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.

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 Kanary 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 Admission Test Requirements—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 **6 cr.**

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

Comprehensive Examination: REGS 999

Master of Education in Teaching English as a Second Language (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 Admission Test Requirements—please visit
graduate.pages.tcnj.edu/apply.
(Also see Graduate Opportunities section of Bulletin)

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)
Graduate Admission Test Requirements—please visit
graduate.pages.tcnj.edu/apply.
(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: 15 cr.

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

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
Graduate Admission Test Requirements—please visit
graduate.pages.tcnj.edu/apply.
(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 Adminis--trative 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

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 Certifica-tion with the completion of additional curriculum coursework, provided the candidate meets all requirements of the current New Jersey Adminis-tra--tive 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. 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
Graduate Admission Test Requirements—please visit
graduate.pages.tcnj.edu/apply
(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:
Beginning Reading Instruction (Online) 3 cr.

Learn to implement a balanced, integrated approach to teaching, beginning with reading centered on scientific strategies aligned with state and national reading research initiatives. These specially designed curriculum resources and teaching strategies will enhance the reading 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.