

Global Graduate Programs

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

General Site Information

Students may enroll in courses during the summer months at a number of international sites and at selected sites during Winter/Spring/Fall.

Graduate courses in Education are offered in many global locations throughout the year. Please visit Off-Site Graduate Programs website <https://offsitegrad.tcnj.edu/> or contact their office directly at osgp@tcnj.edu for more information.

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

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

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

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Admission Test Requirements—please visit graduate.pages.tcnj.edu/apply.
(Also see Graduate Opportunities section of Bulletin)

Graduation Requirements:

30 credits

Required Courses:

Research:	3 cr.
EDFN 508/Introduction to Research and Data-Based Decision Making	
Foundations and Multicultural Education:	3 cr.
EDFN 521/Cultural Foundations of Education	
Specialization:	18 cr.
SPED 501/Students with Disabilities in Our Schools	
EPSY 523/Advanced Child and Adolescent Development	
ELEM SCED 663/Advanced Trends in Elementary/ Secondary Education	
ELEM SCED 696/General Seminar in Elementary/ Secondary Education	
ELEM/	
SCED 694 Introduction to Teaching and Planning	(3 cr.)
ELEM/	
SCED 695 Internship II	(4 cr.)

VCPD 530 Foundations of Literacy Online	(3 cr.)
or	
VCPD 590 Secondary Content Methods Online	(3 cr.)
RDLG 579/Content Area Literacy	
CURR 514/Curriculum Theory and Practice	

Electives: Chosen with advisement **6 cr.**
(Internship I can be used to satisfy
3 credit hours of elective requirements.)

Comprehensive Examination: REGS 999

Teacher Certificate for International Schools: (ELEC_SCT01—Elementary) and (SECE_SCT01—Secondary)

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

The program includes courses designed for the overseas professional seeking a certificate in elementary and/or secondary. Upon completion of this program, students may transfer into the MEd program (elementary or secondary).

Admission Requirements:

Bachelor's degree from an accredited or approved institution
ELEC_SCT01—60 undergraduate credits in liberal studies, including two college-level courses in each of the following subjects: English, mathematics, science, social studies (including at least one course in U.S. history)
SECE_SCT01—30 undergraduate credits in core content
Graduate Admission Test Requirements—please visit graduate.pages.tcnj.edu/apply.
(Also see Graduate Opportunities section of Bulletin)

ELEC_SCT01—Elementary:

Program Requirements:

25 credits
Grade of B– or better in Internship II

Required Courses:

Foundations and Multicultural Education:	3 cr.
EDFN 520/ Leadership for Social Justice	
or	
EDFN 521/Cultural Foundations of Education	
Specialization:	22 cr.
SPED 501/Students with Disabilities in Our Schools	
RDLG 579/Content Area Literacy	
EPSY 523/Advanced Child and Adolescent Development	
VCPD 530/Learning to Read	
ELEM 663/Advanced Trends	
ELEM 694/Introduction to Teaching and Planning (3 cr.)	
ELEM 695/Internship II (4 cr.)	

New Jersey Certification Examination: Praxis II-Elementary School:

Content Knowledge

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

SECE_SCT01 Secondary:

Program Requirements:

25 credits
Grade of B– or better in Internship II

Required Courses:

Foundations and Multicultural Education:	3 cr.
EDFN 520/Leadership for Social Justice	
or	
EDFN 521/Cultural Foundations of Education	
Specialization:	22 cr.
SPED 501/Students with Disabilities in Our Schools	
RDLG 579/Content Area Literacy	
EPSY 523/Advanced Child and Adolescent Development	
VCPD 590/Content Area Methods	
SCED 663/Advanced Trends	
SCED 694/Introduction to Teaching and Planning (3 cr.)	
SCED 695/Internship II (4 cr.) with earned grade of B– or better	

New Jersey Certification Examination: Appropriate Praxis II Test

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

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

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

The program consists of course work leading to the Master of Education in Teaching English as a Second Language. Careful advisement and course selection are needed when concurrently seeking MEd and ESL and/or Bilingual Certification.

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Admission Test Requirements—please visit graduate.pages.tcnj.edu/apply.
- (Also see Graduate Opportunities section of Bulletin)

Additional Requirements for those seeking certification through this program:

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

Undergraduate program must include:

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

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

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

Graduation Requirements:

30 credits

Required Courses:

Research:	3 cr
EDFN 508/Introduction to Research and Data-Based Decision Making	
Specialization:	21cr.
(I, E, B) ESLM 525/Second Language Acquisition	
(I, E, B) ESLM 577/Sociolinguistics/Cultural Foundations of ESL	
(I, E, B) ESLM 578/Theory and Practice of Teaching ESL	
(I, E, B) ESLM 587/ Curriculum, Methods, and Assessment for ESL/ Bilingual Education	

- (I, E) ESLM 545/English Structure and Proficiency Assessment
- (I) ESLM 579/Language and Literacy for ESL
- (I) ESLM 588/Internship (1cr.)
- (I) *ESLM 688/Student Teaching (2cr.)

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

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

- (I) EPSY 523/Advanced Child and Adolescent Development
- Another elective approved by program coordinator.

Note:

- (I) Required for ESL Initial Certification.
- (E) Required for ESL Endorsement Certification.
- (B) Required for Bilingual Endorsement.

*ESLM 588/688 Internship/Student Teaching is arranged for a full-year or two consecutive semesters in a Pre-K-12 school. Student teachers must submit an edTPA portfolio towards the end of student teaching. In order to be eligible for student teaching, a student needs to meet the following criteria: Minimum GPA of 3.0 or higher and minimum grade of "B" required in ESLM 587 or ESLM 578.

Required Courses:

Research: **3 cr**

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

Specialization: **21 cr.**

- *(A,B) ESLM 525/Second Language Acquisition
- *(A,B) ESLM 577/Sociolinguistics/Cultural Foundations of ESL
- *(A,B) ESLM 578/Theory and Practice of Teaching ESL
- *(A,B) ESLM 587/Curriculum, Methods, and Assessment for ESL/ Bilingual Education
- *(A,B) ESLM 688/Practicum for Second Language Teachers
- *(A) ESLM 545/English Structure and Proficiency Assessment
- *(A) ESLM 579/Language and Literacy for ESL

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

- EPSY 523/Advanced Child and Adolescent Development
- Another elective approved by program coordinator.

*Required for ESL Endorsement Certification.

- (A) Required for ESL Initial Certification.
- (B) Required for Bilingual Endorsement.

Comprehensive Examination: ESLM 700

Teaching English as a Second Language Certification Program (ESLA_SCT03)

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

The Teaching English as a Second Language Certification Program provides the necessary courses for a Certification of Qualification (CQ) in English as a second language (ESL) for non-certified candidates issued by TCNJ or endorsement certification for certified teachers as a teacher of ESL in the state of New Jersey.

After completing the required courses, candidates need to apply for their ESL certification online at the certification office's website at <https://certification.tcnj.edu/global-students-only/> and submit the required documents online.

Candidates are eligible for Bilingual Endorsement by completing the courses marked (B) and ACTFL Oral Proficiency Interview & Writing Proficiency in a target language.

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

1. A notarized certification application form
2. Passing scores (Advanced Low) on ACTFL Oral Proficiency Interview (OPI) & Writing Proficiency Test (WPT). (Candidates who passed Praxis Core Test, SAT, ACT, GRE will be exempt from taking the writing WPT.)
3. A photocopy of a teaching credential in another field (for endorsement only)

4. A letter documenting teaching experience from the school principal (for endorsement only)
5. Proof of passing an examination in physiology, hygiene and substance abuse issues pursuant to NJAC 6A:9-5.9
6. An application fee of \$95 for endorsement payable to The College of New Jersey (for endorsement only)
7. Proof of passing an examination in physiology, hygiene and substance abuse issues pursuant to NJAC 6A:9-5.9
8. An application fee of \$170 (\$95 for endorsement) payable to The College of New Jersey

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

Please contact your adviser for certification application forms and procedures.

Admission Requirements:

Bachelor's degree from an accredited or approved institution

Additional Admission Requirements for non-certified candidates:

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 (for non-certified candidates only)

Undergraduate program must include: (for non-certified candidates only):

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)

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 (See waiver with SAT/ ACT/GRE at <http://www.state.nj.us/education/educators/rpr/preparation/BasicSkillsExemptionCutScores.pdf>).

Program Requirements:

15–24 credits

(I, E, B) ESLM	525/Second Language Acquisition
(I, E, B) ESLM	577/Sociolinguistics/Cultural Foundations of ESL
(I, E, B) ESLM	578/Theory and Practice of Teaching ESL
(I, E, B) ESLM	587/Curriculum, Methods, and Assessment for

ESL/Bilingual Education

(I, E) ESLM	545/English Structure and Proficiency Assessment
(I) ESLM	579/Language and Literacy for ESL
(I) *ESLM	588/Internship
(I) *ESLM	688/Student Teaching (for initial certification candidates only and all other candidates take an elective approved by program coordinator.)
(I) EPSY	523/Advanced Child and Adolescent Development (on any undergraduate transcript)

(I) Required for ESL Initial Certification.

(E) Required for ESL Endorsement Certification.

(B) Required for Bilingual Endorsement.

*ESLM 588/688 Internship/Student Teaching is arranged for a full-semester in a Pre-K-12 school with at least 450 hours and a Minimum GPA of 3.0 or higher and minimum grade of "B" required in ESLM 587 or ESLM 578.

Comprehensive Examination: ESLM 700

Bilingual Endorsement (ESLA_SCT02)

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

The Bilingual Endorsement Program provides the necessary courses for certification as a bilingual teacher in the state of New Jersey. This certifi-

cate is only for certified teachers who hold a teaching credential in a subject area (general elementary or secondary math, science, social studies, etc.).

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

1. A notarized certification application form
2. Passing scores (advanced low or above) on ACTFL oral/written proficiency tests in both English and another instructional (www.ACTFL.org)
3. A photocopy of a teaching credential in another field
4. A letter documenting teaching experience from the school principal
5. A notarized non-citizen oath form (for non-U.S. citizens only)
6. An official copy of transcripts from other institutions (for course transfer only)
7. An application fee of \$95 payable to The College of New Jersey

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

Please contact your adviser for certification application forms and procedures.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
 Teaching certificate or eligibility thereof in a subject area (general elementary or secondary math, science, or social studies)
 Proven proficiency in English and another instructional language
 Graduate Admission Test Requirements—please visit graduate.pages.tcnj.edu/apply.
 (Also see Graduate Opportunities section of Bulletin)

Program Requirements:

12–15 credits

Required Courses:

12–15 cr.

ESLM	525/Second Language Acquisition
EDFN	577/Sociolinguistics and Cultural Foundations of ESL
ESLM	578/Theory and Practice of Teaching ESL
ESLM	587/Curriculum, Methods, and Assessment for ESL/Bilingual Education
ESLM	588 Internship
ESLM	688/Practicum for Second Language Teachers (waived for certified teachers with one year teaching experience)

Comprehensive Examination: ESLM 700

Master of Education in Educational Leadership (EDAD_MED04)*

Stuart Carroll, Academic Advisor, Graduate Global Programs in Educational Leadership
 Linda Mayger, Educational Leadership Programs Coordinator

The Master of Education in Educational Leadership is a program designed to provide educators with the knowledge and skills needed for a leadership position in a school setting. These courses include concepts of leadership administration, supervision, and curriculum development. The program consists of 36 semester hours of study and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the New Jersey State Department of Education.

Admission Requirements:

Undergraduate degree from an accredited college or university
 Competitive GPA
 Competitive scores on the Graduate Record Examination—
 For test waiver information, please visit www.tcnj.edu/~graduate/application.html.

Teaching certificate or evidence of successful educational experience under a valid provisional or standard New Jersey or equivalent certificate (NJAC 6A:9-12.5)
At least five completed years of successful teaching or educational experience, as noted above, at time of application

Program Requirements:

36 credits

Required Courses:

Research:	3 cr.
EDFN 508/Introduction to Research	
Foundations and Multicultural Education:	3 cr.
EDFN 520/ Leadership for Social Justice	
Specialization:	18 cr.
EDAD 525/Introduction to Educational Leadership	
EDAD 530/Group Dynamics for Educational Leaders	
EDAD 540/School Finance	
EDAD 572/School Law	
†EDAD 617/Organizational Leadership: Supervision	
†SUPV 520/Staff Supervision	
Curriculum:	6 cr.
†CURR 514/Curriculum Theory and Practice	
CURR 555 Contextual Issues in the Development of Curriculum for Children & Adolescents	
Practicum:	6 cr.
Students must complete the following (taking one 2 credit course per semester):	
EDAD 691/The Principalship I	
EDAD 692/ The Principalship II	
EDAD 693/ The Principalship III	
Culminating Experience Requirement:	
EDAD 700/Comprehensive Examination	

Post-Master's Certification Program in Educational Leadership (EDAD_SCT03)*

Stuart Carroll, Academic Advisor, Graduate Global Programs in Educational Leadership
Linda Mayger, Educational Leadership Programs Coordinator

The Post-Master's Certification Program in Educational Leadership is an intensive graduate program designed to provide educators with the knowledge and skills needed for a leadership position in a school setting. The program consists of 30 credit hours of study and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the New Jersey State Department of Education.

Admission Requirements:

Undergraduate and graduate degree from an accredited college or university
Competitive GPA
Teaching certificate or evidence of successful educational experience under a valid provisional or standard New Jersey or equivalent certificate (N.J.A.C 6A:9-12.5)
At least five completed years of successful teaching or educational experience, as noted above, at time of application

Program Requirements:

30 credits

Required Courses: **30 cr.**

†CURR 514/Curriculum Theory and Practice	
EDAD 525/Introduction to Educational Leadership	
CURR 555 Contextual Issues in the Development of Curriculum for Children & Adolescents	
†SUPV 520/Staff Supervision	

EDAD 540/School Finance	
EDAD 572/School Law	
†EDAD 617/Organization Leadership and Supervision	
EDFN 520/ Leadership for Social Justice	
EDAD 691/ The Principalship I	
EDAD 692/ The Principalship II	
EDAD 693/ The Principalship III	

Principals' Training Center

The College of New Jersey works cooperatively with The Principals' Training Center to allow students to earn graduate credit for the completion of specified PTC classes. Students may combine graduate credit from PTC TTC/CTC courses with The College of New Jersey's programs in Educational Leadership, Elementary/Secondary Education, Teaching English as a Second Language, and Counselor Education taken overseas or in New Jersey.

For information on the TCNJ/PTC credit banking policy, please contact Off-Site Graduate Programs directly at osgp@tcnj.edu. To learn more about content and schedules, go to the PTC website at www.theptc.org.

Performance Learning Systems (PLS)

Off-Site Graduate Programs and Performance Learning Systems (PLS) work together to offer innovative, online graduate courses to meet the academic and professional needs of those who wish to take advantage of the benefits of an online learning experience. At present, students may enroll in the following graduate courses: Learning to Read (VCPD 530), Reading to Learn (VCPD 540) and Secondary Content Methods (VCPD 590), which are offered in the fall and spring terms. To learn more about content and schedules for the courses, go to the PLS Web site at <https://plsclasses.com>.

VCPD 530/Learning to Read:**Beginning Reading Instruction (Online) 3 cr.**

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

■ Apply a balanced and integrated approach:

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

■ Develop effective practices for teaching reading proficiency skills:

- Phonemic awareness
- Phonological awareness
- Decoding
- Fluency
- Comprehension

■ Prevent reading failure through intervention and assessment:

- Screen students using informal assessments.
- Monitor students' progress.
- Establish an effective intervention system.

VCPD 540/Reading to Learn:**Comprehension Instruction (Online) 3 cr.**

Discover the best ways to help your students construct meaning from what they read. Examine scientifically based comprehension strategies and learn how to adapt them to your classroom and/or content area.

Assess student progress and adjust your teaching to become more effective.

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

VCPD 590/Secondary Content Method (Online)

3 cr.

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