

School of Education

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, exceptionalism, 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.

3.

Candidates for all types of certificates must also demonstrate proficiency in basic skills as evidence by a passing score on a Commissioner approved test of basic skills, such as the GRE, SAT, or ACT. If a passing score is not demonstrable, the candidate must take and pass the Praxis Core exam (separate from the Praxis I.). More information can be obtained from the certification webpage found here: <http://education.tcnj.edu/offices-partnerships/certification/>

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—Special Education (ECSE_MAT 01)—Five-Year Program (for TCNJ students only—Full Five-Year Undergraduate/Graduate Program)

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

The Department of Elementary and Early Childhood Education and the Department of Special Education, Language, and Literacy offer a program that prepares students to be early childhood teachers of students both with and without disabilities. This five-year program, featuring a dual major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certification in Preschool through Third Grade (P-3) and Special Education. The program meets the standards and requirements of the Council for the Accreditation of Educator Preparation, New Jersey State Department of Education, National Association for Education of Young Children (NAEYC), and the Council for Exceptional Children (CEC). At the end of the fourth year, students earn a Bachelor of Science. The course of study continues through the following academic year and culminates in a Master of Arts in Teaching degree with certification in early childhood education and special education. 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 Early Childhood - Special Education program at TCNJ may matriculate into the MAT. Students must have a GPA of 3.0 to matriculate into the fifth-year portion of the program.

Passing score on a State approved test of basic skills (e.g., SAT, ACT or Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here: <http://education.tcnj.edu/offices-partnerships/certification/>.

Early Childhood Praxis II (5025) (Must be completed in the final semester of the senior year)

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 Student Teaching

Passing scores on the State mandated EdTPA and Praxis II

Required Courses (Graduate Level):

30 cr.

SPED 621/ Assessment Young Children with Disabilities (3 credits)
ELBM 520/ Multicultural Social Studies Methods (2 credits)
ECED 530/ Culturally Responsive Practices with Children & Parents (3 credits)
SPED 622/ Intervention Strategies – Young Children with Disabilities (with field experience) (3 credits)
ECED 560/ Curriculum Experiences for Young Children (3 credits)
EDUC 513/ Collaboration & Consultation (3 credits)
SPED 521/ Assistive Technology (3 credits)
SPED 700/

- Comprehensive Exam (0 credit)
- *SPED 695/
Student Teaching (Preschool SPED) (6 credits)
- SPED 648/
Positive Behavior Supports for Students with Extreme Behaviors (3 credits)
- SPED 597/
Stu Tch Seminar (1 credit)

**Eligibility for Student Teaching*

In order to be eligible for student teaching, a student needs to meet the following criteria:

- n Minimum GPA of 3.0 or higher
- n Demonstrate acceptable levels of teaching performance/ proficiency in ECE490. Minimum grade of "B" required in ECE490.
- n Overall satisfactory performance on the Teaching Performance Assessment in ECE490. A rating of satisfactory being defined as: No concerns have been indicated on the student's teaching performance either by the instructor, field supervisor, or cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria
- n Overall satisfactory performance on the Professional Dispositions Assessment in ECE490. A rating of satisfactory being defined as: No concerns have been indicated on the student's dispositions either by the instructor, field supervisor, or cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria
- n Student has taken the Praxis II for Early Childhood Education (currently test # 5025). See the following URL for more information on this test: <http://www.ets.org/praxis/nj/requirements>
- n The Department of Elementary and Early Childhood Education and the Department of Special Education, Language and Literacy maintain the right and has the responsibility to dismiss students from the major who have not made satisfactory progress toward completing the major components of the program, i.e., successful ratings on the Teaching Performance Assessment Rubric and the Professional Dispositions Rubric as well as fulfilling all other department requirements or expectations.

Early Childhood—Education of the Deaf and Hard of Hearing (ECDH_MAT 01)—Five-Year Program (for TCNJ students only—Full Five-Year Undergraduate/Graduate Program)

Barbara K. Strassman, Coordinator, *Graduate Program in Early Childhood-Deaf and Hard of Hearing Education (MAT)*

The Department of Elementary and Early Childhood Education and the Department of Special Education, Language, and Literacy offers a program that prepares students in Early Childhood Education and in Early Childhood Deaf and Hard of Hearing Education. This five-year program, featuring a dual major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certifications in early childhood education and the 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, National Association for Education of Young Children (NAEYC), and the Council on the Education of the Deaf (CED). At the end of the fourth year, students earn a Bachelor of Science degree without certification. The course of study continues through the following academic year and culminates in a Master of Arts in Teaching degree. Graduates of the program are then eligible for certification in Early Childhood Education (Preschool through Third Grade), Teacher of the Deaf or Hard of Hearing, Oral/ Aural (Preschool through Third Grade), and Teacher of the Deaf or Hard of Hearing Sign Language Communication (Preschool through Third Grade).

Admission Requirements

Only students who have completed a bachelor's degree in the Early Childhood-Deaf 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.

Passing score on a State approved test of basic skills (e.g., SAT, ACT or Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here: <http://education.tcnj.edu/offices-partnerships/certification/>.

Early Childhood Praxis II (5025) (Must be taken in the final semester of the senior year).

Graduation Requirements

Cumulative grade point average of 3.0 in the MAT program

Completion of all departmental requirements/ prerequisites—30 credits (no more than 3 cr. may be accepted from another institution as transfer credit in this program; grade of "B" or higher must be earned in a transfer class)

Grade of B or better in Student Teaching (no transfer credit will be accepted for Student Teaching)

Passing scores on the State mandated EdTPA and Praxis II

Required Courses (Graduate Level): 30 cr.

- SPED 621/
Assessment Young Children with Disabilities (3 credits)
- ELBM 520/
Multicultural Social Studies Methods (2 credits)
- ECED 530/
Culturally Responsive Practices with Children & Parents (3 credits)
- SPED 622/
Intervention Strategies – Young Children with Disabilities (with field experience) (3 credits)
- ECED 560/
Curriculum Experiences for Young Children (3 credits)

EDUC 513/
Collaboration & Consultation (3 credits)
DFHH 522/
Assistive Learning Devices and Auditory Management (3 credits)
DFHH 700/
Comprehensive Exam (0 credit)
DFHH 690/
Student Teaching (Preschool SPED) (6 credits)
DFHH 530/
Speech Development for D/ HH Individuals (3 credits)
DFHH 597/
Student Teaching Seminar (1 credit)

Early Childhood Specialization (ELEC_MAT02)

Jody Eberly, *Coordinator, Graduate Program in Early Childhood Education (MAT)*

Admission Requirements

Bachelor's degree from an accredited or approved institution
A 3.0 cumulative GPA is required in the Undergrad degree.
Graduate Record Exam (GRE)—For test waiver information, please
visit <http://graduate.tcnj.edu/apply/>.
Passing score on a State approved test of basic skills (e.g. GRE or

Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here:
<http://education.tcnj.edu/offices-partnerships/certification/>
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
Grade of B–or better in any methods course(s)
36 credits
Passing score on the state mandated edTPA and Praxis II

Required Courses

Summer I 7 cr.

EDUC 501/ Exploring Teaching
ECE 640/ Development and Learning

Fall I 12 cr.

ECE 504/

Teaching Young Children: Creating and Sustaining
Classroom Communities

EDUC 694/ Internship I
ECE 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
ECE 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

Elementary Education Specialization (ELEC_MAT01)

Arti Jbshi, *Coordinator, Graduate Program in Elementary Education (MAT)*

Admission Requirements

Bachelor's degree from an accredited or approved institution

Min 3.0 GPA

Graduate Record Exam (GRE)—For test waiver information, please

visit <http://graduate.tcnj.edu/apply/>.

Passing score on a State approved test of basic skills (e.g. GRE or Praxis Core—not the same as the Praxis exam for certification). For more information

visit the certification website here: <http://education.tcnj.edu/offices-partnerships/certification/>

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 any methods courses(s)

36 credits

Passing score on the state mandated edTPA and Praxis II

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)

Lynnette Mawhinney, *Interim 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.

Passing score on a State approved test of basic skills (e.g.) GRE or Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here: <http://education.tcnj.edu/offices-partnerships/certification/>.

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

Grade of B- or better in any method(s) course(s)

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

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

Colette Gosselin, *Coordinator, Graduate Program in Secondary Education, STEM Education Specialist*

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

Present an undergraduate major or 30 semester-hour credits in a coherent sequence of courses in the subject teaching field

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

Passing score on a State approved test of basic skills (e.g.) GRE or

Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here:

<http://education.tcnj.edu/offices-partnerships/certification/>.

(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/ PHYS570/ 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 3.0 (on a 4.0 scale)
Graduate Record Exam (GRE)—For test waiver information, please

visit <http://graduate.tnjan.edu/apply/>.

Passing score on a State approved test of basic skills (e.g.) GRE or

Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here:

<http://education.tnjan.edu/offices-partnerships/certification/>.

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 (SPEC_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.

The program meets the standards and requirements of:

Council for the Accreditation of Educator Preparation
New Jersey State Department of Education
Council for Exceptional Children (CEC)

Admission Requirements

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please
visit <http://graduate.tcnj.edu/apply/>.
Passing score on a State approved test of basic skills GRE or

Praxis Core—(not the same as the Praxis exam for certification). For more information visit the certification website here:

<http://education.tcnj.edu/offices-partnerships/certification/>.

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) 50 hours of documented “pre-clinical practice” in Special Education settings

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

Passing score on the state mandated edTPA and Praxis II

Required Courses

SPED 501/ Students with Disabilities in Our Schools

EPSY 523/ Advanced Child and Adolescent Development

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

PRAXISexam: Elementary Education: Multiple subjects-5001

SPED 691/ Internship I

SPED 695/ Internship II* Must be completed in the semester following Internship I.

EDUC 615/ Capstone Experience: The Teaching Professional

SPED 700/ Comprehensive Examination

**Internship II must take place at the elementary level in a public school setting.* In order to be eligible for student teaching, a student needs to meet the following criteria:

n Minimum GPA of 3.0 or higher

n Demonstrate acceptable levels of teaching performance/ proficiency in SPED 691. Minimum grade of “B” required in SPED 691.

n Overall satisfactory performance on the Teaching Performance Assessment in SPED 691. A rating of satisfactory being defined as: No concerns have been indicated on the student’s teaching performance by the instructor or field supervisor. The candidate has been rated as proficient or higher in all of the criteria.

n Overall satisfactory performance on the Professional Dispositions Assessment in SPED 691. A rating of satisfactory being defined as: No concerns have been indicated on the student’s dispositions by the instructor or, field supervisor. The candidate has been rated as proficient or higher in all of the criteria

n Student has taken the Praxis II for Elementary Education (currently test # 5001). See the following URL for more information on this test:

<http://www.ets.org/praxis/nj/requirements/>

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–6 and Special Education.

The program meets the standards and requirements of:

Council for the Accreditation of Educator Preparation

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.
Passing score on a State approved test of basic skills (e.g.) SAT, ACT or

Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here:
<http://education.tcnj.edu/offices-partnerships/certification/>.

Elementary Education: Multiple Subjects Praxis II (5001)

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

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
Passing score on the state mandated edTPA and Praxis II

Required Courses 15 cr.

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

Field Experience 7 cr.

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

Electives Specialty Sequences 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
RDLG 673/
The Writing Process in Literacy Development Reading

Track III-Complex Disabilities

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

Track IV-Behavior

SPED 648/ Positive Behavior Supports for Extreme Behaviors
SPED 655/
Advanced Topics: Social and Cultural Constructions of Behavior
ESLM 597/ Intersection of Culture, Language, and Abilities

Comprehensive Examination: SPED 700

***Eligibility for Student Teaching**

In order to be eligible for student teaching, a student needs to meet the following criteria:

- n Minimum GPA of 3.0 or higher
- n Demonstrate acceptable levels of teaching performance/ proficiency in SFE 490. Minimum grade of "B" required in SFE 490.
- n Overall satisfactory performance on the Teaching Performance Assessment in SFE 490. A rating of satisfactory being defined as: No concerns have been indicated on the student's teaching performance by the instructor or field supervisor. The candidate has been rated as proficient or higher in all of the criteria
- n Overall satisfactory performance on the Professional Dispositions Assessment in SFE 490. A rating of satisfactory being defined as: No concerns have been indicated on the student's dispositions by the instructor or field supervisor. The candidate has been rated as proficient or higher in all of the criteria
- n Student has taken the Praxis II for Elementary Education (currently test # 5001). See the following URL for more information on this test:
<http://www.ets.org/praxis/nj/requirements>
- n The Department of Special Education, Language and Literacy maintains the right and has the responsibility to dismiss students from the major who have not made satisfactory progress toward completing the major components of the program, i.e., successful ratings on the Teaching Performance Assessment Rubric and the Professional Dispositions Rubric as well as fulfilling all other department requirements or expectations

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 dual major multiple, 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 K-6. 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. Above the 6th grade level, candidates are eligible for employment with Deaf or Hard of Hearing students as support and resource teachers, as well as in 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

- n Only students who have completed a bachelor's degree in the Deaf/ elementary education program at TCNJ may matriculate into the MAT.
- n Students must have a minimum GPA of 3.0 to matriculate into the MAT portion of the program.
- n Passing score on a State approved test of basic skills—the SAT, ACT, GRE or Praxis Core Academic Skills for Educators tests. For more information visit the certification website here: <http://education.tcnj.edu/offices-partnerships/certification/>.
- n Students are required to take the Praxis II prior to student teaching. Students who do not meet the cut off score for licensure will be allowed to student teach but will need to retake the test to be eligible for certification. Students must earn the NJ minimum score or higher for certification.

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 and a grade of "B" or higher must have been earned)
- 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

ELBM 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)

ELBM 695/ Culminating Field Experience Elementary Ed.

DFHH 700/ Comprehensive Exam

****Eligibility for Student Teaching***

In order to be eligible for student teaching, a student needs to meet the following criteria:

- n Minimum GPA of 3.0 or higher
- n Demonstrate acceptable levels of teaching performance/ proficiency in DHH 423 and a minimum grade of "B" in DHH 423.

- n Overall satisfactory performance on the Teaching Performance Assessment in SFE 490. A rating of satisfactory being defined as: No concerns have been indicated on the student's teaching performance either by the instructor, field supervisor, or cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria.
- n Overall satisfactory performance on the Professional Dispositions Assessment in DHH 423. A rating of satisfactory is defined as no concerns indicated on the student's dispositions either by the instructor, field supervisor, or cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria.
- n Student has taken the Praxis II for Elementary Education (currently test # 5001). See the following URL for more information on this test: HYPERLINK <http://www.ets.org/praxis/nj/requirements> <http://www.ets.org/praxis/nj/requirements>.
- n The Department of Special Education, Language and Literacy maintains the right and has the responsibility to dismiss students from the major who have not made satisfactory progress toward completing the major components of the program, i.e., successful ratings on the Teaching Performance Assessment Rubric and the Professional Dispositions Rubric as well as fulfilling all other department requirements or expectations.

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

Stuart Roe, *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 <http://graduate.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.

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 prerequisites 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.
3. 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)

Jill Schwarz, *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 (6 credits) or COUN 694/ 695/ Internship

*COUN 693 (one term); COUN 694/ 695 (two terms). (The requirements for COUN 693 may be met by taking COUN 694 and COUN 695, which are each 3 credit Internship Seminar courses)

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.

Comprehensive Examination: COUN 700

Clinical Mental Health Counseling (COUN_MA_07)

Mark Woodford, *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) or COUN 694/ 695/ Internship
*COUN 693 (one term); COUN 694/ 695 (two terms).

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 600 hours of clinical work for the internship experience must be specific to substance abuse and addiction counseling work)

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

Atsuko Seto, *Coordinator, Graduate Program in Marriage, Couple, and Family Counseling and Therapy*

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

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)

Atsuko Seto, *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-accredited counseling program or its equivalent and complete the EdS degree may 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+, 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

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 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 a SAC site);

OR

COUN 698/ Department Project: SAC Practicum

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

Master of Education in Educational Leadership options include Traditional (EDAD_MED01) 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 profession." That is, a mode of teaching that has become inextricably identified with preparing people for a particular profession. Mindful of this notion of signature pedagogies, students who enter the educational leadership program should expect the following:

A relevant and challenging curriculum where professors use an approach to teaching that makes extensive use of active learning pedagogies such as case

studies, simulations, and problem-based learning.

A clinical experience will be an intricate part of every course in the program. Students should anticipate and plan for a field experience as part of each course. Students will be required to provide documentation of at least 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*.)

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

<http://graduate.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

Master's Degree Strand (EDAD_MED01)*

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

†SJPV 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.

†CJRR 514/ Curriculum Theory and Practice

†CJRR 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.

†CJRR 514/ Curriculum Theory and Practice

EDAD 525/ Introduction to Educational Administration

EDFN 508/ Introduction to Research

†SJPV 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.

†CJRR 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

SJPV 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. Classroom-based research is increasingly featured as a critical component of contemporary educational assessment models. 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

Current Resume

Field Setting Report (2 parts)

Two Letters of Recommendation

Personal essay

Graduate Record Exam (GRE) may be required for some applicants—For test waiver information, please visit <http://graduate.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

EDIN 570/ Differentiated Instruction

EDIN 548/

Styles of Teaching: Personality Type in the Classroom

EDIN 560/ Brain-Based Teaching and Learning

EDIN 542/

Assessment Techniques: Assessment for Student Learning

Classroom Action Research: **9 cr.**

Students develop and explore meaningful unanswered questions and challenges 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)

EDIN 545/ Encouraging Skillful, Critical, and Creative Thinking

EDIN 536/

Universal Design for Learning: Reaching All Learners in the Digital Age

EDIN 553/

The Kinesthetic Classroom: Teaching and Learning through Movement

or

EDIN 554/

The Kinesthetic Classroom II (either of the Kinesthetic Classroom courses may be taken for credit, but not both.)

EDIN 566/

Teaching, Writing and Thinking Across the Curriculum

The Diverse Classroom:

(Three 3-credit courses)

EDIN 559/ The Bully Proof Classroom

EDIN 552/

From Challenge to Success: ADHD, LD and the Spectrum

EDIN 555/

Skills and Strategies for Inclusion and Disability Awareness

EDIN 558/ The Gendered Brain

Classroom Management and Classroom Climate Option:

(Three of the following four 3-credit courses)

EDIN 544/

Increasing Student responsibility and Self-Discipline in Learning Communities

EDIN 565/ Cooperative Discipline

EDIN 528/ Skills for Building the Collaborative Classroom

EDIN 556/

Motivation: The Art and Science of Inspiring Classroom Success

Culminating Experience Requirement:

EDUC 700/ Comprehensive Exam or Capstone Project

Master of Education in Literacy (READ_MED01)

Matthew Hall, *Coordinator, Graduate Programs in Literacy*

The MEd in Literacy program is designed to increase the competence of fully certified elementary and secondary teachers who wish to become master teachers of reading and writing.

Admission Requirements*

Bachelor's degree from an accredited or approved institution

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

A New Jersey teaching certificate or its equivalent

A course in teaching reading

(Also see Graduate Opportunities section of Bulletin)

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

RDLG 672/

Advanced Methods in the Teaching of Reading: Theory, Research and Practice

RDLG 673/ The Writing Process in Literacy Development

1 Elective Course Focused on English Language Learners (chosen with advisor approval)

1 Elective Course Focused on Literacy Instruction (chosen with advisor approval)

RDLG 698/

Department Project in Reading

1 additional elective course with advisor approval

Comprehensive Examination: RDLG 700

Master of Education in Literacy with Reading Specialist Certification (READ_MED01)

Matthew Hall, *Coordinator, Graduate Programs in Literacy*

The MEd in Literacy program is designed to prepare specialists who can provide targeted instructional support in reading and writing to students and provide literacy coaching for classroom teachers.

Admission Requirements*

Bachelor's degree from an accredited or approved institution

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

A New Jersey teaching certificate or its equivalent

A course in teaching reading

Two years of full time, tenure track teaching experience at the time of certification

An additional essay

(Also see Graduate Opportunities section of Bulletin)

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

or

Elective in Literacy Chosen with Advisor Approval

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 this program who have successfully completed 33 credits in required courses with two years of full-time teaching experience will have procedures leading to New Jersey Reading Specialist certification initiated by the Certification Office.

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 full-time teaching.

Successful completion of this program constitutes the required completion of an approved program for the reading specialist certificate.

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

Matthew Hall, *Coordinator, Graduate Programs in Literacy*

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
 - Two years of full time, tenure track teaching experience at the time of certification
- (Also see Graduate Opportunities section of Bulletin)

Program Requirements

- 30 credits
 - SPED 624/
- Advanced Topics in Learning Disabilities
 - 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
 - or
 - Elective in Literacy Chosen with Advisor Approval
 - 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
 - 1 elective course chosen with advisor approval

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 courses taken within six years of entering the program, equivalency must be substantiated. A minimum of 24 credits must be earned at The College of New Jersey.

Students who have successfully completed the program with two years of full-time teaching experience will have procedures leading to New Jersey Reading Specialist certification initiated by the Certification Office.

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 full-time teaching.

Master of Education in Teaching English as a Second Language (ESLA_MED01, Global and ESLA_MED02, on-campus)

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 (MEd in TESL). If you seek both ESL/ Bilingual certification AND a master's degree, you must check with program coordinator for certification requirements. We recommend that you take the certification program first, and then go for MEd in TESL program or you can only get your ESL/ Bilingual certification after completion of MEd TESL. 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/ writing English proficiency tests
3. Completion of an online training in HIB (harassment, intimidation and bullying)
4. Passing scores on a test in physiology, hygiene and substance abuse issues or a copy of any college course in biology, nutrition, health problems, personal/ family/ school/ , anatomy & physiology, or community health and wellness. (for initial certification only)
5. A photocopy of a teaching credential in another field (for endorsement only)
6. Scores on edTPA portfolio (for initial certification only)
7. An application fee of \$95 (endorsement) or \$170 (initial certification) 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 procedures.

Admission Requirements

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

Additional Requirements for those seeking initial certification through this program

* Passing score on a State approved test of basic skills: Praxis Core Test scores: 156 on Reading #5712, 162 on Writing #5722 and 150 on Math #5732 (Waived with SAT: 2007-08:1670, 2009-2012:1660; 2013:1650, 2014:1630; or 23 on ACT, or 310 on GRE with 4.0 on writing). For more information visit the certification website here: <http://education.tnjj.edu/offices-partnerships/certification/>.

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)

Psychology on human development or learning —one college level course on any college transcript

Graduation Requirements

30 credits

Required Courses:

Research: 3 cr.

EDFN 508/

Introduction to Research and Data-Based Decision Making

Specialization: 21 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 579/ Language and Literacy for Second Language Learners

ESLM 587/

Curriculum, Methods, and Assessment for Second Language Education

**ESLM 688/

Student Teaching (for initial certification candidates only and all other candidates take an elective approved by program coordinator.)

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

ESLM 687/ Faculty/ Student Research

Another elective course approved by program coordinator

**This requirement is applicable to those seeking for endorsement with out-of-state certification*

***ESLM 688/ Student Teaching is arranged for a TCNJ's full semester or two part time semesters in a Pre-K-12 school. Following New Jersey new regulation, from fall 2017, student teachers must submit an eITPA portfolio and starting in the fall 2018, a full year student teaching is required. In order to be eligible for student teaching as a student teacher, the following criteria: Minimum GPA of 3.0 or higher and minimum grade of "B" required in ESLM 587 or ESLM 578.*

Comprehensive Examination: ESLM 700

Teaching English as a Second Language Endorsement 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 CEAS 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/ writing English proficiency tests

3. A photocopy of a teaching credential in another field

4. Completion of an on-line training in HIB (harassment, intimidation and bullying)

5. A letter documenting teaching experience from the school principal

6. An application fee of \$95 payable to The College of New Jersey

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

Hold a NJ Standard or CEAS or equivalent out-of-state certificate.

If certificate is from out-of-state, must obtain passing score on a State approved test of basic skills: Praxis Core Test scores: 156 on Reading #5712, 162

on Writing #5722 and 150 on Math #5732 (Waived with SAT: 2007-08:1670, 2009-2012:1660; 2013:1650, 2014:1630; or 23 on ACT, or 310 on GRE with 4.0 on writing).

For more information visit the certification website here:

<http://education.tcnj.edu/offices-partnerships/certification/>.

Program Requirements

15 credits

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 Bilingual certification. The package must include the following items:

1. A notarized certification application form
2. Passing score (Advanced Low or above) on ACTFL oral/ writing proficiency test in both English and another instructional language
3. A photocopy of a teaching credential Elementary Education or a subject
4. Completion of an online training in HIB (harassment, intimidation and bullying)
5. A notarized non-citizen oath form (for non-U.S. citizens only)
6. An application fee of \$95 payable to The College of New Jersey.

Please contact your adviser for certification application procedures.

Admission Requirements

Bachelor's degree from an accredited or approved institution

Hold a NJ Standard or CEAS or equivalent out-of-state certificate in a subject area (general elementary or secondary math, science, or social studies)

If certificate is from out-of-state, must obtain passing score on a State approved test of basic skills: Praxis Core Test scores: 156 on Reading #5712, 162 on Writing #5722 and 150 on Math #5732 (Waived with SAT: 2007-08:1670, 2009-2012:1660; 2013:1650, 2014:1630; or 23 on ACT, or 310 on GRE with 4.0 on writing). For more information visit the certification website here: <http://education.tcnj.edu/offices-partnerships/certification/>.

Proven proficiency in English and another instructional language

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/ writing English Proficiency tests
3. Completion of an online training in HIB (harassment, intimidation and bullying)
4. Proof of passing an examination in physiology, hygiene and substance abuse issues or a copy of any college course in biology, nutrition, health problems, personal/ family/ school/ , anatomy & physiology, or community health and wellness.
5. Scores on edTPA portfolio.
6. A notarized non-citizen oath form (for non-U.S citizens only).
7. An application fee of \$170 payable to The College of New Jersey

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

Passing score on a State approved test of basic skills: Praxis Core Test scores: 156 on Reading #5712, 162 on Writing #5722 and 150 on Math #5732 (Waived with SAT: 2007-08:1670, 2009-2012:1660; 2013:1650, 2014:1630; or 23 on ACT, or 310 on GRE with 4.0 on writing). For more information visit the certification website here: <http://education.tcnj.edu/offices-partnerships/certification/>.

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)

Psychology on human development or learning—one college level course on any college transcript Proven both oral and writing proficiency in the English language

Program Requirements

21-24 credits

Required Courses

21-24 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 579/ Language and Literacy for Second Language Learners

ESLM 587/

Curriculum, Methods, and Assessment for Second Language Education

*ESLM 688/ Student Teaching

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

**ESLM 688/ Student Teaching is arranged for a TCNJ full semester or two part time semesters in a Pre-K-12 school. Following New Jersey regulation, from fall 2017, student teachers must submit an edTPA portfolio and starting in the fall 2018, a full year student teaching is required. In order to be eligible for student teaching a student must meet the following criteria: Minimum GPA of 3.0 or higher and minimum grade of "B" required in ESLM 587 or ESLM 578.*

Comprehensive Examination: ESL

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

Amy Dell, 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 to be certified as a Teacher of Students with Disabilities. 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, visit <http://graduate.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

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

Elective Option I (Complex Disabilities)

SPED 648/ Positive Behavioral Supports for Extreme Behavior

SPED 647/

Communication Development for Students with Significant Disabilities

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

Elective Option IV (Behavior)

SPED 648/ Positive Behavioral Supports for Extreme Behavior

SPED 655/

Advanced Topics: Social and Cultural Constructions of Behavior

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 certificate 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.

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-Complex Disabilities

SPED 648/ Positive Behavior Supports for Extreme Behaviors

SPED 647/

Communication Development for Students with Significant Disabilities

Track IV-Assessment

EPSY 643/ Measurement and Evaluation

EPSY 523/ Advanced Child and Adolescent Development

Track V-Behavior

SPED 648/ Positive Behavioral Supports for Extreme Behavior

SPED 655/

Advanced Topics: Social and Cultural Constructions of Behavior

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 617/ Graduate Practicum

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

Department Approved Elective 3 cr.

Field Experience:

SPED 617/ Graduate Practicum

6 cr.**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 state-approved program is for students who hold a Bachelor's degree, prior certification (CEASor 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 CEASor 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 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:

- n Tests and measurements
- n Psychology of learning
- n Physiological bases of learning
- n 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 state-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 617/ Graduate Practicum

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