrative STEM I 3 cr.

This course will examine the integrative aspects of teaching secondary content in the STEM fields. High leverage practices in the various STEM content areas will be examined and put into practice. In addition, integrative and interdisciplinary teaching methods will be incorporated using Design and Inquiry as a key linkage.

TCED 582/Computer Systems 3 cr.

Prerequisite: SPED 506 for educational technology program
Orientation to the fundamentals of technical computer systems, including theory of operation, hardware, operating systems, and computer applications. The issues raised by the increasing use of computers in education will be addressed. Students will use the computer to communicate and control through an intermediate-level programming language, such as Forth, Visual Basic, or Real Basic.

TCED 605/Networking Technology 3 cr.

Prerequisites: SPED 506 and TCED 582
The fundamentals of computer networking systems, including hardware and software applications designed to allow multiple users to access data, applications, e-mail, and other networks. A comprehensive overview of current networking concepts, terminology, and components will allow the student to understand the many discrete operations of network communication and become familiar with basic administration and problem solving.

TCED 610/Authoring and Multimedia for Instruction 3 cr.

Prerequisite: SPED 506
A comprehensive overview of hypermedia/interactive multimedia technology, including the design and production process of developing multimedia course materials and presentations and integrating network/Internet-based instructional strategies into the classroom. Connecting multimedia development with sound instructional design theories will be emphasized.

TCED 660/Integrative STEM II 3 cr.

This course appears near the end of the M.A.T. program, and is a culminating experience for the teacher candidates. Inquiry and design, instructional practices, and assessment are studied based upon the entire developmental year, resulting in well-defined integrative STEM units/lessons which richly involve Problem-based Learning methods.

TCED 698/Departmental Project 3 cr.

Prerequisites: SPED 506, TCED 581, 610

A critical independent study of an aspect of technology education of interest to students of technology education and explored under faculty guidance.

School of Humanities and Social Sciences

Note: ENGL 505 and ENGL 550 are required courses. ENGL 505 serves as a corequisite for all others. That is, students may enroll in other 500- or 600-level courses during the same semester they are enrolled in ENGL 505. ENGL 505 is offered every semester, and ENGL 550 is offered in the spring. Students entering in the spring or summer semester should consult the graduate coordinator before registering for courses.

ENGL 505/Contemporary Literary Theory and Methods 3 cr.

An introduction to the scholarly methods necessary for graduate work in literature and to the study of theoretical frameworks important to contemporary literary criticism, including formalism, structuralism, Marxism, deconstruction, feminism, post-colonial studies, cultural studies, new historicism, and psychoanalysis. The course exposes students to critical works by major advocates of each framework and requires application of theories to specific literary texts.

ENGL 507/Language, Mind, and Learning 3 cr.

This course examines the brain's basis of language skills and the role of language in the process of learning. It also reviews models of language development.

ENGL 508/Old English 3 cr.

The course explores the language and literature of the Anglo-Saxons (AD500 to AD1100). The first half of the term will be spent acquiring basic reading competence in Old English, the language in which *Beowulf* is written. The second half of the term will be devoted to reading and translating Old English literature while discussing the current state of literary criticism of Old English literature.

ENGL 510/The Structure of English 3 cr.

This course explores current ideas regarding the nature of the English language and reviews the core grammatical features of English.

ENGL 544/Language and Culture 3 cr.

This course provides analysis of all forms of language variation across speech communities within a culture as well as of the language-culture relationships across populations. This course is approved for bilingual certification.

ENGL 550/Seminar in Poetry 3 cr.

Intensive study in the close reading of poetry. The course emphasizes the tools necessary for the explication of poems. Topics include prosody and form, metaphor and figurative language, and the history of major movements, styles, and genres.

ENGL 552/Seminar in Drama 3 cr.

The study and analysis of representative plays and dramatists to develop understanding, appreciation, and mature assessment of dramatic theory and practice.

ENGL 554/Seminar in Prose Fiction 3 cr.

The study and analysis of representative works and authors of prose narratives in the novel, novella, and short-story forms.

ENGL 590/Methods of Teaching Secondary English 3 cr.

An introduction to the theory and practice of teaching English.

ENGL 597/Special Topics in English 1–6 cr.

In-depth study of a specialized topic selected by faculty. Recent classes have focused on literary style and contemporary rhetorical theory.

ENGL 610/Chaucer 3 cr.

This course examines the works of Geoffrey Chaucer within the context of the literary and social climate of late 14th-century Europe. Students will also become familiar with controversies and trends in the field of Chaucer studies.

ENGL 611/Medieval Literature 3 cr.

An examination of important works of medieval European literature with a particular focus on one aspect of medieval literary culture (e.g., the changing role of the court writer from the 11th to the 14th centuries, northern European medieval literature, or the flowering of secular vernacular literature in the 14th century).

ENGL 612/Shakespeare 3 cr.

Intensive study of several plays and a consideration of the historical and critical contexts.

ENGL 614/Milton and the 17th Century 3 cr.

An examination of Milton's poetry in the context of the literature and culture of early modern Britain. Topics may include Milton's involvement in radical politics and controversies, mythology and the pastoral, gender and sexuality, and Milton's friendship with metaphysical poet Andrew Marvell.

ENGL 622/Seminar in Early Modern Literature 3 cr.

An examination of literature of the early modern period in its historical and cultural contexts. Topics may include gender politics, the Reformation and Counter-Reformation, poetics, and exploration and colonization (e.g., Ireland, the Bermudas).

ENGL 626/Seminar in 18th-Century British Literature 3 cr.

This course explores English literature from 1700 to 1815, including works by Swift, Defoe, Pope, Johnson, Burke, Wollstonecraft, Austen, and Blake. Topics of study include the rise and fall of Augustan poetics, Augustanism and the development of the novel, and 18th-century lyricism and the rise of Romanticism.

ENGL 640/Seminar in Romantic Literature 3 cr.

An examination of writings by British and American authors whose works exemplify the chief tendencies of Romanticism, with attention given to the various sources of Romanticism and to the problems of definition and description.

ENGL 642/Seminar in Victorian Literature 3 cr.

A close examination of some of the major works of the poets and prose writers of the Victorian period.

ENGL 646/20th-Century British Literature 3 cr.

A study of two or more major 20th-century British writers and the cultural forces that influenced them.

ENGL 650/Early American Literature 3 cr.

Examination of American literature written between 1630 and 1830, with particular focus on historical and cultural contexts. Themes covered may include captivity narratives, autobiography, and sexuality and the body.

ENGL 652/American Realism and Naturalism 3 cr.

Study of late-19th and early-20th-century novels by Mark Twain, Stephen Crane, Charles Chesnutt, Theodore Dreiser, Edith Wharton, Kate Chopin, Henry James, and others. The course focuses on the interaction between the era's literature and issues of class, gender, and race and ethnicity.

ENGL 654/20th-Century American Literature 3 cr.

Study of texts from Wharton to Oates and from Fitzgerald to Louise Erdrich, with focus on such issues as canon formation (its utility or inutility) and whether the nature of endings in fiction has changed since the beginning of the 20th century.

ENGL 670/Studies in Literature 3 cr.

Focuses on a different topic each semester. Some representative topics include early modern canon formation, New Historicism and the English Renaissance, historicizing the English Restoration, Latina/o literature, and racial passing in modern literature.

ENGL 687/Faculty-Student Research 3 cr.

Small-group research with a faculty member on a collaborative project, or a series of related projects, chosen to complement a faculty member's research or scholarly program.

ENGL 697/Independent Study in English 1–3 cr.

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

ENGL 699/Thesis/Creative Project in English 6 cr.

An original research or creative study completed over two semesters under the guidance of a thesis committee. Open only to students matriculated in the English program. Thesis may be substituted for parts one and two of the three-part MA comprehensive examination.

ENGL 700/Comprehensive Examination: English

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

WGST 500/Gender, Culture, and Society 3 cr.

This course serves as an introduction to Gender Studies at the graduate level. It provides an overview of the major questions raised by the interdisciplinary study of gender and sexuality and the challenges it presents to traditional divisions of knowledge. We will privilege dialogue and process while assessing trends in the often tense but overlapping areas of feminist, LGBT and queer inquiry. Special attention is given to intersectional and international issues across a range of disciplines, including history, anthropology, psychoanalysis, sexology, critical theory, economics, law, cultural studies, literature, art, and film.

WGST 510/Feminist Theory 3 cr.

The basic theoretical questions that we will address in this course range from deceptively simple ones, which attempt to define concepts such as woman/women, the body, gender, nature, otherness, labor, oppression, and change, to more abstract interrogations of the theoretical assumptions operating within the explicative frameworks of postmodernism, post-structuralism, social constructivism, post-colonialism, materialism, and transnational feminisms.

WGST 520/Gender Equity in the Classroom 3 cr.

This graduate seminar examines theoretical writings on feminist pedagogy and also addresses practical issues related to teaching Women's and Gender Studies. Participants will develop familiarity with feminist pedagogies and their significance for the field of Women's and Gender Studies; interpret their own educational experiences within the context of feminist reflections on education; formulate their own philosophies of education; and develop and test pedagogical strategies for developing critical consciousness about social inequalities.

WGST 530/Masculinities in American Fiction from the Turn of the 19th Century to the Present 3 cr.

This course focuses on representations of masculinities in American literature from the turn of the 19th century to the present. Following the approach of many cultural historians, we divide the long century into five distinct units: from the turn of the century to World War I (1180–1917); the period between the World Wars (1920–1940); the early Cold War years (1945–1960); the years of social upheaval (1960–1975); and the catch-all 'contemporary moment' (1975–the present). Our focus in each historical period is on the complex and often contradictory ways that masculinity is figured in the texts and, at the same time, on the interesting but difficult-to-assess relationships between the texts and their gendered social contexts.

WGST 570/Special Topics in Gender Studies 3 cr.

Prerequisite: Permission of department

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

School of Nursing, Health, and Exercise Science

As the MEd programs in Health and Physical Education are closing, most HLED and HPED courses not in use by another program will cease to be offered.

HLED 500/Workshop in Health Education 1–3 cr.

An in-depth study of highly specialized topics of recent origin, with emphasis on application to health education programs and improvement of teaching effectiveness. Only open to students currently enrolled as a TCNJ graduate student.

HLED 521/Stress and Tension Management 3 cr.

Examination of the interrelationships of mind, stress, and tension management. Key concepts will be extracted from a variety of fields for discussion and formation of a personal view. Only open to students currently enrolled as a TCNJ graduate student.

HLED 550/School Health Problems 3 cr.

Approaches for experienced teachers to the health problems of school-age children and their families. Emphasis on the importance of early detection of deviation from normal development and the need for understanding and cooperating with other service providers in the school and community. Only open to students currently enrolled as a TCNJ graduate student.

HLED 551/Alcohol and Narcotics Education 3 cr.

Drug dependencies and their effect on the individual, school, and society. The use, misuse, and abuse of a variety of mood-modifying substances are studied, with particular emphasis on alcohol and other drugs of abuse. Includes implications for drug education in the public schools. Only open to students currently enrolled as a TCNJ graduate student.

HLED 552/Health Science 3 cr.

This course is designed to provide a comprehensive overview of the current content of all aspects of health science education. Emphasis is on both theory and in-depth research of practical applications or advances in the areas of personal and community health programs in wellness by utilizing lectures, class discussions, readings, and investigations, and application of modern techniques of health science instruction for communities, teachers, administrators, or students. Only open to students currently enrolled as a TCNJ graduate student.

HLED 553/Drugs in Society 3 cr.

Study of the trends and practices of drug abuse in contemporary society, including identification and evaluation of behavior patterns of use and abuse of drugs. The drug user will be viewed from biological, medical, and psychological points of view, and the roles of professionals in these areas will be investigated. Only open to students currently enrolled as a TCNJ graduate student.

HLED 554/Curriculum and Program Construction in Health and Safety Education 3 cr.

The selection and adaptation of a comprehensive health and safety education program for children of various ages. An inquiry-oriented experience wherein the participant engages in the process of building a curriculum for K–12 grades and those in community health programs. Using research, New Jersey state standards, personal experiences, and interaction with others, the individual identifies desirable content for health and safety units emphasizing a conceptual approach to this discipline. Only open to students currently enrolled as a TCNJ graduate student.

HLED 555/Seminar on Aging, Death, and Dying 3 cr.

An exploration of various aspects of aging and death in contemporary America will be undertaken. An examination of the diverse roles of gerontology and thanatology professionals will be addressed through current research. Formulation of realistic plans for effective living through education regarding aging and death will be a primary area of focus. Only open to students currently enrolled as a TCNJ graduate student.

HLED 556/The Challenge of HIV: Prevention through Education 3 cr.

An in-depth study of human immunodeficiency virus (HIV): the basics (transmission, prevention, education); coping (psychosocial issues); helping (volunteerism, health/social services); and caring (critical issues, research). Only open to students currently enrolled as a TCNJ graduate student.

HLED 653/Problems and Issues in Health and Safety Education 3 cr.

Prerequisites: HLED 552 and 544

The study of major trends and current problems/issues in wellness, health promotion, or safety education, both in the schools as well as within the community, including the aging population; health in the technological age; school-community cooperation in health programs; investigation of infectious and degenerative diseases; and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other referral agencies serving the health and safety of children or adults. Only open to students currently enrolled as a TCNJ graduate student.

HLED 655/Sex Education and Family Living 3 cr.

Prerequisite: HLED 552

Individual study of personal and family living. Development of increased knowledge and competence in the use of such knowledge in teaching. Development of teaching materials, analysis of tests, and other resources. Only open to students currently enrolled as a TCNJ graduate student.

HLED 700/Comprehensive Examination: Health Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements. Only open to students currently enrolled as a TCNJ graduate student.

HPED 597/Special Topics in Health, Physical Education, and Safety 1–6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department. Only open to students currently enrolled as a TCNJ graduate student.

HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety 3 cr.

Prerequisite: EDFN 508

Study of research design, with opportunities for individual study. Areas include creativity and communication, understanding and using research, identifying professional needs and problems, orientation to laboratory procedures and application of inquiry, and investigation of future growth and development in the field. Only open to students currently enrolled as a TCNJ graduate student.

HPED 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program. Only open to students currently enrolled as a TCNJ graduate student.

HPED 697/Independent Study in Health, Physical Education, Recreation, and Safety 1–3 cr.

Prerequisites: EDFN 508 and HPED 600

Independent exploration of a specific topic or problem in depth under the individual supervision of a faculty member. This could include a unique area of the discipline, exploration of recent research on this topic, extensive reading in an area of interest, participation in medical clinics, grants, projects, or extensive forums with regular conferences during the semester with the faculty adviser. Open only to advanced students matriculated in graduate programs. Only open to students currently enrolled as a TCNJ graduate student.

HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety 3 cr.

Prerequisites: EDFN 508 and HPED 600

A critical independent investigation of an aspect of health, physical education, or safety of interest to the student is explored and developed under the guidance of faculty. Students are expected to purchase all necessary materials or equipment (laboratory time) required for the completion of the course. Open only to students matriculated in the health and physical education program or with permission of the faculty supervisor. Only open to students currently enrolled as a TCNJ graduate student.

HPED 699/Thesis in Health, Physical Education, Recreation, and Safety 6 cr.

Prerequisites: EDFN 508 and HPED 600

Extensive research under the guidance of a thesis committee. Open only to students matriculated in the health and physical education program. Only open to students currently enrolled as a TCNJ graduate student.

HPEM 554/Curriculum and Program Construction in HPE 3 cr.

The selection and health adaptation of a comprehensive health and safety education program as well as the process of developing physical education curriculum for children of various ages. An inquiry-oriented experience wherein the participant engages in the process of building a curriculum for K–12 grades, and those in community health programs. Using research, New Jersey state standards, personal experiences, and interaction with others, the individual identifies desirable content for health, physical education and safety units emphasizing a conceptual approach to this discipline. Only open to students currently enrolled as a TCNJ graduate student.

HPEM 590/Methods of Elementary and Secondary HPE 3 cr.

Corequisite: HPEM 694

Methodologies specific to elementary and secondary health and physical education. Primary emphasis on successful lesson planning with regard to the NASPE and NJCCC, management techniques, and teaching methodologies for health and physical education.

HPEM 653/Problems and Issues in HPE 3 cr.

The study of major trends and current problems/issues in wellness, health promotion, physical education or safety education both in the schools as well as within the community, including the aging population, health in the technological age, school-community cooperation in physical/health programs, investigation of infectious and degenerative diseases, and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other referral agencies serving the health and safety of children or adults. Only open to students currently enrolled as a TCNJ graduate student.

HPEM 694/Internship I 3 cr.

Corequisite: HPEM 590

Elementary and secondary field experiences, consisting of observation, co-teaching, and teaching health and physical education are required. Primary emphasis on successful lesson planning with regard to the NASPE and NCCC, lesson implementation, management techniques, student learning, and personal reflection.

HPEM 695/Internship II 6 cr.

Corequisite: HPEM 698

Full semester of student teaching during the senior year with approved teachers in selected schools of the state. Direct supervision by teacher and college supervisors. Observation, participation, and responsible teaching. 2.75 grade point average is required.

HPEM 698/Seminar in HPE 2 cr.

Prerequisites: 2.75 GPA; concurrent enrollment in HPEM 695

Program organization and administration in health and physical education. Legal foundations, personnel functions, budget and finance, facilities and equipment, public relations, and professional organizations discussed.

HPEM 700/Comprehensive Examination

Prerequisites: completion of all MAT courses; GPA of 3.0

Examination to demonstrate mastery of content knowledge during MAT experience. Primary emphasis on HPE teaching methodologies, classroom management, student learning, curriculum development, and problems and issues in HPE.

NURS 501/Perspectives in Advanced Nursing Practice 3 cr.

This course focuses on current and emerging issues affecting advanced nursing practice. Examination of internal and external factors impacting advanced nursing practice is included. A special emphasis is placed on the historical, political, legal, technological, ethical, and economic factors that impact advanced nursing practice.

NURS 503/Pharmacology for Advanced Nursing Practice 3 cr.

Prerequisite: NURS 504

This course examines concepts and principles related to pharmacology and the therapeutic use of drugs in patient groups across the lifespan. Pharmacokinetics and pharmacodynamics are emphasized related to organ systems and disease processes.

NURS 504/Advanced Human Pathophysiology 3 cr.

This is an advanced course that concentrates on the pathogenesis of common conditions affecting children and adults as a basis for clinical management. Emphasis is placed on dysfunction of histologic and systemic regulatory mechanisms which lead to illness. The influence of pathogens, environmental factors, genetics, and human behavior on cellular and organ physiology is described. The human biopsychosocial manifestations of pathophysiologic processes are presented to enable learners to synthesize ideas regarding holistic health care.

NURS 506/Theoretical Foundations for Advanced Nursing Practice and Research 3 cr.

This course provides the graduate nursing student with an introduction to the theoretical foundations that support advanced nursing practice. Students engage in a critical analysis of selected theories that are used to support nursing education, practice, and research. The wide range of relevant theories that the student is exposed to in this course include those used in nursing as well as the natural, social, organizational, and biological sciences. Knowledge of both relevant theory and current research provide a firm foundation for advanced nursing practice.

NURS 511/Introduction to the Clinical Nurse Leader Role 1.25 cr.

Co-requisite: NURS 501

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader direct care practice role within a healthcare agency. The focus will be on acquisition of advanced knowledge in key areas such as horizontal leadership, effective use of self, advocacy, conceptual analysis of the CNL role, and lateral integration of care. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes 1 hour/week on campus plus 35 clinical practicum hours.

NURS 523/School Nursing Foundations 3 cr.

This is a foundation course in the School Nurse Certification programs. It focuses on the theoretical, legal basis of the professional school nurse role. Responsibilities of the school nurse are defined in coordinating and implementing a school health program. Forces influencing the development and implementation of the school nurse role will be explored including the individual student, the family, and the community within the framework of state and federal laws regarding school health and education.

NURS 524/Assessment and Management of School Age Children and Adolescents 3 cr.

This course provides the theoretical foundation for the School Nurse to assess student health issues, plan appropriate school based care, make timely referrals, and evaluate outcomes in an elementary, middle or high school setting.

NURS 525/School Nurse Practicum I 3 cr.

NURS 526/School Nurse Practicum Seminar 1 cr.

These courses are taken concurrently. This practicum provides the student with the opportunity to implement knowledge from prerequisite courses while focusing on the delivery of healthcare services to school aged children and adolescents in New Jersey public schools. Clinical experiences will take place under the guidance of experienced school nurse mentors focusing on pupil health appraisals, interdisciplinary collaborative health planning, and planned health counseling within the context of existing federal, state, and district health policies and laws. Weekly seminars provide the student with the opportunity to further examine specific topics related to school nursing practice. There are 120 practicum hours plus a two hour weekly on-campus seminar. These courses are required for the School Nurse Non-Instructional Certificate.

NURS 603/Individual, Family, and Community Systems 3 cr.

This course provides a foundation for nurses engaged in advanced nursing practice to view individuals, families, and communities as complex adaptive systems. Graduate students will apply critical thinking skills to assess the needs of and plan culturally sensitive and competent care for individuals and families across the lifespan recognizing the diversity of these members of the global health care community.

NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice 3 cr.

Prerequisite or Corequisite: NURS 506

This course provides the graduate nursing student with the knowledge and skills necessary to engage in evidence-based practice in the health-care environment. The course focuses on analysis of research and its application to practice. Students learn to design intervention strategies based on current best evidence, and to measure patient outcomes related to the implementation of evidence-based practice.

NURS 625/School Nurse Practicum II 3 cr.**NURS 626/School Nurse Practicum Seminar II 1 cr.**

These courses are taken concurrently. This course provides theory and practice experiences in providing formal Health Education classes to children and adolescents in New Jersey public schools from a school health nursing perspective. Practicum experiences will take place in selected school settings under the guidance of School Nurse Health Educators/Health Educators who will provide experiences in health education curriculum development, design, and implementation. The student will spend one day per week assigned to teaching Health Education in the classroom. This course satisfies the requirement for School Nurse Instructional Certification. 120 practicum hours plus a two hour weekly on-campus seminar.

NURS 633/Advanced Holistic Health Assessment 4 cr.

Prerequisite: NURS 504 or **Corequisites:** NURS 503 and 603

This clinical course provides lecture and clinical laboratory experience where students learn and refine comprehensive health assessment abilities consistent with advanced nursing practice. This course allows students to sensitively and skillfully elicit a comprehensive health history, which includes aspects of the client's biopsychosocial, cultural, and spiritual profile. Students will develop and practice communication and observation skills through interviewing, as well as performing physical, functional, and risk assessments on clients across the lifespan. The student will complete 35 hours of supervision by a preceptor in a clinical setting to refine the skills necessary in the advanced nursing practice role. The course includes 4 hours/week of lecture and laboratory experiences plus 35 hours of supervised clinical experience.

NURS 636/Primary Care I 5 cr.

Prerequisite: NURS 633

This clinical course focuses on the provision of primary health care in ambulatory settings. Emphasis is placed on therapeutic interventions appropriate for management of individuals experiencing acute episodic or chronic illness, as well as strategies for wellness promotion and disease prevention. Students have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lecture and clinical practice under the guidance of a nurse practitioner or physician preceptor. Clinical experience includes 135 clinical hours and 15 hours of clinical seminar.

NURS 637/Primary Care III 5.5 cr.

Prerequisite: NURS 636 and 638 **for FNP students/ 5 cr.**
for Adult/Gero NP students 5 cr.

This course sequence focuses on the delivery of health care to individuals experiencing complex illnesses and conditions. While continuing to expand on the role of the nurse practitioner in health promotion and disease prevention, emphasis is placed on strategies for management of patients with multiple and/or chronic, complex illnesses. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lectures, discussion, and clinical practice under the guidance of a nurse practitioner or physician preceptor. Clinical experience is 200 hours (FNP) or 135 hours (Adult/Gero NP) plus 15 hours of clinical seminar.

NURS 638/Primary Care II

Prerequisite: NURS 636 **for FNP students/ 5.5 cr.**
for Adult/Gero NP students 5 cr.

This clinical course focuses on the delivery of primary healthcare to specific populations including adolescents and women. Emphasis is placed on health assessment, health promotion, and therapeutic interventions appropriate for management of acute and chronic illnesses in these populations. Students will have the opportunity to develop knowledge and skills through lectures, discussions, and clinical practice. Clinical practice occurs under the guidance of a nurse practitioner or physician preceptor. Clinical experience is 200 hours (FNP) or 135 hours (Adult/Gero NP) plus 15 hours of clinical seminar.

NURS 643/Primary Care of the Childbearing Family 3 cr.

Prerequisite: NURS 636

This course focuses on primary health care in the ambulatory setting for women during pregnancy and the post-partum period and for infants, toddlers, and school-age children. Emphasis is placed on strategies for health promotion, illness prevention, and therapeutic management of two populations: women experiencing normal childbearing experiences as well as those experiencing acute episodic or complex chronic conditions during pregnancy and the post-partum, and children during normal developmental phases and those experiencing acute episodic or chronic conditions. This course will prepare the student for clinical experiences in ambulatory care settings such as clinics, private offices, and other community settings where women and children receive primary care.

NURS 660/Nurse Management of Chronic and Complex Conditions 3.25 cr.

Prerequisites: NURS 633, NURS 501 and NURS 511 Introduction to CNL Role
This course will focus on advanced nursing assessment and management of the individual with a chronic and/or complex condition or multiple chronic and/or complex conditions across the lifespan. Emphasis will be placed on planning care based on best clinical evidence and evaluation of client outcomes. Family coping and support for families experiencing complex and chronic illness will also be considered. Clinical experiences will give the student the opportunity to plan and delegate care for clients with multiple chronic health problems; identify nursing interventions to impact outcomes of care; assimilation and application of research-based information to design, implement, and evaluate client plans of care; and contribute to interdisciplinary plans of care based on best practice guidelines and evidence based practice. Includes 35 clinical practice hours and three classroom hours per week.

NURS 685/Health Promotion for Advanced Nursing Practice 3 cr.

This course focuses on health promotion for individuals, families, and communities. Primary, secondary, and tertiary prevention will be addressed. Emphasis is placed upon strategies that promote health and prevent disease. The advanced nursing practice role in modifying disease processes through education, counseling, facilitating, stress reduction, and lifestyle changes will be explored.

NURS 690/Practicum in the Nurse Practitioner Role 5 cr.

Prerequisite: NURS 636, 637 and 638

The primary focus of this course is to provide the student with an opportunity to integrate and develop further competencies in the role of the nurse practitioner in the primary care setting. Continued emphasis is placed on clinical decision making as well as strategies for evaluation of health care practice, marketing, legal, and employment issues. Interdisciplinary experiences are pursued and collaborative practice emphasized, allowing students to explore the role of the nurse practitioner in the current health care system. Students have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary health care through lecture and clinical practice under the guidance of a nurse practitioner or physical preceptor. Clinical experience is 180 clinical hours plus 15 hours of clinical semester.

NURS 695/Practicum in the Clinical Nurse Leader Role 4 cr.

Prerequisites: NURS 633, 685 and 660

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader role within a healthcare agency. The focus is on acquisition of advanced

knowledge in key areas such as finance/economics, quality management patient safety/risk management, healthcare technology, and informatics. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes three hours/week of on-campus seminar plus 340 clinical practicum hours.

NURS 694/Capstone Seminar 1 cr.

Prerequisites: NURS 604 and should be taken in the Spring prior to the Practicum

Every candidate for a graduate degree must complete a capstone project that provides the candidate with the opportunity to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice. The student will work closely with a faculty mentor who will review drafts and suggestion revisions until project meets criteria for approval. This course may be taken up to 2 times by students who need additional time to complete the capstone.

NURS 705/Capstone Project

Prerequisite: Completion of NURS 694

Once the candidate has successfully passed the Capstone Seminar they will register for the Capstone Project. This indicator is registered for in the last summer session. This is an indicator that the capstone project has successfully been accomplished, including submission of final project report and presentation of a professional level poster.

The following courses offered by Thomas Jefferson University are required for students in the TCNJ Neonatal Nurse Practitioner Program (NURK).

NURS 662/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner I 3 cr.

Prerequisites: NURS 504, NURS 665 and 666

Introduces the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiologically significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis, and management of primary healthcare needs. Requires 16 hours per week of clinical practicum with a preceptor.

NURS 663/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner II 3 cr.

Prerequisites: NURS 504, NURS 665, 666 and 662

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Presents common variations in pregnancy and neonates. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and the neonates at birth. Includes concepts, theories, and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiologically significant problems are included. Integrates core and support course content as well as use of critical-thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis, and management of primary healthcare needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

NURS 664/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner III 3 cr.

Prerequisites: NURS 504, NURS 665, 666 and 663

Focuses on the management of the high-risk neonate. This course will prepare the student to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the high-risk neonate and family. Includes concepts, theories, and research related to management of care and prevention of complications, as well as health promotion, health maintenance, and prevention of illness and injury of epidemiologically

significant problems. Integrates core and support course content as well as use of critical-thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of healthcare needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

NURS 665/Jeff U Comprehensive Assessment for Clinical Decision Making for the Mother and Neonate 3 cr.

Refines and expands upon prior health assessment skills, including comprehensive history taking, developmental, and psychosocial assessment, and recognition of pathological changes as well as variations of normal. Stresses the development of clinical-decision-making skills, taking into consideration life circumstances and economic, cultural, and developmental variations. Emphasizes taking a detailed problem-based history of the mother, physical assessment of the neonate, and the development of case presentation skills and charting. Students learn to differentiate, interpret, and document normal and abnormal findings.

NURS 666/Jeff U Advanced Pharmacotherapeutics for Neonatal Nurse Practitioner 3 cr.

Designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. Provides a comprehensive and clinically pertinent analysis of pharmacokinetics, and pharmacodynamics of selected agents. Emphasizes the pharmacotherapeutic agents commonly used in the intensive care nursery, delivery room, and in high-risk follow-up the neonate. Discusses medication for the pregnant woman with a pre-existing condition prior to pregnancy or during pregnancy. Critically analyzes mechanisms of action, bioavailability, adverse effects, toxicities, and cultural, social, and economic aspects of pharmacodynamics, which are used as a foundation for clinical decision-making.

PHED 500/Workshop in Physical Education 1–3 cr.

An in-depth study of highly specialized topics of recent origin, with an emphasis on application to physical education programs and on improvement of teaching effectiveness. Only open to students currently enrolled as a TCNJ graduate student.

PHED 510/The Teaching and Planning of Physical Education in the Elementary School 3 cr.

Study and evaluation of recent concepts and practices in the planning and teaching of physical education. Emphasis is placed on the role of physical education in the elementary grades. Only open to students currently enrolled as a TCNJ graduate student.

PHED 511/Curriculum and Program Construction in Physical Education 3 cr.

Selection and adaptation of physical education activities for children of various age levels with emphasis on objectives and pupil classification. Criteria formulated for scientific evaluation of activity programs. Only open to students currently enrolled as a TCNJ graduate student.

PHED 530/Theory and Practice of Physical Conditioning 3 cr.

An in-depth investigation of the scientific basis for physical conditioning work, including techniques, specific programs, equipment, and facilities. Only open to students currently enrolled as a TCNJ graduate student.

PHED 596/Teaching Health, Physical Education, and Safety in Elementary Grades 1 cr.

Theory and practice of health, physical education, and safety in the elementary school physical education program. Required of all elementary education majors. Only open to students currently enrolled as a TCNJ graduate student.

PHED 603/Problems and Issues in Physical Education 3 cr.

Prerequisite: PHED 510, 511, or 530

Current problems in physical education, including an objective analysis of the claims for the benefits of physical education activities. Only open to students currently enrolled as a TCNJ graduate student.

PHED 610/Administration and Supervision of Physical Education and Athletics 3 cr.

Prerequisite: PHED 510, 511, or 530

Administration of physical education in elementary, junior, and senior high schools, including the organization of physical education

programs, athletic programs, and intramural sports. Only open to students currently enrolled as a TCNJ graduate student.

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

3 cr.

Prerequisite: PHED 510, 511, or 530

Principles and practices of planning and developing facilities and equipment for physical education, athletics, and recreation programs. Attention given to budgeting, long-range planning, and maintenance. Field trips may be required at the student's expense. Only open to students currently enrolled as a TCNJ graduate student.

PHED 633/Prevention and Care of Athletic Injuries

3 cr.

Prerequisite: PHED 510, 511, or 530

Theory and practice in the prevention of athletic injuries and rehabilitation. Training room organization and management with emphasis on facilities and equipment. Only open to students currently enrolled as a TCNJ graduate student.

PHED 690/Professional Seminar

3 cr.

Prerequisite: Must complete 24 hours of graduate credit

A culminating experience for the graduate student in health and physical education. Includes discussions and lectures with guest speakers, emphasizing probable trends, and future responsibilities of the individual and the profession. Only open to students currently enrolled as a TCNJ graduate student.

PHED 700/Comprehensive Examination: Physical Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements. Only open to students currently enrolled as a TCNJ graduate student.

Faculty and Staff

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Directions to the Campus

From I-80

Take I-80 East to the U.S. 206/Route 183 exit. Keep right at the fork in the ramp. Merge onto U.S. 206. Take the I-287 South ramp toward Somerville (I-78)/Princeton. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. See directions below from *Continue on U.S. 202 South.

From the New York State Thruway

Take the New York State Thruway/I-87 South. Take the I-287 South/Route 17 South exit. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. *Continue on U.S. 202 South. At the Flemington Circle, continue on U.S. 202/31 South. Exit U.S. 202/31 onto Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-95, left at the fourth traffic light).

From I-95 South (Delaware/Philadelphia International Airport)

Using I-95 North, continue into Pennsylvania, through Philadelphia. Continue on I-95 North into New Jersey. Take exit 4 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

From Route 78 (Easton, PA and the West)

Take Route 78 East into New Jersey. Continue to exit 17 (Route 31 South/Flemington and Trenton). Continue south on Route 31 into the Flemington Circle. Take Route 202/31 South. Exit at Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-95, left at the fourth traffic light).

From the Pennsylvania Turnpike (Pittsburgh, PA and Ohio)

Take the Pennsylvania Turnpike/I-276 East to the Philadelphia/U.S. 1 exit. Keep left at the fork in the ramp. Merge onto U.S. 1 North Lincoln Highway. Stay straight to go onto U.S. 1 North. Take the I-95 North exit toward Trenton. Merge onto Delaware Expressway/I-95 North. Proceed into New Jersey. Take exit 4 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

From Long Island

Take the Verrazano Bridge to Staten Island. Stay on 278 West to Goethals Bridge. After crossing the bridge, take first exit for 95 South (NJ Turnpike). Follow directions from New Jersey Turnpike.

From the New Jersey Turnpike (Newark International Airport and North)

Using the New Jersey Turnpike, travel south to exit 7A, Trenton and Shore Points. Follow signs toward Trenton onto I-195 West. Follow signs marked 295 Princeton/Camden. Exit at "I-295 North/Route 1/95 South/Princeton." Continue on I-295 North (becomes I-95 South) to exit 4. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

From the Atlantic City Expressway

Take the Atlantic City Expressway West (toward PA). The expressway ends at Route 42. Follow Route 42 North to I-295 North. Continue on I-295 North (becomes I-95 South) to exit 4. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

From the College entrance

Make a right onto the main access loop around campus. The information booth is on the left in front of Paul Loser Hall.

Railroad

From the Trenton AMTRAK station, take the NJ Transit Mercer "601 The College of New Jersey" bus directly to campus.



