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# General Information

## President and President’s Cabinet

**Kathryn A. Foster**, *President*  
**Lisa Angeloni**, *Vice President for Enrollment Management*  
**Sharon Blanton**, *Vice President for Operations*  
**John Donohue**, *Vice President for College Advancement*  
**Heather Fehn**, *Chief of Staff & Secretary to the Board of Trustees*  
**James Felton**, *Vice President for Equity and Inclusion*  
**Thomas Mahoney**, *Vice President and General Counsel*  
**Jeffrey M Osborn**, *Provost and Vice President for Academic Affairs*  
**Lloyd Ricketts**, *Vice President and Treasurer*  
**Sean Stallings**, *Vice President for Student Affairs*  
**Lee Webster**, *Interim Vice President for Human Resources*

## TCNJ Board of Trustees

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**Treby Williams**, *Princeton*

## Deans of Schools Offering Graduate Programs

**Kathryn Jervis**, *Dean, School of Business*  
**Timothy Clydesdale**, *Vice Provost and Dean of Graduate Studies*  
**Carole Kenner**, *Dean, School of Nursing and Health Sciences*  
**Suzanne McCotter**, *Dean, School of Education*  
**Andrea L. Welker**, *Dean, School of Engineering*  
**Jane Wong**, *Dean, School of Humanities and Social Sciences*

## Director of Graduate Studies

### Accreditation

The College of New Jersey is accredited by the Middle States Commission on Higher Education, ([www.msche.org](http://www.msche.org)). Programs at the bachelor’s and master’s level for the preparation of teachers are accredited by CAEP, The Council for the Accreditation of Educator Preparation. (Note: NCATE and TEAC consolidated to become CAEP.)

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

- Commission on Collegiate Nursing Education
- Council for Accreditation of Counseling and Related Educational Programs
- Council for Education of the Deaf
- New Jersey Board of Nursing
- Programs in the School of Business are accredited by AACSB—The Association to Advance Collegiate Schools of Business



## Graduate Academic Calendar 2022–2023

### Other Events

|   |   |
|---|---|
| Monday, 8/29                              | Convocation   |
| Tuesday, 8/30–Wednesday, 9/7              | Add/Drop period   |
| Tuesday, 8/30–Tuesday, 12/20              | Fall Term   |
| Tuesday, 8/30                             | First day of class  |
| Wednesday, 8/31                           | Graduation application opens for Winter, Spring & Summer 2023 (January, May & August) and Fall 2023 (December). Fall 2022 remains open. |
| Monday, 9/5                               | Labor Day, No class   |
| Tuesday, 9/6                              | Follow Monday schedule  |
| Wednesday, 9/7                            | Last day to withdraw from the College with 100% refund  |
| Thursday, 9/8–Friday, 9/16                | Class Audit for Regular and 1st Q sessions  |
| Monday, 9/19–Friday, 9/23                 | Fall 1st Quarter Mid-Semester Progress Reports  |
| Tuesday, 9/20                             | Last day to withdraw from the College with 75% refund   |
| Friday, 9/23                              | Last day to apply for December 2022 graduation without a \$35 late fee  |
| Tuesday, 9/27                             | Last day to withdraw from a 1st Quarter course with a W   |
| Tuesday, 10/4                             | Last day to withdraw from the College with 50% refund   |
| Friday, 10/7                              | Last day to submit Change of Major form to academic department for upcoming Spring Registration   |
| Monday, 10/10–Tuesday, 10/11              | Fall Break  |
| Monday, 10/10–Tuesday, 10/25              | Fall Regular Mid-Semester Progress Reports  |
| Monday, 10/10–Friday, 10/14               | Online Student Feedback on Teaching period 1st Quarter classes  |
| Tuesday, 10/18                            | Fall 1st Quarter ends   |
| Wednesday, 10/19                          | Fall 2nd Quarter begins   |
| Monday, 10/24–Friday, 10/28               | Class Audit for Fall 2nd Quarter session  |
| Tuesday, 11/1                             | Fall 1st Quarter grading ends   |
| Tuesday, 11/1                             | Last day to request ungraded option   |
| Tuesday, 11/1                             | Last day to withdraw from full semester courses with a W (undergraduate & graduate)   |
| Tuesday, 11/1                             | Last day to withdraw from the College with a WD in all courses (undergraduate & graduate)   |
| Tuesday, 11/1–Friday, 11/11               | Spring and Summer 2023 registration windows   |
| Monday, 11/7–Monday, 11/14                | Fall 2nd Quarter Mid-Semester Progress Reports  |
| Tuesday, 11/15                            | Last day to withdraw from Fall 2nd Quarter courses with a W   |
| Tuesday, 11/22                            | Last day to withdraw from the College with WP or WF (undergraduate and graduate)  |
| Wednesday, 11/23–Friday, 11/25            | Thanksgiving break  |
| Monday, 11/28–Friday, 12/9                | Online Student Feedback on Teaching period (undergraduate classes Regular & 2nd Quarter)  |
| Monday, 12/5                              | Last day to apply for Winter 2022 graduation without a \$35 late fee  |
| Monday, 12/5–Friday, 12/16                | Online Student Feedback on Teaching period (graduate classes)   |
| Friday, 12/9                              | Last day Fall classes (undergraduate)   |
| Saturday, 12/10, 12am–Tuesday, 12/13, 5pm | Reading days—Saturday to Tuesday  |



|   |  |
|---|--|
| Tuesday, 12/13, 5pm–Friday, 12/16, 8pm    | Exam period begins Tuesday at 5 PM to Friday   |
| Saturday, 12/17–Sunday, 12/18             | Reading days resume—Saturday and Sunday  |
| Monday, 12/19, 12am–Tuesday, 12/20, 5pm   | Exam period resumes—Monday and Tuesday until 5 PM  |
| Tuesday, 12/20                            | Last day Fall classes (graduate)   |
| Tuesday, 12/20, 5pm–Wednesday, 12/21, 5pm | Fall Exam Snow Dates   |
| Friday, 12/23                             | Fall Degree Conferral Date   |
| Friday, 12/23                             | Fall grades due  |
| Monday, 12/26                             | Winter 5-Week Session Classes Begin  |
| Monday, 12/26/2022–Sunday, 1/22/2023      | Winter Term  |
| Tuesday, 12/27                            | Last day to Add courses for Winter 5-Week Session (W5)   |
| Thursday, 12/29                           | Last day to Drop courses for Winter 5-Week Session (W5)-Last day to receive 100% refund for Winter 5-Week Session (W5) |
| Tuesday, 1/3                              | Last day to Add courses for Winter 3-Week Session (W3)   |
| Tuesday, 1/3                              | Winter 3-Week Session Classes Begin  |
| Friday, 1/6                               | Last day to Drop courses for Winter 3-Week Session (W3)-Last day to receive 100% refund for Winter 3-Week Session (W3) |
| Tuesday, 1/10–Thursday, 1/12              | Winter Session Mid-Semester Progress Reports   |
| Friday, 1/13                              | Last day to Withdraw from a course with a W in W3 & W5 sessions  |
| Monday, 1/16                              | Martin Luther King, Jr. birthday (no classes)  |
| Monday, 1/16–Wednesday, 1/18              | Online Student Feedback on Teaching period for W3 & W5 sessions (undergraduate and graduate classes)                   |
| Thursday, 1/19–Saturday, 1/21             | Winter Orientation for Spring  |
| Friday, 1/20                              | Winter 5-Week & 3-Week Sessions Classes End  |
| Monday, 1/23–Tuesday, 1/31                | Add/Drop Week begins   |
| Monday, 1/23                              | First day of class Spring Term   |
| Monday, 1/23–Friday, 5/19                 | Spring Term  |
| Monday, 1/23                              | Winter Degree Conferral Date   |
| Monday, 1/23                              | Winter Term Grades due   |
| Tuesday, 1/31                             | Last day to withdraw from the College with 100% refund   |
| Wednesday, 2/1–Friday, 2/10               | Class Audit for Spring Regular and 1st Quarter sessions  |
| Monday, 2/13–Friday, 2/17                 | Spring 1st Quarter Mid-Semester Progress Reports   |
| Thursday, 2/16                            | Last day to apply for May, August and December 2023 graduations without a \$35 late fee                                |
| Thursday, 2/16                            | Last day to withdraw from the College with 75% refund  |
| Thursday, 2/16                            | Professional Development Day (no classes during the Day Scheduling Grid)   |
| Monday, 2/20                              | Last day to withdraw from a Spring 1st Quarter course with a W   |
| Monday, 2/27                              | Last day to withdraw from the College with 50% refund  |
| Friday, 3/3                               | Last day to submit Change of Major form to academic department for upcoming Fall Registration                          |
| Monday, 3/6–Friday, 3/10                  | Online Student Feedback on Teaching period Spring 1st Quarter classes  |
| Monday, 3/6–Monday, 3/20                  | Spring Regular Mid-Semester Progress Reports   |
| Friday, 3/10                              | Spring 1st Quarter ends  |
| Monday, 3/13–Friday, 3/17                 | Spring break   |
| Friday, 3/17                              | 1st Quarter grades due   |
| Monday, 3/20                              | Spring 2nd Quarter begins  |
| Wednesday, 3/22–Tuesday, 3/28             | Class Audit for Spring 2nd Quarter Session   |



|                              |   |
|------------------------------|---|
| Monday, 3/27                 | Last day to request or rescind ungraded option  |
| Monday, 3/27                 | Last day to withdraw from a full semester course with a W (undergraduate & graduate)                      |
| Monday, 3/27                 | Last day to withdraw from the College with a WD in all courses (undergraduate & graduate)                 |
| Tuesday, 4/4–Friday, 4/14    | Fall 2023 and Winter 2024 registration windows  |
| Monday, 4/10–Friday, 4/14    | Spring 2nd Quarter Mid-Semester Progress Reports  |
| Friday, 4/14                 | Last day to withdraw from a Spring 2nd Quarter course with a W  |
| Friday, 4/14                 | Last day to withdraw from the College with WP or WF (undergraduate and graduate)                          |
| Monday, 4/24–Friday, 5/5     | Online Student Feedback on Teaching period (undergraduate classes)  |
| Tuesday, 4/25                | Celebration of Student Achievement (COSA) (no classes during the Day Scheduling Grid)                     |
| Monday, 5/1–Friday, 5/12     | Online Student Feedback on Teaching period (graduate classes)   |
| Friday, 5/5                  | Last day Spring classes (undergraduate)   |
| Saturday, 5/6–Monday, 5/8    | Reading days—Saturday to Tuesday  |
| Tuesday, 5/9–Friday, 5/12    | Exam period begins Tuesday at 5 PM  |
| Friday, 5/12                 | Last day of class (graduate)  |
| Saturday, 5/13–Sunday, 5/14  | Reading days resume—Saturday and Sunday   |
| Monday, 5/15                 | Exam period resumes—Monday and Tuesday until 5 PM   |
| Thursday, 5/18–Friday, 5/19  | Spring Commencement   |
| Monday, 5/22                 | Last day to Add for Summer Session 1  |
| Monday, 5/22                 | Spring grades due   |
| Monday, 5/22                 | Summer Session 1 Classes Begin  |
| Monday, 5/22–Thursday, 8/17  | Summer Term   |
| Thursday, 5/25               | Last day to Drop courses for Summer Session 1—Last day to receive 100% refund for Summer Session 1        |
| Monday, 5/29                 | Memorial Day—No Classes   |
| Tuesday, 5/30–Thursday, 6/1  | Summer Session 1 Mid-Semester Progress Reports  |
| Friday, 6/2                  | Last day to Withdraw from a course with a W during Summ Session 1   |
| Friday, 6/2                  | Make-up day for Summer Session 1 Memorial Day holiday   |
| Monday, 6/5–Wednesday, 6/7   | Summer Session 1 Online Student Feedback on Teaching period   |
| Friday, 6/9                  | Summer Session 1 Classes End  |
| Monday, 6/12                 | First 5 Week Session—Summer Session 2 (June 12—July 13)—Classes Begin                                     |
| Monday, 6/12                 | Summer Session 1 Grades due   |
| Tuesday, 6/13                | Last day to Add for 5-wk Summer Session 2   |
| Thursday, 6/15               | Last day to Drop courses for 5-wk Summer Session 2 - Last day to receive 100% refund for Summer Session 2 |
| Tuesday, 6/20                | Transfer Orientation for Fall   |
| Monday, 6/26–Wednesday, 6/28 | Summer Session 2 Mid-Semester Progress Reports  |
| Thursday, 6/29               | Last day to Withdraw from a course with a W during Summer Session 2                                       |
| Tuesday, 7/4                 | July 4th observed—No Classes  |
| Friday, 7/7                  | Make-up day for Summer Session 2 4th of July holiday  |
| Monday, 7/10–Wednesday, 7/12 | Summer Session 2 Online Student Feedback on Teaching period   |
| Thursday, 7/13               | Summer Session 2 ends   |
| Monday, 7/17                 | 5 Week Summer Session 3 Classes Begin   |



|                              |  |
|------------------------------|--|
| Monday, 7/17–Thursday, 7/20  | First Year Student Orientation for Fall  |
| Monday, 7/17                 | Second 5 Week Session—Summer Session 3 (July 17—Aug. 17)<br>Classes begin                                      |
| Monday, 7/17                 | Summer Session 2 grades due  |
| Tuesday, 7/18                | Last day to Add for 5 Week Summer Sessions 3   |
| Thursday, 7/20               | Last day to Drop courses for 5 Week Summer Sessions 3- Last day to<br>receive 100% refund for Summer Session 3 |
| Monday, 7/31–Wednesday, 8/2  | Summer Session 3 Mid-Semester Progress Reports   |
| Thursday, 8/3                | Last day to Withdraw from a course with a W during 5 Week Summer<br>Session 3                                  |
| Monday, 8/14–Wednesday, 8/16 | Summer Session 3 Online Student Feedback on Teaching period  |
| Thursday, 8/17               | 5 Week Summer Session 3 ends   |
| Monday, 8/21                 | Summer Degree Conferral Date   |

For the most current academic calendar information, please see [tcnj.pages.tcnj.edu/academics/academic-calendars](https://tcnj.pages.tcnj.edu/academics/academic-calendars).



## Degree Programs and Coordinators by Department

### School of Business

Stephen Tomkiel  
tomkiels@tcnj.edu  
609.771.2763

### School of Education

#### Department of Counselor Education

##### Master of Arts in Counselor Education:

###### School Counseling Option (COUN\_MA\_01)

Jill Schwarz  
schwarz@tcnj.edu  
609.771.3308

###### Clinical Mental Health Counseling (COUN\_MA\_07)

Dr. Mark Woodford  
woodford.tcnj.edu  
609.771.3018

#### Department of Educational Administration and Secondary Education

##### Master of Education in Educational Leadership:

###### Flexible Option (EDAD\_MED01)

###### Accelerated Option (EDAD\_MED03)

Linda Mayger  
maygerl@tcnj.edu  
609-771-3348

##### Master of Education in Educational Leadership—Instruction in Partnership with The Regional Training Center (EDAD\_MED05)

Alan Amtzis  
amtzis@tcnj.edu  
609.771.2586

#### Department of Elementary and Early Childhood Education

Five year program (for TCNJ students only—Full Five-Year Undergraduate/Graduate Program) Early Childhood/Special Education Leading to a Masters of Arts in Teaching (MAT) Degree

Steven Singer singers@tcnj.edu

Five year program (for TCNJ students only—Full Five Year Undergraduate/Graduate Program) Early Childhood/Education of the Deaf and Hard of Hearing Leading to a Master of Arts in Teaching (MAT) Degree

Jody Eberly jeberly@tcnj.edu  
Nadya Pancsofar pancsofa@tcnj.edu

Five year program (for TCNJ students only—Full-Five Year Undergraduate/Graduate Program) 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)

Tabitha Dell'Angelo  
dellange@tcnj.edu  
609.771.3354

### Department of Special Education, Language, and Literacy

##### Master of Arts in Teaching:

###### Special Education Specialization (SPEC\_MAT01)

###### Special Education Specialization (SPEC\_MAT02)—Five-Year Program (For TCNJ Students Only—Full Undergraduate/Graduate Program)

Helene Anthony  
anthonyh@tcnj.edu  
609.771.2992

###### Education of the Deaf and Hard of Hearing/Elementary Education Specialization (DHHA\_MAT01)—Five-Year Program

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

Barbara Strassman  
strassma@tcnj.edu  
690.771.2805

##### Master of Education in Literacy (READ\_MED01)

David Bwire  
bwire@tcnj.edu

##### Master of Education in Special Education:

###### Certified in Special Education Option (SPEC\_MED01)

###### Certified in Other Area Option (SPEC\_MED02)

###### Certified in Instruction of Students who are Blind or Visually Impaired Option (SPEC\_MED06)

Lauren Foxworth  
foxwortl@tcnj.edu  
609.771.2308

Sarah Monaco  
domires@tcnj.edu  
609.771.2993

##### Master of Education in Teaching English as a Second Language (ESLA\_MED02)

Yiqiang Wu  
wuyiqian@tcnj.edu  
609.771.2808

### Global Graduate Programs

##### Master of Education in Educational Leadership (EDAD\_MED04)

Stuart Carroll  
szcarrol@tcnj.edu  
609.771.2221

##### Master of Education in Elementary (ELEC\_MED03) or Secondary (SECE\_MED01) Education

Stuart Carroll  
szcarrol@tcnj.edu  
609.771.2221

Brenda Leake  
bleake@tcnj.edu  
609.771.2219

(Johannesburg Program)

##### Master of Education in Teaching English as a Second Language (ESLA\_MED01)

Yiqiang Wu  
wuyiqian@tcnj.edu  
609.771.2808



## **School of Humanities and Social Sciences**

### **Department of English**

#### **Master of Arts in English (ENGL\_MA\_01)**

Jo Carney  
carney@tcnj.edu  
609.771.3231

## **School of Nursing and Health Sciences**

### **Master of Science in Nursing:**

**Family Nurse Practitioner Option (NURS\_MSN01)**

**Family Nurse Practitioner for Certified Nurse Practitioners  
Option (NURS\_MSN02)**

Dara Whalen  
whalen@tcnj.edu  
609.771.2873

**Clinical Nurse Leader Option (NURS\_MSN04)**

**School Nurse Option (NURS\_MSN15)**

Constance Kartoz  
kartoz@tcnj.edu  
609.771.2509



## Certificate Programs and Coordinators by Department

### Global Graduate Programs

**Teacher Certification for International Schools:**

**Elementary (ELEC\_SCT01) or Secondary (SECE\_SCT01—Social Studies; SECE\_SCT02—Math; SECE\_SCT03—Science; SECE\_SCT04—English)**

Stuart Carroll  
sacarrol@tcnj.edu  
609.771.2221

**Teaching English as a Second Language (ESLA\_SCT03)  
Bilingual Endorsement (ESLA\_SCT02)**

Yiqiang Wu  
wuyiqian@tcnj.edu  
609.771.2808

**Post-Master's/Educational Leadership—Principal's Certificate (EDAD\_SCT03)**

Stuart Carroll  
sacarrol@tcnj.edu  
609.771.2221

### School of Education

**Post-Master's/Learning Disabilities Teacher/Consultant (SPEC\_SCT01)**

**Post-Master's/Teacher of Students with Disabilities (SPEC\_SCT02)**

**Post-Master's/Teacher of Students Who are Blind or Visually Impaired (SPEC\_SCT05)**

Lauren Foxworth  
foxwortl@tcnj.edu  
609.771.2308

Sarah Monaco  
domires@tcnj.edu  
609.771.2993

**Post-Master's/Literacy (READ\_SCT01)**

David Bwire  
bwired@tcnj.edu

**Substance Awareness Coordinator (COUN\_CER02)**

Mark Woodford  
woodford@tcnj.edu  
609.771.2119

**Post-Master's/Educational Leadership—Principal's Certificate (EDAD\_SCT02)**

Linda Mayger  
maygerl@tcnj.edu  
609-771-3348

**Teaching English as a Second Language (ESLA\_SCT01, ESLA\_SCT05)**

**Bilingual Endorsement (ESLA\_SCT02)**

Yiqiang Wu  
wuyiqian@tcnj.edu  
609.771.2808

### School of Humanities and Social Sciences

**Graduate Certificate in Gender and Sexuality (WGST\_CER01)**

Janet Gray  
gray@tcnj.edu  
609.771.2163

### School of Nursing and Health Sciences

**Post-Master's/Adult Nurse Practitioner Option (NURS\_SCT03)**

**Post-Master's/Family Nurse Practitioner Option (NURS\_SCT02)**

**School Nurse Non-Instructional Certificate (NURS\_SCT08)**

**School Nurse Instructional Certificate (NURS\_SCT09)**

Dara Whalen  
whalen@tcnj.edu  
609.771.2873



# Directory of Graduate Services

|   |  |  |   |
|---|--|--|---|
| <b>Office of Graduate Studies</b><br>Green Hall 202   | <b>609.771.2300</b><br><a href="mailto:graduate@tcnj.edu">graduate@tcnj.edu</a><br><a href="http://graduate.pages.tcnj.edu/">http://graduate.pages.tcnj.edu/</a>           | <b>Information Technology Help Desk/<br/>User Support Services</b><br>Green Hall 6 (Basement)<br>Telephone Support:<br>Monday–Thursday 8:30 A.M.–8 P.M.<br>Friday 8:30 A.M.–4:30 P.M.<br>Voicemail and E-mail Support:<br>24 hours a day, seven days a week<br>Leave a message or report a problem by e-mail, and your<br>message will be replied to within three normal business hours.<br>Walk-in Support:<br>Monday–Friday, 8:30 A.M.–4:30 P.M. | <b>609.771.2660</b><br><a href="http://helpdesk.pages.tcnj.edu/">http://helpdesk.pages.tcnj.edu/</a><br><a href="mailto:helpdesk@tcnj.edu">helpdesk@tcnj.edu</a>  |
| <b>Athletics</b>  | <b>609.771.2230</b><br><a href="http://www.tcnjathletics.com/index.aspx">www.tcnjathletics.com/index.aspx</a>  |  |   |
| <b>Aquatic Center</b>   | <b>609.771.3249</b><br><a href="http://www.tcnj.edu/~aquatics">www.tcnj.edu/~aquatics</a>  |  |   |
| <b>Physical Enhancement Center</b>  | <b>609.771.2014</b><br><a href="http://www.tcnj.edu/~intramur/pec/">www.tcnj.edu/~intramur/pec/</a><br><a href="mailto:pec@tcnj.edu">pec@tcnj.edu</a>                      |  |   |
| <b>Student Recreation Center</b>  | <b>609.771.2190</b>  |  |   |
| <b>Bookstore</b>  | <b>609.637.5001</b><br><a href="http://tcnj.bncollege.com">http://tcnj.bncollege.com</a><br><a href="mailto:bkscollegeofnj@bncollege.com">bkscollegeofnj@bncollege.com</a> | <b>Instructional Technology Services</b><br>Library, Room 4 (Lower Level)  | <b>609.771.2114</b><br><a href="http://its.intrasun.tcnj.edu">http://its.intrasun.tcnj.edu</a><br><a href="mailto:its@tcnj.edu">its@tcnj.edu</a>  |
| <b>Brower Student Center</b>  | <b>609.771.2331</b><br><a href="http://www.tcnjstudentactivities.com/">www.tcnjstudentactivities.com/</a>  | <b>Library</b>   | <b>609.771.2311</b><br><a href="http://www.tcnj.edu/~library">www.tcnj.edu/~library</a>   |
| <b>Career Services</b><br>Roscoe L. West Hall 102   | <b>609.771.2161</b><br><a href="http://career.pages.tcnj.edu/">http://career.pages.tcnj.edu/</a><br><a href="mailto:career@tcnj.edu">career@tcnj.edu</a>                   | <b>Police (Campus)<br/>Administrative Office</b><br>Administrative Services Building<br>24 hours a day, seven days a week  | <b>609.771.2345</b><br><b>609.771.2171</b><br><a href="http://www.campuspolice.tcnj.edu">www.campuspolice.tcnj.edu</a><br><a href="mailto:tcnjpd@tcnj.edu">tcnjpd@tcnj.edu</a>  |
| <b>Certification Office</b><br>(Support for Teacher Education Programs)<br>Education Building | <b>609.771.2396</b><br><a href="http://www.tcnj.edu/~educat/certification/index.html">http://www.tcnj.edu/~educat/certification/index.html</a>                             | <b>Records and Registration</b><br>Green Hall 112  | <b>609.771.2141</b><br><a href="http://www.tcnj.edu/~recreg">www.tcnj.edu/~recreg</a><br><a href="mailto:recreg@tcnj.edu">recreg@tcnj.edu</a>   |
| <b>Counseling and Psychological Services</b><br>Eickhoff Hall 107                             | <b>609.771.2247</b><br><a href="http://caps.tcnj.edu/">http://caps.tcnj.edu/</a><br><a href="mailto:CAPS@tcnj.edu">CAPS@tcnj.edu</a>                                       | <b>Snow/Inclement Weather Closing</b>  | <b>609.637.6000</b>   |
| <b>Disability Support Services</b><br>Roscoe L. West Hall 121                                 | <b>609.771.2571</b><br><a href="http://www.differingabilities.pages.tcnj.edu">www.differingabilities.pages.tcnj.edu</a><br><a href="mailto:dss@tcnj.edu">dss@tcnj.edu</a>  | <b>Student Accounts</b><br>Card Services<br>Parking Services<br>Green Hall 119   | <b>609.771.2172</b><br><b>609.771.3146</b><br><b>609.771.3144</b><br><a href="http://www.tcnj.edu/~sfs/account/index.html">www.tcnj.edu/~sfs/account/index.html</a><br><a href="mailto:stuacct@tcnj.edu">stuacct@tcnj.edu</a> |
| <b>Student Health Services</b><br>Eickhoff Hall 107   | <b>609.771.2889</b><br><a href="http://www.health.pages.tcnj.edu">www.health.pages.tcnj.edu</a><br><a href="mailto:health@tcnj.edu">health@tcnj.edu</a>                    | <b>Student Financial Assistance</b><br>Green Hall 101  | <b>609.771.2211</b><br><a href="http://www.tcnj.edu/~sfs/aid">www.tcnj.edu/~sfs/aid</a><br><a href="mailto:osfa@tcnj.edu">osfa@tcnj.edu</a>   |
| <i>*Appointments are required.</i>  |  | <b>TCNJ Clinic of the School of Education</b><br>(Providing Marriage, Couples, Family Counseling & Therapy)<br>Education Building<br>Hours by Appointment  | <b>609.771.2700</b><br><a href="http://www.clinic.pages.tcnj.edu">www.clinic.pages.tcnj.edu</a>   |
| <b>Information Desk</b><br>Brower Student Center  | <b>609.771.2331</b>  | <b>TCNJ Home Page</b>  | <a href="http://www.tcnj.edu">www.tcnj.edu</a>  |
| <b>Information/Main Switchboard</b>   | <b>609.771.1855</b>  | <b>Women's Center</b><br>Brower Student Center Basement  | <b>609.771.2120</b><br><a href="http://www.tcnj.edu/~wmnctr">www.tcnj.edu/~wmnctr</a><br><a href="mailto:wmnctr@tcnj.edu">wmnctr@tcnj.edu</a>   |



## Graduate Opportunities at The College of New Jersey

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

### Admission to Graduate Study

#### Admission Standards

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

#### Admission Procedures

Those who wish to apply or to learn more about the graduate program should begin by contacting: Office of Graduate Studies, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. The office is located in Green Hall 202, and may be reached at 609.771.2300. Applications to graduate school should be completed and submitted online at <http://graduate.tcnj.edu/>. It is the applicant's responsibility to make sure that all required application materials have been received by the Office of Graduate Studies by the appropriate deadline. Incomplete applications cannot be reviewed. Incomplete applications will be held for one academic year prior to being purged.

#### Application Deadlines

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

### Admission Categories

#### Graduate Degree Program/Matriculation

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

must submit letters of recommendation from individuals who can evaluate their academic performance, relevant work experience, and/or ability to pursue graduate studies; must submit an essay/ statement of professional goals indicating interest in the program and college; must pay the stated application fee; and must provide scores from the general standardized test appropriate to the discipline. Some programs require scores from specialized sections of standardized tests, other evidence of competence to pursue graduate study, or other documentation as detailed by the specific program requirements. Applicants to Initial Teacher Certification Programs must provide proof of meeting the State of New Jersey Basic Skills Requirement. For test waiver and Basic Skill information, please visit <http://graduate.tcnj.edu/apply/>. Additional materials are required from international students (see "Students from Foreign Countries"). Some programs require interviews or portfolios (see specific program for requirement details). Graduate program candidates are considered and approved for admission by the program admissions committee and endorsed by the Office of Graduate Studies.

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

#### Non-Matriculation

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

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

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

#### Change of Status from Non-Matriculation to Matriculation

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

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



### **TCNJ Pre-Entrance Health Requirements**

The state of New Jersey and TCNJ mandates that incoming students meet pre-entrance health requirements. These requirements apply to matriculated students AND full-time nonmatriculated students (full-time = 9 or more course credits). Note that health requirements apply to commuter students attending class on-campus or at an off-campus location. Requirements can be found at <https://health.tcnj.edu/new-students/pre-entrance-health-requirements-grad/>.

### **Students from Foreign Countries**

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

All students who attend a non-U.S. institution must have all of their educational documents translated into English and evaluated on a

course-by-course basis by an accredited agency as to the U.S. equivalency of their course work. Course descriptions may be required. For information on other documentation required along with the graduate application, including documents needed for a student visa application, see <http://iss.tcnj.edu/>.

### **Assistantships**

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



## Financial Aid

### Financial Aid Application Process

Matriculated students pursuing a graduate degree at TCNJ may be eligible for some types of student financial assistance, including but not limited to student loans and assistantships.

To be considered for federal student loan programs, you must complete the [Free Application for Federal Student Aid \(FAFSA\)](#) or the Renewal FAFSA, list TCNJ in the information release section (TCNJ school code # is 002642), meet all eligibility requirements as stated on the application instructions and provide any additional documentation as requested by TCNJ.

Federal Student Aid identification (FSA ID) is required in order to electronically sign the FAFSA. You can apply for an FSA ID at [www.fafsa.gov](http://www.fafsa.gov) or at [www.fsaaid.ed.gov](http://www.fsaaid.ed.gov). (The FSA ID replaces the PIN.) Failure to electronically sign the FAFSA may result in delays in processing your aid. If you are a previous FAFSA filer, you can file a Renewal FAFSA. The Renewal FAFSA will have all your previous years' information stored. Please review and make any updates to your information before submitting the form.

### Semester Enrollment Requirements for Graduate Students receiving financial aid:

- Full-time status = 9 or more credit hours
- Half-time status = 5 credit hours

*Note: the above enrollment requirements pertain to individual Summer Session Enrollment as well.*

Students taking courses through the Graduate School who have not yet been admitted into a program are not eligible to receive federal or TCNJ funding. You also must be enrolled for courses that are required for your degree; if you enroll for undergraduate level courses, you may have to provide supporting documentation to show that these credit hours are required by your department.

The receipt of some types of awards, including assistantships and tuition waivers, may decrease student loan eligibility.

### Federal Loans

Graduate students are eligible for the unsubsidized Federal Direct Loan Program. The maximum loan limit for most graduate students in a

degree program is \$20,500 per academic year. The current interest rate can be found at <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>

### Private/Alternative Loans

A list of alternative student loans are listed on the website: <https://financialaid.tcnj.edu/> under the section "Online Services". Alternative loans are credit-based loans that can be used to borrow funds up to the TCNJ Cost of Attendance.

### Veteran's Assistance

TCNJ participates in federal and state assistance programs for veterans. Please contact Dionne Hallback, Associate Directors in the Office of Student Financial Assistance at 609-771-2211.

### Important Information

Phone: 609-771-2211

Fax: 609-637-5154 [osfa@tcnj.edu](mailto:osfa@tcnj.edu)

Web: <https://financialaid.tcnj.edu/>

Location: Green Hall 101

Hours: Monday – Friday, 8:30 am – 4:30 pm

Address: P.O. Box 7718, Ewing, NJ 08628-0718

FAFSA School Code: 002642

### Summer School

Matriculated graduate students must be enrolled at least half-time (see above) to be eligible for consideration for federal student loans for summer session. Information regarding summer financial aid can be found on the website <https://www.financialaid.tcnj.edu/> under "Sources of Financial Aid For:"



## Tuition and Fees

### Application Fee

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

### Enrollment Deposit

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

### Costs per Semester

Costs are charged per credit hour (\*2021-2022).

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

|  | NJ Resident   | Out-of-State Resident |
|--|---|-----------------------|
| Tuition                                    | \$830.82  | \$830.82              |
| Graduate Fees                              | \$75.84   | \$75.84               |
| Total Cost Per Semester Hour               | \$916.66  | \$916.66              |
| Additional Fees:                           |   |                       |
| Card Services Fee                          | \$10 per semester                                       |                       |
| Lost ID Card Fine                          | \$10  |                       |
| PrintSense Fees                            | \$0.05 per page for printing in on-campus computer labs |                       |
| Late Graduation Filing Fine                | \$35  |                       |
| Bad Check Fine – Insufficient Funds        | \$25  |                       |
| Returned ACH Payment – Acct Not Found      | \$10  |                       |
| Late Payment Fine for Balances over \$1000 | 1.5% of balance or \$25, whichever is greater           |                       |

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

\*Costs reflect 2021-2022 academic year rates and are subject to change at any time. Rates are usually higher during the next academic year. Check with the Office of Student Accounts for current charges after July 15 of each year.

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

### Health Insurance Fee

Pursuant to New Jersey law, The College of New Jersey is required to offer student health insurance coverage to its full-time students.

Graduate students registered for nine or more credits in a term are considered full-time. The College of New Jersey meets the requirements of the state law by offering student health insurance coverage to its full-time students. Full-time students are automatically billed for the full amount of the insurance on their term bill by the Office of Student Accounts. Full-time students MUST EITHER enroll in this coverage, or opt out by providing evidence of health insurance coverage to the insurance company by the deadlines established by the College. No action by a student will result in enrollment in the coverage after the waiver/enrollment period. Detailed information, FAQs, resources and cost can be found at <https://studenthealthinsurance.tcnj.edu/>.

### Special Fees

Students admitted to a School of Education program are required to pay a one-time fee of \$139 for LiveText Learning Assessment registration.

### Parking/Vehicle Registration Fee

The fee for the 2022-2023 academic year is \$105 plus seven percent sales tax. Rates are subject to change each academic year. For more information on current vehicle registration procedures and fees, please visit the Parking Services Web site, <http://parking.pages.tcnj.edu/>.

To be considered registered and allowed to park on campus, each vehicle must have a current valid parking decal that is properly displayed per the parking guidelines.

For students who live off campus and use a motor vehicles to commute to class, one automobile and one motorcycle may be registered. Those graduate students under contract as a Graduate Assistant may register one vehicle as a Graduate Assistant bearing no charge and granting parking privileges in Faculty/Staff parking lots.

### Payment

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



## Identification Cards

Graduate student identification cards may be obtained in the Office of Student Accounts, located in Green Hall 119. During the fall and spring semesters, the office is open from 8:30 A.M. to 4:30 P.M. Monday, through Friday. The College of New Jersey ID card is the official college identification for students and should be carried at all times. The card also serves as a library card for purposes of checking out books and recordings. The card is non-transferable. Loss of the ID card should be reported immediately to <https://cardservices.tcnj.edu/> and/or to the Office of Student Accounts, 609.771.3146. A fee of \$10 is charged for each replacement.

## Withdraw or Leave of Absence Refunds of Tuition and Fees

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

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

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

\*Only General Services and Student Center.

## Refunds for Students Receiving Federal Title IV Funds

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

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

## Residency for Tuition Purposes

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

## Financial Obligations to the College

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



## Registration Procedures and Degree Requirements

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

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

For assistance or more information, please visit our PAWS tutorials at [pawshelp.pages.tcnj.edu](http://pawshelp.pages.tcnj.edu).

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

### Change of Registration

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

### Change of Program of Study

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

### Graduate Enrollment in Undergraduate Courses

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

### Undergraduates Enrolling in Graduate Courses

Undergraduates are permitted, with approval, to take a maximum of two graduate courses, unless they are enrolled in an articulated bachelor/master degree program that includes more than two graduate courses as part of the curriculum.

**Eligibility Criteria:** TCNJ undergraduates may petition to enroll in TCNJ graduate courses if:

1. they have a grade point average of 3.0 or above,
2. have been recommended to take the course by their undergraduate advisor and the coordinator of the graduate program in which the course is offered,
3. have been recommended to take the course by their undergraduate advisor and the coordinator of the graduate program in which the course is offered,
4. and have the approval of the academic school dean.

### Double-Counting Graduate Courses

A TCNJ undergraduate student may count up to two pre-determined graduate courses at TCNJ toward both a TCNJ undergraduate degree and a TCNJ graduate degree if:

1. All involved academic units allow double-counting and deem the coursework appropriate to both degrees,
2. double-counted course work is approved by all involved academic units before the student takes the course,
3. and the student meets the eligibility criteria listed above.

Academic Units with graduate programs requiring more than 36 credits may petition the Provost to allow undergraduate students to enroll in and double-count more than two graduate courses, up to no more than five graduate courses.

### Credit and Grading Guidelines

Any 3-credit TCNJ graduate courses counted toward a TCNJ undergraduate degree (whether double-counting toward a graduate degree or not) will count as 1 unit of undergraduate credit. Graduate course syllabi will specify that undergraduates taking the course for undergraduate credit will satisfy their fourth hour through the high level of reading and other work expected in the course.

Any grades earned in TCNJ graduate courses that are counted toward a TCNJ undergraduate degree will only be factored into the undergraduate GPA. When these courses are double-counted toward a TCNJ graduate degree, they will be listed as "T" on the graduate transcript, and the grade will not be factored into the graduate GPA. The Provost to allow undergraduate students to enroll in and double-count more than may petition two graduate courses, up to no more than four graduate courses

2. have accumulated at least 24 units (96 semester hours) at the undergraduate level.

### Summer Session

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

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

### Release of Transcripts

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



## TCNJ Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day that TCNJ receives a request for access. Students should submit to the director of records and registration written requests that identify the record(s) they wish to inspect. The TCNJ official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the TCNJ official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the TCNJ official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support-staff position (including campus police and campus-wellness-center persons); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official school committee such as the All-College Academic Integrity Board; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by TCNJ to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

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

Name  
TCNJ e-mail address  
Campus address  
Hometown (city and state)  
Telephone listing(s)  
Degrees and dates received

Honors and awards received (including Dean's List)  
Major(s) and minor(s) field of study  
Classification (freshman, sophomore, junior, senior, graduate)  
Date of birth  
Dates of attendance  
Photograph  
Previous educational institution/agency attended  
Weight/height of athlete  
Participation in officially recognized activities and sports  
Enrollment status

To prevent the release of the above-referenced directory information, the student must file the Directory Information Release Form with the Office of Records and Registration each year: [recreg.tcnj.edu/Student-Privacy-Rights](http://recreg.tcnj.edu/Student-Privacy-Rights).

## Cancellations

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

## Degree Requirements

### Academic Advisement/Supervision

Students are encouraged to develop a collaborative relationship with their program advisers and/or graduate coordinators early in their graduate careers. Advisers help students plan their courses of study, comply with program requirements, and assess academic progress. They are also available for broader consultation and discussion. In instances when formal approval is required (some of which are identified below), students will need to obtain formal approval from their adviser before actions may be taken.

### Prerequisites

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

### Academic Load

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

### Grading System

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



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

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

### Incomplete Grades

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

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

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

### Calculation of GPA

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

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

### Transfer of Credit

A maximum of twelve graduate credits may be accepted pending departmental approval. Individual graduate programs may have lower transfer limits due to accreditation or licensing requirements. Transfer

courses must be applicable to the student's current program of study, and have been completed at an institutionally accredited graduate institution within the last six years with a grade of B or higher. The Course Authorization Form is available at [recreg.pages.tcnj.edu/forms](http://recreg.pages.tcnj.edu/forms) and completed forms should be submitted to Records and Registration in Green Hall 112.

### Transfer of Prior Course Work

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

### Approval of Future Course Work for Transfer of Credit

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

### Course Auditing

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

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

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

### Withdrawing from a Course

Students may withdraw from a course up to the end of the ninth week of the fall and spring semesters. The Records and Registration Web site documents specific dates for each semester and for summer school.

To withdraw, a student must file the appropriate form online at [recreg.pages.tcnj.edu/course-withdrawal](http://recreg.pages.tcnj.edu/course-withdrawal). Students withdrawing from courses within the withdrawal period will automatically receive a grade of W, which has no effect on the student's grade point average. It is the student's responsibility to withdraw officially from a course. Failure to withdraw formally may result in failing grades and dismissal. Failure to withdraw from a course during the 100-percent-refund period will result in financial obligations.

### Withdrawing from the College

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

Students who withdraw from the College before the midpoint of the semester will be given a grade of WD in all courses. Withdrawal after that will result in the instructors' assigning the grade of WP (which does



not affect a student's GPA), or WF (which is calculated as an F in a student's GPA). A student may not withdraw from the College in the last three weeks of a semester.

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

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

## Readmission

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

Readmission must be approved by the department and endorsed by the dean of the student's academic school.

## Independent Study

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

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

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

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

## Department Project

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

## Thesis or Creative Project

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

## Program Completion

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

*\*Length of years may vary by program due to accreditation purposes*

## Retention Standards

Any student whose grade point average (GPA) falls below 3.0 during any semester (fall spring), or summer session (1,2, or 3), will be placed on probation. At the end of the next semester or summer session in which the student is enrolled in classes (excluding winter term), the student will be dismissed if an overall GPA of 3.0 is not achieved. Students may appeal dismissal according to the procedures provided with the notification of dismissal.

## Comprehensive Examination and Other Culminating Experiences

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

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

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

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

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

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

## Application for Conferral of Degree

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

**Note:** To qualify for January conferral of degree, a student must apply for Winter graduation and must take and complete their final course during that winter session at TCNJ.



## Graduation

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

## Obligations

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



## Academic Policies and Procedures

### Orientation and Responsibility to Inform and Keep Informed

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

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

For the most current policy information, please visit <http://policies.tcnj.edu> Graduate policy links are listed below or can be found at <http://policies.tcnj.edu/search/?searchText=graduate>.

Academic Integrity Policy—  
<https://policies.tcnj.edu/?p=130>

Student Conduct Code—  
<https://policies.tcnj.edu/?p=870>

Graduate Non-Enrollment—  
<https://policies.tcnj.edu/?p=286>

Graduate Comprehensive Exams and other Culminating Experience—  
<https://policies.tcnj.edu/?p=284>

Grade Appeals—  
<https://policies.tcnj.edu/?p=272>

Students Rights and Freedoms Policy—  
<https://policies.tcnj.edu/?p=438>

Housing Eligibility Policy—  
<https://policies.tcnj.edu/?p=307>

Expectations and Standards for Off-Campus Conduct—  
<https://policies.tcnj.edu/?p=258>

Walking at Graduation—  
<https://policies.tcnj.edu/?p=170>

Absence and Attendance—  
<https://policies.tcnj.edu/?p=77>

### Student Complaints Policy

#### I. Introduction

This document outlines the procedure students should follow for complaints. This procedure should not be used for complaints about areas for which there is a separate complaint policy, such as academic

integrity appeals, grade appeals, or complaints involving discrimination or sexual harassment. Students who are uncertain about which complaint procedure to use should ask their department chair.

#### II. Definitions

N/A

#### III. Policy

(For complaints/appeals not involving academic integrity appeals, grade appeals or discrimination or sexual harassment. Also see Discrimination Complaints Procedure, Title IX policy, and Grade Appeals policy)

Students having a complaint shall follow the steps below. If either party is not satisfied with the decision at any step, a written appeal may be made at the next step. In the case that the student cannot contact a faculty or staff member, the student should contact the chairperson of the department or director of the relevant office or program.

1. Clarification and potential resolution of the issue: A student should begin by discussing the issue with an appropriate faculty member or College staff person. In many cases, this may be the student's academic advisor. If the student is unsure where to direct the complaint, the student may consult with the chair of the department or assistant dean of the school most closely associated with the issue. If the issue is resolved through discussion, no further action is necessary. Step 1 should happen as soon as possible, but no later than thirty days after the issue occurred.
2. Formal complaint: If the issue is not resolved at Step 1, the student may articulate a formal complaint in writing via email to the faculty or staff member most closely associated with the issue. Appropriate documentation must be submitted as necessary to support the complaint. The faculty or staff person receiving the complaint will issue a written decision to the student within thirty calendar days. If the student does not receive a written response within thirty calendar days, the student should follow the procedure outlined in Step 3.
3. Appeal to the Chair or Director: Upon receipt of the decision in Step 2, the student may appeal the decision to the chairperson of the department or director of the relevant office or program. The appeal must be in written form and include appropriate documentation to support appeal of the previous decision. A student who wishes to file a written appeal must inform the department chair or director within a period of fifteen calendar days after receiving the decision at Step 2. It is the responsibility of the student to submit a written statement outlining the basis and grounds of the complaint, and supporting documentation must be included as necessary to support the appeal. The chair or director may choose to review the appeal, refer it to a designee or committee within the department or, if it is about an issue outside the department, refer it to the appropriate administrator. A review would include contacting appropriate individuals, as necessary. The Chair or Director must respond to the appealing party within thirty calendar days.
4. Appeal to the Dean's Office: Upon receipt of the decision in step 3, either party may appeal the decision to the office of the dean of the student's school. The dean or dean's designee will



determine whether to consider the appeal or to refer it to another office. It is the responsibility of the appealing party to file a written appeal with appropriate documentation within thirty calendar days after receiving the decision at Step 3. The office reviewing the appeal must respond to the appealing party within thirty calendar days.

5. Appeal to the Provost: Either party may appeal the decision at step 4 to the Office of Academic Affairs (the Provost or a provost-level designee). An appeal at this level may only be made 1) on the grounds that the decision did not follow established College policy or 2) if new information is available. Neither party may appeal a decision made at Step 4 simply because of dissatisfaction with the decision. A party who has grounds for an appeal to the Provost must submit this appeal in writing within thirty calendar days after receiving the decision in Step 4

and must specifically outline either how appropriate College policies were not followed or that new information is available. The Office of Academic Affairs has the authority to decide if the appeal has merit, in which case it may choose to review the matter further and then present a final decision regarding the case in question. The decision of the Office of Academic Affairs is final and not subject to appeal. If the Office of Academic Affairs denies the basis of the appeal, then the decision at Step 4 is final.

Students with complaints should begin the complaint process as soon as possible but no later than thirty days after an issue occurs.

Records of formal complaints from Step 3 or higher will be kept for a period of five years in the department, school, or administrative office where the complaint is resolved.



## Academic Services and Support

### Bookstore

Barnes & Noble @ The College of New Jersey Bookstore (609-359-5056), located in Campus Town is a fully functioning Barnes and Noble College bookstore and offers general reading books as well as textbooks, trade books, magazines, supplies, clothing, and a Barnes & Noble Café.

Most college programs require adherence to APA writing styles. This reference book is also available in the bookstore. You can check store hours and order books online at [www.tcnj.bncollege.com](http://www.tcnj.bncollege.com)

### TCNJ Art Gallery

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

### Computer Labs

Students will find computer facilities abundant and readily accessible, with over 600 computers in more than 30 computer labs located throughout the campus. While the majority of the computer labs are PC workstations, there are also a number with Mac and Linux workstations.

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

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

For weekly lab hours and lab locations, visit [it.tcnj.edu](http://it.tcnj.edu) and click on Computer Labs.

### Instructional Technology Services (ITS) Center

ITS is located on the lower level of the Library in room 4, and provides an open facility in which students and faculty may preview, plan, organize, and produce digital and hard copy forms of presentation materials, such as digital video and large format posters, for classes and out-of-class assignments. For more information, please call 609.771.2114 or visit [its.pages.tcnj.edu](http://its.pages.tcnj.edu).

### Kendall Performance Center

The Kendall Performance Center is part of the TCNJ Center for the Arts and is located in Kendall Hall. It is the main performance facility for the campus, serving the needs of the students, faculty, staff, alumni, and surrounding community. Renovated with extensive upgrades, Kendall Hall houses the Department of Communication Studies and many laboratory

and performance spaces, including a television studio, The Don Evans Black Box Theatre, a radio production lab, and 800 plus seats in the main theater. The facilities include scenic and costume shops with storage, makeup, and dressing rooms and video-editing studios. WTSR, the campus radio station, is housed in this facility.

### R. Barbara Gitenstein Library

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

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

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

The library subscribes to over 1,400 periodicals. These include scholarly, professional, and general interest journals and newspapers, both American and foreign. Library users also have access to the contents of an additional 45,000 scholarly titles via electronic periodical indexes. The library's Web site and online catalog provide access to all these resources, as well to the 680,000-volume collection. The library also houses extensive microform collections; publications of the New Jersey state government (the library is a New Jersey depository); various special collections; and a media viewing and listening facility with sound recordings, videos, and interactive computer software. Networked PC workstations are available throughout the building, and laptops may be borrowed at the Access Services Desk.

The library provides interlibrary loan and document delivery services to supplement the collections. Any student or faculty member may request document delivery of periodical articles not owned by the library; the average delivery time for articles is nine hours. Books not owned by the library may be borrowed through the nationwide interlibrary loan network of academic libraries and research centers; the average delivery time for books is five business days. The library maintains cooperative arrangements with many regional academic libraries, from which students and faculty may borrow materials directly. All floors of the library are easily accessible to users with differing abilities, and an assortment of adaptive technological and additional services are available for patrons with special needs. The library is open to the public



98 hours per week; a reduced schedule applies during vacations. For additional information concerning access to the library and its collections, consult the library's Web site at [library.pages.tcnj.edu](http://library.pages.tcnj.edu), also available via the Library link on the TCNJ home page.

### **Media and Technology Support Services**

Media and Technology Support Services is responsible for the maintenance and distribution of a large inventory of audiovisual equipment, as well as for supporting all media-equipped facilities on campus. The MTSS office is located in Forcina Hall 113 and can also be found online at [www.tcnj.edu/~mtss](http://www.tcnj.edu/~mtss). Training materials and instructional videos for media equipment can be found on the Web site. Delivery of media equipment to locations that do not have media equipment can be requested via the Web at [mtss.pages.tcnj.edu](http://mtss.pages.tcnj.edu). For technical support of media equipment and media rooms, please contact the TCNJ Help Desk at 609.771.2660 or [helpdesk@tcnj.edu](mailto:helpdesk@tcnj.edu).

### **Mildred and Ernest E. Mayo Concert Hall**

The College's state-of-the-art Mildred & Ernest E. Mayo Concert Hall serves as the primary facility for concerts and recitals. This building, designed in the Georgian Colonial style of the campus, contains a 300-plus-seat concert hall critically acclaimed for its aesthetic and acoustical properties, instrumental and choral rehearsal halls, computer synthesizers and keyboard laboratories, numerous classrooms, small ensemble suites, and practice rooms. The venue hosts many musical performances through the Department of Music, as well as lectures and presentations including the School of the Arts and Communication's Friday Brown Bag Lecture Series and the Department of Art & Art History's Visiting Artist & Scholar Series.



## Campus Services and Organizations

### Alumni Association

Students who receive advanced degrees or graduate certificates from The College of New Jersey become members of the Alumni Association. The association provides alumni with opportunities to be part of networking and mentoring programs, affinity chapters, and college-wide events. Visit [alumni.tcnj.edu](http://alumni.tcnj.edu) to update your information and check out the various opportunities available to alumni. For more information, please contact the Alumni Engagement Office at 609.771.2598 or e-mail [alumni@tcnj.edu](mailto:alumni@tcnj.edu).

### Athletics Events

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

### Athletics Facilities

Graduate students may utilize the College's indoor and outdoor athletic recreation sport facilities for general recreation. The Student Recreation Center offers racquetball, tennis, and basketball. There are also eight lighted outdoor tennis courts and an eight-lane, 400-meter synthetic-surface track for jogging. The Aquatic Center located in Packer Hall and the newly constructed Fitness Center located in Campus Town, are also available for use. For more information regarding athletic recreation sport programs and facilities, please contact the Office of Recreation at 609.771.2712.

### Clayton R. Brower Student Center

This needs to be updated. Renovations complete and open to public.

### Campus Police Services

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

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

To ensure that the College continues to maintain a safe campus, members of the community are urged to report all crimes (actual, attempted, or suspected) to the Office of Campus Police Services. Motor vehicle accidents should also be reported.

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

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

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

### Career Center

The Career Center provides services and programs to assist students with career planning. Professional career counselors are available to assist students in clarifying career goals and developing a job search plan.

The Career Center offers the following:

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

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

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

### Certification Office

Upon recommendation of the respective program chair/coordinator, the TCNJ Certification Office provides and processes application documents for students seeking New Jersey certification in the area of their completed college and state-approved program. Inquiries concerning certification should be directed to the TCNJ Certification Office, 609.771.2318 or 609.771.2396, Education Building 106.



## Accessibility Resource Center

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

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

## Dining Services

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

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

### Eickhoff Hall

**The Atrium at Eickhoff:** We invite you to enjoy all-you-care-to-eat dining at The Atrium at Eickhoff at a really great price. Create your meal from 10 different platforms that include a Mongolian grill, open-flame rotisserie, multiple vegetarian options, and so much more. Check our web-site for information on Block Plans, giving you access to The Atrium at Eickhoff right on your ID card and at a discount from the already great door rate!

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

### Brower Food Center

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

**Fresh Pride Cafe:** Freshly brewed Fair Trade coffee by Aspretto is featured at this convenience location, as well as tea, bottled beverages, soups, salads and sandwiches from our Mindful collection.

### TCNJ Library

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

### School of Education

**Education Café:** The Education Café offers Seattle's Best coffee, snack boxes, Simply To Go salads and delicious "naan-inis". You can also find a variety of pre-packaged snacks and bottled beverages at this location on the first floor.

### Travers-Wolfe

**T-Dubs:** Newly renovated, T-Dubs have a refreshed menu with hand-made burgers, hand-cut fries, and lots of other fresh items to satisfy your late-night hunger pains.

### Armstrong Hall

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

## Block Plans

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

For hours of operation, daily menus and other food related information, please visit [www.tcnj.sodexomyway.com](http://www.tcnj.sodexomyway.com) or contact Dining Services at 609.771.2364.

## Student Health Services

Student Health Services (SHS) is a medical office located conveniently on campus in Eickhoff Hall, Suite 107. All currently enrolled TCNJ students are eligible to use this service. The office is open Mondays – Fridays, 8:30 A.M. to 4:00 P.M. during the fall and spring semester. Limited summer hours are available.

Services include the evaluation, diagnosis, and treatment of a variety of illnesses, conditions, and injuries, pre-and post-travel health consults, routine and travel vaccinations, academic-required physical exams, Tuberculosis (TB) testing and latent TB treatment, suture removal, basic gynecological services including annual exams and PAPS, birth control, and emergency contraception, sexual and reproductive health care including PrEP, STD testing and treatment, and on-site rapid testing for strep throat, flu, pregnancy, urinary infections, and blood glucose. Care or monitoring of chronic health conditions is not available. For more information, see the SHS's website at <https://health.tcnj.edu/>. To schedule an appointment, call 609.771.2889 or log on to OWL (Online Wellness Link) at HYPERLINK "<https://tcnj.medicatconnect.com/>" [https://tcnj.medicatconnect.com](https://tcnj.medicatconnect.com/).

Emergency medical assistance can be obtained by calling 9-1-1, or Campus Police at 609-771-2345. Blue-light call boxes and telephones are available for use in key locations across campus.

## Student Conduct

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

## Mental Health Services

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

In addition to providing direct clinical care, Mental health services offers a formal training program for advanced graduate students studying to become clinicians. Through practicum and/or internship



placement, this experience provides opportunity to apply classroom knowledge in a challenging and rewarding setting. Interviews for training positions are conducted during the spring semester (typically during March) for anticipated start in September.

Mental health services is located in Eickhoff Hall 107 and shares a reception area with Student Health Services. The front office is open from 8:30 A.M. to 4:30 P.M. Monday through Friday. For further information, please contact us at 609.771.2247 or <http://mhs.tcnj.edu/>.

## **Student Campus Employment Program**

Various on-campus jobs are available that require neither the completion of a FAFSA/RFAFSA nor the demonstration of financial need.

Graduate students need to be registered for a min. of 2 graduate courses (6 credits) to apply to positions during the academic year.

For summer student employment positions, there is no credit requirement but applicants must be a registered matriculated college student. Students desiring employment may apply through The College of New Jersey's Career Center, <http://studentemployment.tcnj.edu/link>.



# School of Business

## Mission Statement

The mission of the School is to educate students to become successful professions and socially responsible citizens, ready to contribute to the demands of the evolving business environment. Deliver application-oriented business programs that merge theory with practice and prepare students to obtain positions of responsibility and leadership in a complex, technological, global, and multicultural world.

## Master of Business Administration (MBA)

Stephen Tomkiel – MBA Director

Our professionally accomplished faculty engage students in experiential learning through interactive pedagogy and participation in leadership opportunities – including research, conferences, networking, global perspective, and mentoring.

The MBA degree requires 42 academic credits (approximately 14 courses). The lockstep curriculum is designed to be completed in two years. The T-Style curriculum delivers a focused specialization in the first year followed by the MBA Core.

The program is a combination of online learning with face-to-face instruction, all led by accomplished faculty. Students meet in class for eight hours on Saturdays, six times in the fall and spring, plus four times in the summer. Winter courses are offered all online.

### Admission Requirements:

- Application
- Essay
- An earned bachelor's degree from an accredited college or university; Official transcripts
- Two years or more of professional full-time work experience;
- Current resume
- Application fee
- Enrollment deposit
- One letter or recommendation
- National standardized admission test requirement (GRE – or – GMAT); Waiver are available

### Specializations:

- Data Analytics – The data analytics specialization will provide contemporary analytic skills for complex business decision-making.
- Strategy, Innovation and Leadership – The specialization is designed to create leaders of change. Organizations survive and prosper by challenging the status quo and by finding new ways to deliver value. Students will explore organizational and individual processes that lead to innovative ideas, products, and services.

Students will think strategically, gain new insights on how people and organizations work, and develop managerial skills that will enable individuals to lead others in change initiatives.

Finance (Begins Fall 2020) – Specializing in finance allows students to build in-depth understanding in financial theory and to acquire various quantitative/analytic tools.

### Required Specialization Courses (21 Credits) – Year 1:

- Data Analytics
- ISTG 650/Machine Learning
- ISTG 610/Regression and data Visualization
- ISTG 620/Relational Database Systems
- ISTG 640/Text Mining
- ISTG 630/Applied Times Series and Forecasting
- Geospatial Analysis
- ISTG 670/Data Analytics Practicum

### Strategy, Innovation and Leadership

- MGTG 600/Strategy and Sustained Competitive Advantage
- BUSG 610/Innovation
- MGTG 620/The Art of Persuasion: Communication for Business
- MGTG 630/Psychology of Management
- MGTG 640/Negotiations and Dispute Resolution
- MGTG 650/Strategic Human Resource Management
- MGTG 670/Management Practicum: New Product Development

### Finance (Begins Fall 2020)

- FING 620/Financial Decision Making
- ISTG 610/Regression and Data Visualization
- FING 670/Corporate Governance
- FING 610/Investments in Global Markets
- FING 640/International Financial Markets and Institutions
- FING 650/Financial Modeling and Risk Management
- FING 660/Financial Analysis Practicum

### Require Core Courses (21 Credits) – Year 2:

- ACCG 610/Accounting for Managers
- FING 630/670/Corporate Finance and Valuation
- MKTG 650/Strategic Marketing Management
- ECOG 640/Managerial Economics
- BUSG 680/Global Operations & Supply Chain
- BUSG 620/Corporate Responsibility and Business Ethics
- MGTG 690/Managing in the Global Environment



## 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, exceptionality, and pedagogical techniques. All teaching candidates will complete their programs at The College of New Jersey eligible to be considered “highly qualified.”

**Principle Two:** Demonstrating Excellence in Planning and Practice. We believe that our professional candidates must develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. They should possess an in-depth understanding of human growth and development to enable them to make developmentally appropriate decisions. They should be fully immersed, in both the college class-room 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)

Jody Eberly and Nadya Pancsofar, Co-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, and the Council for Exceptional Children (CEC). At the end of the fourth year, students earn a Bachelor of Science without certification. 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 Academic Skills for Educators. For more information visit the certification website here: <https://certification.tcnj.edu/>. 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

#### Required Courses (Graduate Level):

30 cr.

|      |   |
|------|---|
| SPED | 621/Assessment Young Children with Disabilities (3 credits)             |
| ELEM | 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  | 670/Current Issues and Trends in Early Childhood Education   |
| 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  | 535/ Seminar in Professional Practice(1 cr)  |

#### \*Eligibility for 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
- Demonstrate acceptable levels of teaching performance/proficiency in ECE 490. Minimum grade of “B” required in ECE 490.
- Overall satisfactory performance on the Teaching Performance Assessment in ECE 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.
- Overall satisfactory performance on the Professional Dispositions Assessment in ECE 490. 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.
- 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>.
- 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)

Steven Singer Coordinators, 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, 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)
- ELEM 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 670/Current Issues and Trends in Early Childhood Education
- 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)
- ECED 597/Student Teaching Seminar (1 credit)

### Elementary/English as a Second Language (certification) Leading to a Master of Arts in Teaching (MAT) Degree for Students Interested in Urban Education Specialization (ELEU\_MAT01)—Five-Year Program (for TCNJ students only—Full-Five Year Undergraduate/Graduate Program)

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

The Department of Elementary and Early Education offers a program that prepares students to be teachers in with historically marginalized populations. 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 aca-

demic 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:

In order to matriculate into the graduate/MAT portion of the program, students must have completed their bachelor's degree with at least a 3.0 GPA and completion of the Praxis Core (or equivalent).

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 Clinical 2

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

#### Required Courses:

21 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
- ELEM 597/Trends in Classroom Practice
- EDUC 690/Seminar
- Elective (choose 1, optional)
- SPED 525/Inclusive Practices
- ELEM 515/Conflict Resolution
- EDUC 614/Creating and Sustaining Classroom Communities

#### Field Experience:

9 cr.

- EDUC 694/Clinical 1
- ELEM 695/Clinical 2: Student Teaching/ESL Practicum

### 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.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)

**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.

|   |               |
|---|---------------|
| <b>Summer I</b>   | <b>6 cr.</b>  |
| EDUC 501/Exploring Teaching                             | 3             |
| EPSY 523/Psychology of Learning                         | 3             |
| <b>Fall I</b>   | <b>12 cr.</b> |
| 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             |
| <b>Spring I</b>   | <b>11 cr.</b> |
| 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             |
| <b>Summer II</b>  | <b>6 cr.</b>  |
| 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)**

Lauren Foxworth & Sarah Monaco, Coordinators, 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)

**Graduation Requirements:**

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

**Required Courses:**

|              |  |
|--------------|--|
| SPED         | 501/Students with Disabilities in Our Schools                                |
| EPSY         | 523/Advanced Child and Adolescent Development                                |
| RDLG         | 579/Content Area Literacy  |
| ELEM         | 522/Methods for Teaching Science and Math in the Inclusive Classroom         |
| SPED         | 612/Curriculum and Methods for Students with Mild Disabilities               |
| EDUC         | 614/Creating and Sustaining Classroom Communities                            |
| SPED         | 605/Language and Reading Strategies for Students with Disabilities           |
| SPED         | 626/Curriculum Design for Individuals with Severe Disabilities               |
| EDUC         | 513/Collaboration, Consultation, and Partnerships                            |
| SPED         | 521/Assistive Technology   |
| PRAXIS exam: | Elementary Education: Multiple subjects-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:

- Minimum GPA of 3.0 or higher
- Demonstrate acceptable levels of teaching performance/proficiency in SPED 691. Minimum grade of “B” required in SPED 691.
- 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.
- 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.
- 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)

Helene Anthony, 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 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

#### Required Courses:

- SPED 664/Research in Special Education
- SPED 522/Remedial Instruction

15 cr.

- 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 555/Culture, Language and Disabilities

#### Comprehensive Examination: SPED 700

\*Eligibility for 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
- Demonstrate acceptable levels of teaching performance/proficiency in SPE 490. Minimum grade of “B” required in SPE 490.
- Overall satisfactory performance on the Teaching Performance Assessment in SPE 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.
- Overall satisfactory performance on the Professional Dispositions Assessment in SPE 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.
- 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>.
- 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.



## Secondary Special Education Specialization (SPEC\_MAT0?)— Five-Year Program (for TCNJ students only—Full Five-Year Undergraduate/Graduate Program)

Anne Peel, Coordinator, Graduate Program in Secondary Special Education

Students in this program are dual majors who are housed in their primary content major (Biology, English, History or Mathematics) in conjunction with the Department of Educational Administration and Secondary Education (EASE) during their undergraduate years. After completing their Bachelor Degree, students transition to the Department of Special Education, Language & Literacy (SELL) for their Master's Degree.

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 without certification. 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 Secondary Special Education program at TCNJ may matriculate into SPEC\_MAT0?. 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/>.

### Graduation Requirements:

Cumulative GPA of 3.0 in the MAT program

Completion of all departmental requirements/prerequisites—33 credits

Grade of B or better in Internship II

### Required Courses:

33 cr.

- SPED 522: Remedial Instruction (3 credits)
- SPED 664: Research Trends in Special Education (3 credits)
- EDUC 513: Collaboration (3 credits)
- SPED 521: Assistive Technology (3 credits)
- SPED 631: Transition & Community-Based Instruction (3 credits)
- SPED 648: Positive Behavior Supports for Students with Extreme Behaviors (3 credits)

### 1 Advanced Elective Course on Diverse Learners (3 credits)

### 1 Advanced Literacy Elective Course (3 credits)

- SPED 695: Internship-Special Education (6 credits)
- SCED 667: Current Issues in Secondary Education (Capstone) (3 credits simultaneous-listed with SED 498: Collaborative Capstone for Professional Inquiry)

### Comprehensive Examination: SPED 700

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

- Minimum GPA of 3.0 or higher
- Demonstrate acceptable levels of teaching performance/proficiency in SPE 490. Minimum grade of "B" required in SPE 490.
- Overall satisfactory performance on the Teaching Performance Assessment in SPE 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.

- Overall satisfactory performance on the Professional Dispositions Assessment in SPE 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.
- Student has taken the relevant Praxis II for their subject area certification
- 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)

Steven Singer, 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 in a content area and d/Deaf education, 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

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:

- Only students who have completed a bachelor's and majored Deaf/elementary education program at TCNJ may matriculate into the MAT.
- Students must have a minimum GPA of 3.0 to matriculate into the MAT portion of the program.
- 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://certification.tcnj.edu/>.



- Students are required to take the Praxis Content Knowledge (CKT) assessments 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)  
 The d/Deaf Education program does not double count graduate courses toward both a TCNJ undergraduate degree and a TCNJ graduate degree.

#### Required Courses:

|  |               |
|--|---------------|
| <b>Senior Year of Undergraduate Program</b>  | <b>6 cr.</b>  |
| DFHH 530/Speech Development in Deaf  |               |
| DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals |               |
| <b>Summer and Following Year</b>   | <b>27 cr.</b> |
| EDUC 513/Collaboration, Consultation, and Partnerships   |               |
| EDUC 614/Creating and Sustaining Classroom Communities   |               |
| ELEM 520/Multicultural Social Studies (2 credits)  |               |
| RDLG 579/Reading in the Content Areas  |               |
| and  |               |
| <b>An approved course in English as a Second Language</b>  | <b>6 cr.</b>  |
| *DFHH 690/Culminating Field Experience DHH   |               |
| SPED 535/Special Topics in Special Education (1 credit)  |               |
| ELEM 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:

- Minimum GPA of 3.0 or higher
- Overall satisfactory performance on the Educator Disposition 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.
- Student has taken the Praxis Content Knowledge (CKT) assessments for Elementary Education (currently test # 5001). See the following URL for more information on this test: <http://www.ets.org/praxis/nj/requirements>
- 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 Educator Disposition Assessment 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)

Mark Woodford, 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)

Atsuko Seto, 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 Addiction 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)

\*Please note that we are no longer accepting applications at this time.

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)

Please note that we are no longer accepting applications for this program at this time.

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+, 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 Addiction 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 (EDAD\_MED01)\***

Linda Mayger, *Coordinator, Graduate Programs in Educational Leadership*

The 36-credit Master's Degree in Educational Leadership is intended for those students seeking to complete a principal preparation 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. 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 GRE General Test—
  - 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.
- Documentation evidencing completion of at least three years 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

**Program Requirements:**

36 credits

**Required Courses:**

- EDFN 508/Introduction to Research
- EDFN 520/Leadership for Social Justice
- EDAD 525/Introduction to Educational Leadership
- †SUPV 520/Staff Supervision
- †EDAD 617/Organizational Leadership and Supervision
- EDAD 530/Group Dynamics for Educational Leaders
- EDAD 572/School Law
- EDAD 540/School Finance



|       |   |
|-------|---|
| †CURR | 514/Curriculum Theory and Practice  |
| †CURR | 555 or †ELEM555/ Contextual issues in Curriculum Development for Children and Adolescence |
| EDAD  | 691/Principalship I   |
| EDAD  | 692/Principalship II  |
| EDAD  | 693/Principalship III   |

**Culminating Experience Requirement:**

|      |                               |
|------|-------------------------------|
| EDAD | 700/Comprehensive Examination |
|------|-------------------------------|

**Post-Master's Certification Program in Educational Leadership (EDAD\_SCT02)\***

Linda Mayger, 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. Upon completion, participants will be eligible to apply for the initial certification for a New Jersey School Principal License. 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.  
Documentation evidencing completion of three years of 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

**Program Requirements:**

30 credits

**Required Courses:**

|       |  |
|-------|--|
| †CURR | 514/Curriculum Theory and Practice   |
| EDAD  | 525/Introduction to Educational Leadership                                   |
| EDFN  | 520/Leadership for Social Justice  |
| †CURR | 555/Contextual Issues in Curriculum Development for Children and Adolescents |
| †SUPV | 520/Staff Supervision  |
| EDAD  | 540/School Finance and Resource Management                                   |
| EDAD  | 572/School Law   |
| †EDAD | 617/Organizational Leadership and Supervision                                |
| EDAD  | 691/Principalship I  |
| EDAD  | 692/Principalship II   |
| EDAD  | 693/Principalship III  |

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

**Educational Leadership Certificate Program (EDAD\_CER01)**

The Educational Leadership Certificate program develops key leadership skills in early career teachers. This program leads only to a TCNJ certificate. Teachers with three or more years of experience seeking state certification should apply to the Master of Education in Educational Leadership or the Post-Master's Certification Program in Educational Leadership.

**Admission Requirements:**

Undergraduate degree from an accredited college or university  
Competitive GPA  
Competitive scores on the GRE General Test— 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.  
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)

**Program Requirements:**

15 credits

**Required Courses:**

|      |  |
|------|--|
| EDAD | 530/Group Dynamics                         |
| CURR | 514/ Curriculum Theory and Practice        |
| EDFN | 508/ Introduction to Research              |
| EDAD | 572/School Law                             |
| EDAD | 525/Introduction to Educational Leadership |

**Supervisor Certificate Program (EDAD\_SCT01)\***

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

**TCNJ Courses**

|      |  |
|------|--|
| CURR | 514/Curriculum Theory and Practice   |
| SUPV | 520/Staff Supervision  |
| EDAD | 617/Organizational Leadership and Supervision  |
| CURR | 555 or ELEM 555/Contextual Issues in Curriculum Development for Children and Adolescence |

**Teacher Leader Certificate Program (EDAD\_SCT04)\***

The Department of Educational Administration and Secondary Education (EASE) offers a Teacher Leader Certificate Program designed for training practicing teachers to work in non-supervisory school leadership roles. After candidates complete the 5-course (15 graduate credits) sequence they will obtain a Teacher Leader Certificate and this program leads to the NJ Teacher Leader Endorsement.

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



## Courses

- EDAD 530/Group Dynamics for Educational Leaders 3 credits
- EDFN 520/Leadership for Social Justice 3 credits
- EDAD 545/Instructional Leadership 3 credits
- EDAD 565/Facilitating Professional Learning 3 credits
- EDFN 508/Introduction to Research and Data-Based Decision Making

3 credits

Eligibility Requirements for the Teacher Leader Endorsement: Successful completion of an approved program Documentation evidencing completion of four years of successful teaching experience under a valid NJ instructional certificate (including satisfactory evaluations) Pass a commissioner-approved assessment

### 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:
- Five 3-credit Instructional Core Courses
- Three 3-credit Concentration option Area courses
- Two 3-credit Elective Courses chosen from RTC course offerings
- Minimum cumulative GPA of 3.0, with no grades lower than B–
- EDUC 700: A presentation-based Culminating Experience

#### Program Requirements:

##### Instructional Core Courses:

15 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
- EDUC 510/Exploration of Reflective Teaching (to be taken as one of the first three classes)
- EDIN 560/Brain-Based Teaching and Learning

- EDIN 542/Assessment Techniques: Assessment for Student Learning

##### Concentration Option Area:

9 cr.

Choose one of the following five 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
- EDIN 554/The Kinesthetic Classroom II
- EDIN 573 Technology with Ease: Enhancing the Modern Classroom

##### The Diverse Classroom:

(Three 3-credit courses)

- EDIN 559/The Bully Proof Classroom
- EDIN 552/Strategies for ADHD, LD and a Spectrum of Learners
- EDIN 555/Skills and Strategies for Inclusion and Disability Awareness
- EDIN 558/The Gendered Brain
- EDIN 546 The Culturally Distinct Classroom

##### Classroom Climate and Management Option:

(Three 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
- EDIN 553 The Kinesthetic Classroom

##### Classroom Well-Being and Physical Activity

(Three 3-credit courses)

- EDIN 553 The Kinesthetic Classroom
- EDIN 554 The Kinesthetic Classroom II: Moving Across the Standards
- EDIN 539 Creating Health and Balance in Today's Classroom
- EDIN 564/Movement & Technology Balance: Classroom Strategies for Student Success
- EDIN 540/The Mindful Classroom

##### Collaboration and Classroom Inquiry

(Three 3-credit courses)

- EDIN 528/Skills for Building the Collaborative Classroom
- EDIN 544/Increasing Student Responsibility and Self-Discipline in Learning Communities
- EDIN 556/Motivation: The Art and Science of Inspiring Classroom Success
- EDUC 601/Data-Inspired Decision Making (Pre-req: EDUC 510)
- EDUC 602/Inquiry in Practice (Pre-req: EDUC 601)

##### Elective Courses (2)

Students must complete two (2) additional elective RTC-NJ courses (6 credits). This may include transfer courses, pending pre-approval.

##### Culminating Experience Requirement:

EDUC 700/Inquiry Presentation - Capstone Project

## Master of Education in Literacy (READ\_MED01)

David Bwire, 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 684/Digital Literacies in a Globally Connected World

RDLG 698/Department Project in Reading

**Comprehensive Examination:** RDLG 700**Master of Education in Literacy with Reading Specialist Certification (READ\_MED01)**

David Bwire, 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

1 elective course 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 may apply for New Jersey Reading Specialist certification through the TCNJ 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)**

David Bwire, 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

1 elective course 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

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 may apply for New Jersey Reading Specialist certification through the TCNJ 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 are a certified teacher you can obtain ESL/Bilingual certification endorsement



through this program. 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 in TESL program. If you are not a certified teacher and seek for ESL certification, you must go for ESL initial certification first. After completing the required courses, candidates need to do the following in order to obtain their ESL/Bilingual certification. Candidates must apply online and submit the required documents at the certification office's website at <https://certification.tcnj.edu/instructional-certificates-only/> for on campus candidates and <https://certification.tcnj.edu/global-students-only/> for global candidates. See certification requirements and test information at <https://certification.tcnj.edu/certification-requirements/>. Below is a checklist for certification application.

1. Applying for ESL/Bilingual certification
2. Passing scores (Advanced Low) on ACTFL Oral Proficiency Interview (OPI) & Writing Proficiency Test (WPT) (Candidates who meet the Praxis Core Test, SAT, ACT, GRE requirement will be exempt from WPT.)
3. 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>). **This requirement is for out of state certification holder only.**
4. Completion of an online training in HIB (harassment, intimidation and bullying)
5. A photocopy of a teaching credential in another field
6. An application fee of \$95 payable to The College of New Jersey

#### 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/>.

#### Graduation Requirements: 30 credits

#### Required Courses: Research:

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

#### Specialization: **18 cr.**

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

#### Electives: Chosen with advisement **9 cr.**

ESLM 555/The Intersections of Culture, Language and (dis)Abilities  
ESLM 687/Faculty/Student Research

Other elective courses approved by program coordinator

\* (E) Required for ESL Endorsement Certification.

(B) Required for Bilingual Endorsement.

**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 an out-of-state teaching certificate that is equivalent to a NJ Standard Instructional Certificate. It provides the necessary courses for endorsement certification as a teacher of English as a second language in the state of New

Jersey. Candidates are eligible for Bilingual Endorsement by taking the courses marked \* and passing ACTFL Oral Proficiency Interview & Writing Proficiency Test in both English and a target language.

After completing the required courses, candidates need to apply for certification online and submit the required documents at the certification office's website at <https://certification.tcnj.edu/instructional-certificates-only/>. See certification requirements and test information at <https://certification.tcnj.edu/certification-requirements/>. Below is a checklist for certification application.

1. Applying for ESL/Bilingual certification
2. Passing scores (Advanced Low) on ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). (Candidates who meet the Praxis Core Test, SAT, ACT, GRE requirement will be exempt from WPT.) For bilingual endorsement: passing ACTFL Oral Proficiency Interview & Writing Proficiency Test in both English and a target language.
3. Completion of an online training in HIB (harassment, intimidation and bullying)
4. A photocopy of a teaching credential in Elementary Education or a subject
5. An application fee of \$95 payable to The College of New Jersey

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Hold a NJ Standard or CEAS or equivalent out-of-state certificate.

If a candidate holds a certificate from out-of-state, the candidate 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 (See waiver scores with SAT/ ACT/GRE at <http://www.state.nj.us/education/educators/rpr/preparation/BasicSkillsExemptionCutScores.pdf>).

#### 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 NJ Standard or CEAS teaching certificate 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 apply for their bilingual certification online at the certification office's website at <https://certification.tcnj.edu/instructional-certificates-only/> and submit the required documents online. See certification requirements and test information at Below is a checklist for certification application. <https://certification.tcnj.edu/certification-requirements/>.

1. Applying for ESL/Bilingual certification
2. Passing scores on ACTFL Oral Proficiency Interview (OPI) & Writing Proficiency Test (WPT) in English and in a Target Language. (The English OPI must score at least Intermediate High. The English WPT must score at least Advanced Low when the target language WPT is at Intermediate High. The English WPT must score at least Intermediate High when the target language WPT is at Advanced Low. Exceptions: Candidates who pass the



Department-approved basic skills test will be exempt from WPT. Candidates who were primarily educated at the undergraduate or graduate level in a target language, as determined by their submitted foreign evaluation transcript(s), will be exempt from taking OPI & WPT in their target language.)

3. Completion of an online training in HIB (harassment, intimidation and bullying)
4. A photocopy of a teaching credential in Elementary Education or a subject
5. An application fee of \$95 payable to The College of New Jersey.

#### 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, social studies, etc.)

If a candidate holds a certificate from out-of-state, the candidate 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 (See waiver scores with SAT/ACT/GRE at <http://www.state.nj.us/education/educators/rpr/preparation/BasicSkillsExemptionCutScores.pdf>).

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 apply for their ESL certification online at the certification office's website at <https://certification.tcnj.edu/instructional-certificates-only/> and submit the required documents online. See certification requirements and test information at <https://certification.tcnj.edu/certification-requirements/>. Below is a checklist for ESL certification application.

1. Applying for ESL certification
2. Passing scores (Advanced Low) on ACTFL Oral Proficiency Interview (OPI) & Writing Proficiency Test (WPT). (Candidates who meet the Praxis Core Test, SAT, ACT, GRE requirement will be exempt from WPT.)
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. Passing 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 a U.S. Social Security number and be eligible for employment in the U.S.

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

#### 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

#### Required Courses:

21-24 credits

#### Program Requirements:

21-24 cr.

#### Required Courses:

- 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 full year or two consecutive semesters (175 hours in the first semester and 650 hours in second semester) in a Pre-K-12 school. Student teachers who are U.S. citizens or permanent residents must submit an edTPA portfolio with a fee of \$300 towards the end of their student teaching. For non-U.S. citizens or permanent residents, they also need to do the edTPA portfolio but only submit it to their instructor without registering the portfolio and paying the fee. 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 and ESLM 545.

#### Comprehensive Examination: ESLM 700

### Master of Education in Special Education (SPEC\_MED01), (SPEC\_MED02), (SPEC\_MED06)

Lauren Foxworth & Sarah Monaco, Coordinators, Graduate Programs in Special Education

Exceptions: Candidates who pass the Department-approved basic skills test will be exempt from taking English WPT. 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:

Completion of all departmental requirements/prerequisites 33 credits  
A cumulative average GPA of 3.0 or higher

#### Required Courses:

##### Research:

EDFN 508/Introduction to Research 6 cr.  
SPED 664/Research Trends in Special Education

##### Foundations and Multicultural Education:

EDFN 520/Social Problems and Education 3 cr.

##### 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 (Literacy)

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/V/I

##### 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:

SPED 664/Research in Special Education 3 cr.

##### Specialization:

SPED 501/Students with Disabilities in Our Schools 21 cr.  
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:

SPED 617/Graduate Practicum in Special Education 3 cr.

#### Electives:

##### 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 Literacy 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

**1 Department Approved Elective** 3 cr.

**Field Experience:** 3 cr.

SPED 617/Graduate Practicum

**Comprehensive Examination:** SPED 700

**Post-Baccalaureate Certification Program:  
Teacher of Students with Disabilities (SPEC\_SCT02)**

Lauren Foxworth & Sarah Monaco, Coordinators, Graduate Programs in Special Education

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

**Admission Requirements:**

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

**Graduation Requirements:**

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

**Required Courses:** 18 cr.

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

**1 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:**

SPED 617/Graduate Practicum in Special Education

3 cr.

**Post-Master's Certification Program: Learning  
Disabilities Teacher/Consultant (SPEC\_SCT01)**

Shri Rao, Coordinator, Graduate Programs in Special Education

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

**Admission Requirements:**

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

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

If candidates do not already have applicable graduate courses in these areas of study, the courses must be taken as part of the postmaster'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)**

Lauren Foxworth & Sarah Monaco, Coordinators, 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.**

**Educational Administration and Secondary Education**

Faculty: Girard Chair; Bellino, Connolly, Davis, Gordon, Gosselin, Leake, Mayger

The Department of Educational Administration and Secondary Education offers a 5-year Urban Secondary Education program consisting of both undergraduate and graduate courses that support the preparation of students matriculated in secondary education track programs in biology, chemistry, physics, mathematics, social studies (through either the history or the economics major), and English. Upon completion of this program students apply for certification in their content area and earn a Master of Arts in Teaching in Urban Secondary Education. Additionally, students select one of three concentrations: Literacy, Special Education or ESL. The ESL concentration may lead to an additional certification in ESL if students complete the 5-required courses. Department courses are guided by the Conceptual Framework of The School of Education, the New Jersey Administrative Code and State Standards, and national accrediting organizations.

**5-Year Urban Secondary Education Program**

An overview of the 5-Year Urban Secondary Education preparation program can be found below.

Students must earn a grade of B- or better in SED 224, EFN 299, SPE103.

Students must have a minimum GPA of 3.0 to enroll in SED 399.

Students must have earned a grade of "B-" or better in SED 399, in their content area methods course (xxx390) and RAL 328 and have an overall GPA of 3.0 to enroll in student teaching.

Students must earn a minimum grade of B- in SCED 695 to meet program requirements.

**5-Year Urban Secondary Education Program**

An overview of the 5-Year Urban Secondary Education preparation program can be found below.

**During the first and second year:**

|     |   |               |
|-----|---|---------------|
| SED | 099/College Seminar                     | 0 course unit |
| SED | 224/Adolescent Learning and Development | 1 course unit |
| EFN | 299/Schools, Communities and Culture    | 1 course unit |

|   |   |               |
|---|---|---------------|
| SPE   | 103/Social and Legal Foundations of Special Education | 1 course unit |
| (Prerequisite SED 224 or EFN 299; Recommended Spring Sophomore/Fall Junior) |   |               |

**During the third year:**

|     |  |               |
|-----|--|---------------|
| EFN | 398/Historical and Political Context of Schools                  | 1 course unit |
| EFN | 357/Investigating Systems Inequalities Impacting Urban Education | 1 course unit |

**During the fourth year:**

|     |  |                      |
|-----|--|----------------------|
| EFN | 311/Working within Urban Communities     |                      |
| ELE | 302/Introduction to Teacher Research     | <b>1 course unit</b> |
| SED | 399/Pedagogy in Secondary Schools        | 1.5 course unit      |
| XXX | 390/A discipline-specific methods course | 1 course unit*       |
| RAL | 328/Reading in Secondary Education       | .5 course unit       |

**During the 5 year:**

|      |                         |           |
|------|-------------------------|-----------|
| SCED | 695/Internship II       | 6 credits |
| SCED | 667/Capstone            | 3 credits |
| EDFN | 627/Critical Pedagogies | 3 credits |

**Students accepted into the 5-Year Urban Secondary Education Program also select an area of concentration in either Literacy, Special Education or ESL. All courses bear 3-credits. The course options are listed below:**

**Literacy**

|      |  |
|------|--|
| RDLG | 571/Language and the Teaching of Reading |
| RDLG | 579/Content Area Literacy                |
| RDLG | 597/Digital Literacy                     |
| RDLG | 673/The Writing Process in Literacy      |

**Special Education**

|      |  |
|------|--|
| EDUC | 513/Collaboration  |
| EDUC | 614/Creating/Sustaining Classroom Communities                      |
| SPED | 631/Transition & Community-Based Instruction                       |
| ESLM | 597/Special Topics: Intersection of Ability, Language, and Culture |

**ESL**

|      |  |
|------|--|
| ESLM | 525/Second Language Acquisition                  |
| ESLM | 579/Language and Literacy for ESL                |
| ESLM | 587/Curriculum & Methods/Multilingual Population |
| ESLM | 545/English Structure and Proficiency Assessment |
| ESLM | 578/Theory and Practice in ESL                   |

**Post-Baccalaureate Dual Certification Program in Early Childhood and Elementary Education: (with an option to add M.Ed.)****No Prior Teaching Certificate**

Arti Joshi, Coordinator, Graduate Programs in Elementary Ed

Upon completion of the program, candidates have an opportunity to seek New Jersey Certificates of Eligibility with Advanced Standing (CEAS) in either or both early childhood (prek-3) and elementary education (k-6). This one-year program (27 credit program) utilizes multiple instructional formats: online, blended, and in-person.

In addition, students who successfully complete the dual certificate program can apply for an M.Ed. degree with the additional completion of 9 credits of graduate coursework.

\*Students majoring in English or in mathematics will take a second discipline-specific methods course in a different semester prior to beginning their student teaching. This will be EED 380 or MTT 380 respectively.



**Admission Requirements:**

The dual certification program is a cohort-based model, where admissions are made only in Summer.

Bachelor's degree from an accredited or approved institution—minimum GPA 3.0

Passing score on a State approved test of basic skills (e.g. 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 certification program 27 cr.

Completion of all departmental requirements/prerequisites

Grade of B– or better in Clinical II

Grade of B– or better in any methods course(s)

Passing scores on the State mandated EdTPA & Praxis II, and the state of New Jersey hygiene-physiological requirement.

**Required Courses (Certificate program)****Summer 6 cr.**

ECED 504/Teaching Young Children: Creating and Sustaining Classroom Communities

EPSY 523 Advanced child & adolescent development

**Fall 12 cr.**

EDUC 694/Internship I

ELEM 522/Methods of teaching Math & Science in an inclusive classroom

EDUC 694/Internship I

ELEM 522/Methods of teaching Math & Science in an inclusive classroom

ECED 560/ Curriculum Experiences for Young Children in the Inclusive Classroom

RDLG 537/SPED 605 Language Arts Literacy

**Winter 3 cr.**

ECED 620/ Multicultural and Social Foundations of Emergent and Early Literacy

**Spring 9 cr.**

ELEM 690/Student Teaching Seminar

ECED 695/Internship II

**M.Ed. (optional add-on):**

This M.Ed. program option is available only to those students who have successfully completed the Post-Baccalaureate Certification Program in Early Childhood and Elementary Education offered at the Department of Elementary and Early Childhood Education at TCNJ. Since this is an add-on option, the students will be taking 9 additional credits to the certificate program making a total of 36 cr.

**Admission requirement:**

Successful completion of the Post-Baccalaureate Certification Program in Elementary and Early Childhood Education

Minimum GPA: 3.0

**Required courses:** (\*where there is an option listed, departmental consent is required)

1. ESLM 577 Sociolinguistics and Cultural foundations
2. \*EDFN 508 Research Methods OR  
ECED 687 Faculty student mentored research
3. SPED elective choice: (pick one)\*  
EDUC 513 Collaboration, Consultation and Partnerships  
OR  
EDUC 614 Creating and Sustaining Classroom Communities
4. ELEM/ECED 700 Comprehensive exam

**Graduate Certificate in Environmental Sustainability Education****Admissions Requirements**

Practicing teachers across the preK-12 spectrum can enhance their instruction with this interdisciplinary graduate certificate. This program helps teachers to deepen their content knowledge in Environmental Sustainability Education (ESE) and develop the skills and tools they need to become green leaders in their schools.

This four-course graduate certificate is designed for practicing preK-12 teachers who wish to transform their teaching practice with interdisciplinary perspectives on Environmental Sustainability Education. Coursework is focused on applying knowledge and designing solutions to many of the challenges we face in our classrooms and in the world. Courses in this program are all offered using a hybrid format including face-to-face instruction alongside asynchronous and synchronous remote learning modules.

**Required courses (12 credits)**

ESED 501: Environmental Science for Teachers and Leaders

ESED 520: EcoJustice and Socioscientific Issues

ESED 600: Equity, Diversity, and Inclusion in Environmental Sustainability Education

STEM 641: Biotechnology Systems and Sustainable Design



## School of Engineering

A focus on Integrative STEM education has been building nationally, with recent emphasis on “design pedagogy,” which utilizes the Technology and Engineering components of STEM to engage students in a highly integrative, intradisciplinary fashion with deeply authentic teaching and learning experiences. Recently, the Next Generation Science Standards (NGSS) recognized the value of the T&E of STEM and explicitly included engineering design into both their framework and detailed standards for PK–12 education. The School of Engineering at TCNJ has substantial experiences and expertise in K–12 Technology and Engineering education, as well as Integrative STEM education. The School of Engineering’s Department of Integrative STEM Education has had strong STEM-oriented education programs since approximately 1987, when a strong shift towards design pedagogy occurred in the department’s teacher preparation curriculum. The Department of Integrative STEM Education started the country’s first Integrative STEM teacher preparation program in 1998: the PK–6(8) iSTEM program (originally named “Math/ Science/ Technology”). For the past several years, the iSTEM undergraduate program has been the largest disciplinary content area for teacher education candidates at TCNJ. Additionally, TCNJ has been strongly involved nationally, serving on important national committees on PK–12 Technology and Engineering Education, and has led the development of STEM teaching methods and has published substantially in the field.

### Master of Education (M.Ed.) in Integrative STEM Education STEM\_MED01

The Department of Integrative STEM Education.  
Coordinator: Dr. Manuel Figueroa, [figueroa@tcnj.edu](mailto:figueroa@tcnj.edu)  
Program code: STEM\_MED01, Integrative STEM

This program is designed for in-service, certified teachers. The program offers an intellectually stimulating course of study that provides in-service teachers with integrative, design-centric teaching and learning methods applicable across PK–12 grade levels. Key components of the Integrative STEM M.Ed. program include:

- 1) Integrative: Substantial emphasis on Integrative (cross-curricular) methods, between STEM components but also, and as importantly, includes valuable connections with non-STEM content areas.
- 2) Design Pedagogies: Design pedagogies can be described as design-centric Problem/Project Based Learning (PBL) methods and are covered extensively within the program. Design processes (the “T&E” of STEM) require higher levels of cognitive thinking, and importantly, often include highly contextualized frameworks.
- 3) Content Area Knowledge: Content in individual STEM areas is covered throughout the program within both Methods and Content courses, yielding valuable content/context specific applicability. Additional NJ State content endorsements may be possible depending on individual’s backgrounds.
- 4) Practical Approach: Gives teachers practical skills & knowledge, including curricular writing, inclusive practices, and deep connections to educational standards (Next Generation Science Standards, Common Core, 21st Century skills, etc.). TCNJ college certificates or NJ State certification paths are possible.

#### Admission Requirements:

Bachelors degree with a valid teacher certification.  
Graduate Record Exam (GRE)—For test waiver information, please visit <http://graduate.tcnj.edu/apply/>.  
Submission of Graduate Application materials, including a Field Supplement Report. (See Graduate Studies website for more detailed descriptions of required application materials for matriculation and non-matriculation students.)

#### Graduation Requirements:

Cumulative grade point average of 3.0 in the M.Ed. in Integrative STEM program, completion of all program requirements/prerequisites.

#### Required Courses:

##### I. Teaching & Learning Core 15 cr.

STEM 510: Foundations in Integrative STEM  
STEM 520: Integrative STEM Pedagogy  
STEM 530: Integrative STEM Curriculum  
STEM 610: Emerging Trends & Issues in Integrative STEM Education  
STEM 660: Creativity & Systems/Critical Thinking in Education  
STEM 700: Integrative STEM Education Capstone

##### II. STEM Education Content & Research 9 cr.

STEM 631: Math & Statistics for Integrative STEM Education  
EDFN 508: Introduction to Education Research  
Any STEM Education elective course (see Design pathway below for options)

##### III. STEM Education Electives 12 cr.

Complete the four courses outlined in any of the following pathways

##### (A) Supervisor certification

SUPV 520: Supervisor & Instructor Leadership  
CURR 514: Curriculum: Theory & Practice  
EDAD 617: Advanced School Leadership: Supervision/ Administration  
CURR 555: Advanced Curriculum

##### (B) Design

Pick any four courses not already taken from the following:

STEM 635: Data Visualization & Analytical Information Design  
STEM 641: Biotechnology Systems and Sustainable Design for Educators  
STEM 661: Architecture & Civil Technology Systems & Design for Educators  
STEM 671: Mechanical Technology Systems and Design for Educators  
STEM 681: Electronics Technology Systems and Design for Educators

##### (C) Research

STEM 680: STEM Education Research  
STEM 710: Thesis  
Any two STEM content courses (listed in the Design pathway)

##### (D) Inclusive Practice/Special Education (3 pathways)

###### a. Inclusive Practice: English Language Learners

ESLM 577  
ESLM 579  
ESLM 587

Choose one of: EDUC 513, EDUC 614, or EDUC 501

###### b. Inclusive Practice: Students with Disabilities



EDUC 513

EDUC 614

SPED 501

Choose one of: RDLG 579, SPED 624, or SPED 648

**c. Inclusive Literacy Practices**

RDLG 579 (prerequisite: a course in teaching reading, at undergraduate or graduate level)

RDLG 673

SPED 624

Choose one of: EDUC 513, EDUC 614, or SPED 624

**(E) Middle School Math:**

Pick any four of the following:

MATH 591: Number Theory & Systems

MATH 594: Patterns, Functions, Algebra

MATH 595: Geometry

MATH 597: Discrete Math

MATH 598: Calculus

STEM 635: Data Visualization

**(F) Environmental Sustainability Education:**

ESED 501: Environmental Science for Teachers and Leaders

ESED 520: EcoJustice and Socioscientific Issues

ESED 600: Equity, Diversity, and Inclusion in Environmental Sustainability Education

STEM 641: Biotechnology Systems and Sustainable Design

**(G) Self-Defined: Four courses approved by the Program Coordinator.**

**Integrative STEM Educational Methods Certificate**

The Department of Integrative STEM Education. Coordinator:

Dr. Manuel Figueroa, [figuerom@tcnj.edu](mailto:figuerom@tcnj.edu)

The Department of Integrative STEM Education offers a one-year graduate certificate (15 credits) in Integrative STEM Educational Methods. Students who complete the STEM core sequence (STEM 510, STEM 520, STEM 530, STEM 610), and the capstone course (STEM660/STEM700) are eligible for the certificate. The five courses can be completed in one calendar year starting every Spring Semester. Classes meet once a week in the evenings during the spring and fall semesters and twice a week during the summer semesters. Classes are taught in a blended format. Additionally, graduates who complete the Master of Education (M.Ed.) in Integrative STEM (36 credits) will automatically receive the TCNJ certificate in Integrative STEM Educational Methods.

**Required Courses:**

STEM 510: Foundations in Integrative STEM

STEM 520: Integrative STEM Pedagogy

STEM 530: Integrative STEM Curriculum

STEM 610: Emerging Trends & Issues in Integrative STEM Education

STEM 660: Creativity & Systems/Critical Thinking in Education

STEM 700: Integrative STEM Education Capstone



# School of Humanities and Social Sciences

JANE WONG, HSS DEAN

## Master of Arts in English (ENGL\_MA\_01)

Jo Carney, Coordinator, Graduate Program in English

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

**Admission Requirements:**

- Bachelor's degree from an accredited or approved institution Letters of recommendation
- Writing sample

**Graduation Requirements:**

30 credits

**Required Courses:**

6 cr.

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

**Electives:**

24 cr.

At least 18 elective credits must be from department offerings

**Comprehensive Examination:** ENGL 700

## Five-Year Master of Arts in English (ENGL\_MA\_01)

(for TCNJ students only—Full Five-Year Undergraduate/Graduate Program)

Jo Carney, Coordinator, Graduate Program in English

This accelerated program offers candidates the opportunity to graduate in five years with a BA and MA in English. Enrolled students benefit in many ways: with 10 graduate seminars, combined BA/MA graduates possess far more core content knowledge about literature, literary theory, and language; and with a graduate degree, students will be more competitive in local, regional, and national job markets. With just one extra year of study, undergraduate Secondary Education students can market themselves as highly-qualified teachers of English and Language Arts.

**Admission Requirements:**

TCNJ English majors apply in the fall semester of the junior year to the English Department through the MA Graduate Program in English web-site—<http://englishgrad.pages.tcnj.edu/>. Minimum GPA requirements are 3.0 cumulative, 3.4 in the English Major. GRE requirements and application fees are waived. Students must have completed 16 courses (through their 4th semester), including required foundational literature courses and 1 upper level (300- and 400-level) courses. Students take their first two graduate courses in the spring semester of the senior year. These courses are not included in the undergraduate degree or GPA.

**Required Courses: Senior Year**

6 cr.

- ENGL 505/Contemporary Literary Theory and Methods
- Elective (must be from departmental offerings that do not require special permission)

Formal admission to the MA Program in English occurs after conferral of the Bachelor's degree and the successful completion of the two graduate level English classes (one of which must be ENGL 505: Contemporary Literary Theory and Methods). Successful completion of the English Content Exam is also required for ENGT.

Students then begin post-bachelor's Graduate Coursework in the summer following commencement. Students complete the remaining 5 elective courses and 1 required course in one academic year of full-time study.

**Required Courses: 5th Year**

24 cr.

ENGL 550/Seminar in Poetry

Electives (At least 18 elective credits must be from department offerings. Up to 2 courses can be taken outside of the English department or at other institutions with approval of the Graduate Coordinator.)

**Comprehensive Examination:** ENGL 700

Students complete the required Culminating Experience in either the final Spring or final Summer semester (ENGL 700: Comprehensive Exam). No exceptions can be made for the completion of the total 10 required courses of graduate coursework or for the completion of the Comprehensive Exam in English.

For more information about the program and the application process, see the English department website—<http://englishgrad.pages.tcnj.edu/>.

## Graduate Certificate in Gender and Sexuality Studies (WGST\_CER01)

Janet Gray, Coordinator, Graduate Certificate Program in Gender and Sexuality Studies

The Graduate Certificate in Gender and Sexuality Studies offers an advanced interdisciplinary program of study grounded in contemporary issues and current scholarship. The Gender and Sexuality Studies program is designed to serve both part-time and full-time students who are preparing for professional careers, students who are already working professionals, and students who are preparing for further graduate study. The program can be completed on its own or combined with the Masters programs in English or Counselor Education. A special track in Gender, Sexuality, and Disability Studies is recommended for New Jersey public educators preparing to mainstream LGBTQ and Disability studies in their classrooms in compliance with NJSB 1569.

**Admission Requirements**

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

**Graduation Requirements**

15 credits

**Required Courses (three options)**

6 cr.

**Option A**

Students pursuing careers in education who have not previously taken Feminist Theory.

WGST 510 Feminist Theories

WGST 520 Gender Equity in the Classroom OR EDFN 627 Critical Pedagogies

**Option B**

Students who have taken Feminist Theory or are not pursuing careers in education.

WGST 510 Feminist Theories or WGST 520 Gender Equity in the Classroom

One WGST 570 or 670 Topics course. Any WGS course at the 300 level or above may be cross-listed as WGST 570 or 670. See the WGS course list.

**Option C**

Students who have already taken Feminist Theories and have either taken Gender Equity in the Classroom or are not pursuing careers in education.

Two WGST 570 or 670 Topics courses



**Electives****9 cr.*****Gender and Sexuality Studies certificate alone***

WGST 570 or 670 courses

ENGL courses approved for Gender Studies. Contact the Coordinator for information on upcoming courses.

COUN 560 Counseling Girls and Women

COUN 561 Counseling Boys and Men

The following WGST 570 or 670 Topics courses are recommended for those pursuing the Gender, Sexuality, and Disability Studies track (check with the coordinator about schedule of offerings):

Feminist Disability Studies

LGBTQ Issues in K-12 Education

Queer Studies

Trans Studies

LGBTQ History

Queer Literature

Gender and Disability in Literature

***English MA + Gender and Sexuality Studies certificate***

ENGL 505 Contemporary Literary Theory and Methods (required)

ENGL courses approved for Gender and Sexuality Studies

***Counseling MA + Gender and Sexuality Studies certificate***

COUN 560 Counseling Girls and Women (required)

COUN 561 Counseling Boys and Men (required)

COUN 698 Department Project in Counseling (focused on gender and/or sexuality) (required)



# School of Nursing and Health Sciences

**CAROLE KENNER, DEAN**

## School Mission Statement

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

## Master of Science in Nursing (NURS\_MSN01), (NURS\_MSN02), (NURS\_MSN05), (NURS\_MSN04), (NURS\_MSN03), and (NURS\_MSN15)

Mary Ann Dugan, Coordinator, Graduate Programs in Nursing

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

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

Three post-MSN certifications are offered: Family Nurse Practitioner, Adult/Gerontological Primary Care Nurse Practitioner and Family Nurse Practitioner for Specialized NPs. Post-MSN programs begin in fall or spring, depending on the specialty track. A School Nurse Instructional Certificate is available which meets NJ State requirements for school nurse certification and has been approved by the Department of Education in the State of New Jersey.

Most classes are offered during the evenings, although some required classes and activities may be offered during the day. All MSN and certificate options include clinical practicum experiences. Clinical practicum hours are during the day, usually on weekdays. Clinical experiences take place under the guidance of experienced advanced practice nurses, school nurses, clinical nurse leaders, physicians, or other advanced nursing practitioners as appropriate to the area of specialization and to the program. Required practicum hours for each course are listed in the course descriptions. Most MSN options may be completed in two years and two summers of full-time study. Students may take up to six years of part-time study to complete any of the options. Faculty advisers work closely with each student to plan an appropriate course of study and to ensure progress through the program. The master degree programs in nursing at The College of New Jersey are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202.887.6791.

## Admission Requirements:

Bachelor in Nursing degree from an NLN- or CCNE-accredited program

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

Successful completion of one undergraduate statistics course within 5 years prior to matriculation or, for non-matriculated students, prior to taking NURS 506.

Successful completion of an undergraduate health assessment course or approved equivalent

Preadmission interview may be required

Applicants to the School Nurse MSN must demonstrate completion of the TCNJ School Nurse Instructional Certificate or an equivalent post-BSN school nurse certificate program. Practicing School Nurses who were certified prior to 2004 and who hold current NJ School Nurse Certification may be considered on an individual basis for admission to this program.

Students applying to the NNP program must have experience in a level 3 or 4 neonatal ICU. A separate interview with the Thomas Jefferson University NNP program director is required.

## Additional Requirements:

### For entry into the program:

License to practice as a registered nurse in New Jersey

License to practice in Pennsylvania.

### Pre-clinical requirements

CPR certification (BLS or ACLS)

Criminal Background Check

Drug Test

Health and immunization requirements

Liability Insurance for student nurse practitioner

For more detailed information please contact the clinical site coordinator [jacksonsd@tcnj.edu](mailto:jacksonsd@tcnj.edu)

## Family Nurse Practitioner Option (NURS\_MSN01)

### Graduation Requirements:

47 credits

### Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research

NURS 501/Perspectives in Advanced Practice Nursing

NURS 503/Pharmacology for Advanced Nursing Practice

NURS 504/Advanced Human Pathophysiology

NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice

NURS 603/Individual, Family, and Community Systems

NURS 633/Advanced Holistic Health Assessment

NURS 636/Primary Care I

NURS 638/Primary Care II

NURS 637/Primary Care III

NURS 643/Primary Care of the Childbearing Family

NURS 690/Practicum in the Nurse Practitioner Role

NURS 694/Capstone Seminar

NURS 705/Capstone Project in Nursing



### Family Nurse Practitioner for Certified Nurse Practitioners Option (NURS\_MSN02)

This option prepares the BSN-prepared nurse midwife and nurse practitioner who wants to expand their population focus and enables them to sit for a Family Nurse Practitioner national certification examination

#### Graduation Requirements:

30-credit minimum

#### Required Courses:

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

#### Clinical Courses:\*

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

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

### Adult/Gerontological Primary Care Nurse Practitioner Option (NURS\_MSN05)

#### Graduation Requirements:

43 credits

#### Required Courses:

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

### Neonatal Nurse Practitioner Option (NURS\_MSN03)

#### Graduation Requirements:

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

#### Required Courses: at TCNJ

- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice

- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 690/Practicum in the Neonatal Nurse Practitioner Role (didactic sessions only 3 cr.)
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project in Nursing

#### Clinical Courses: at Thomas Jefferson University

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

### Clinical Nurse Leader Option (NURS\_MSN04)

#### Graduation Requirements:

34.5 credits

#### Required Courses:

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

### School Nurse Option (NURS\_MSN15)

#### Graduation Requirements:

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

#### Required Courses:

17 cr.

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

#### Instructional School Nurse Certificate (Required):

23 cr.

- NURS 524 Assessment and Management of School Age Children and Adolescents (4)
- NURS 525 School Nurse Practicum I (4)
- NURS 526 School Nurse Practicum Seminar (3)
- HLED 554 Curriculum Program Construction in Health and Safety Education (3) or NURS 506
- NURS 603 Individual, Family and Community systems. (3)
- NURS 625 School Nursing/Teaching Practicum II. (3)



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

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

#### Admission Requirements:

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

#### Additional Requirements:

##### For entry into the program:

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

##### Pre-clinical requirements

- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner
- For more detailed information please contact the clinical site coordinator Deirdre Jackson [jacksond@tcnj.edu](mailto:jacksond@tcnj.edu)

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

One of the following Professional Role Courses:

NUR 210/Professional Role I (Learner)

OR

NUR 310/Professional Role II (Clinician)

The following three courses are required\*

NUR 328/Research

NUR 440/Caring in Community Health/Science\*

NUR 444/Caring in Community Health/Practice\*

\*Up to 8 credits of community health (NURS 440 and/or NURS 444) may be waived for applicants with significant community health experience and experience based on a portfolio review by the Department of Nursing faculty.

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

### Post-Master's Nurse Practitioner Certificate Program (NURS\_SCT02), (NURS\_SCT03), and (NURS\_SCT04)

These certificate programs are designed for registered nurses who have earned a master's degree in nursing and who wish to become family nurse practitioners or adult/gerontological primary care nurse practitioners. Students may take up to six years of part-time study to complete either option.

#### Admission Requirements:

- Master of Science in Nursing from an NLN- or CCNE-accredited program
- An undergraduate health assessment course or approved equivalent
- Preadmission interview may be requested

#### Additional Requirements:

##### For entry into the program:

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

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

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

### Family Nurse Practitioner Option (NURS\_SCT02)

#### Program Requirements:

37 credits

#### Required Courses:

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

### Adult/Gerontological Primary Care Nurse Practitioner Option (NURS\_SCT03)

#### Program Requirements:

33 credits

#### Required Courses:

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

### Family Nurse Practitioner Option for Specialist NPs (NURS\_SCT04) up to 18 cr.

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

#### Admission Requirements:

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



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

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

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

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

- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner
- For more detailed information please contact the clinical site coordinator Deirdre Jackson [jacksond@tcnj.edu](mailto:jacksond@tcnj.edu)

**Required Courses:**

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

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

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

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

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

**School Nurse Instructional Certificate (NURS\_SCT09)****10 cr.**

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

Non-degree certificate program that is composed of a 23-credit sequence of courses to prepare school nurses to perform nursing services and health education for grades PreK-12.

150 Practicum hours are included in the curriculum.

All classes are now offered fully online and will be a combination of synchronous (set time for zoom meeting) and asynchronous (no set meeting time) setting. Opportunities for real time interaction with faculty and other students are built in to the curriculum.

**Required Courses:**

- NURS 524 Assessment and Management of School Age Children and Adolescents (4)
- NURS 525 School Nurse Practicum I (4)
- NURS 526 School Nurse Practicum Seminar (3)
- HLED 554 Curriculum Program Construction in Health and Safety Education (3) or NURS 571 Curriculum Development & Learning Theory (3)
- NURS 603 Individual, Family and Community systems. (3)
- NURS 625 School Nursing/Teaching Practicum II. (3)
- NURS 626 School Nursing/Teaching Practicum II Seminar. (3)

**Nurse Educator Certificate (NURS\_CER09) 14cr.**

Utilizing a blended format, the Nurse Educator Certificate is designed for licensed nurses who are seeking to acquire advanced knowledge in the field with a special focus on teaching in an academic environment and/or the healthcare setting.

**For entry into the program:**

- License to practice as a registered nurse in New Jersey
- Pre-clinical requirements
- CPR certification (BLS or ACLS)
- Criminal Background
- Check Drug Test
- Health and immunization requirements
- For more detailed information please contact the clinical site coordinator Deirdre Jackson [jacksond@tcnj.edu](mailto:jacksond@tcnj.edu)

**Required Courses:**

- NURS 570 Teaching Strategies with Practicum (50 hours)
- NURS 571 Curriculum Development and Learning Theory
- NURS 572 Teaching with Technology for Health Professionals
- NURS 573 Assessment and Evaluation with Practicum (150 hours)

**Graduate Certificate in Wellness Coaching (HESC\_CER01)****18 cr.**

Anne Farrell, Coordinator Graduate Programs in Health and Exercise Science

The Health & Exercise Science Wellness Coaching certificate program prepares individuals to make important health decisions that will optimize overall health and well-being through education, health promotion, coaching instruction, and practical integrated experiences.

The program follows a three-pronged approach:

1. Education/Health Promotion - Provides basic and advanced information relevant to fitness, nutrition, stress management/mindfulness, general health & wellness, and/or coaching style
2. Coaching/Training - To explore coaching techniques and strategies used to guide individuals to determine and implement best practices for personal health and well-being. Apply coaching techniques in education and relevant practical experience
3. Integrated/Practical Experiences - Coaches participate in clinical experiences to employ strategies that will foster client's personal growth. Integrated learning will occur by working with a variety of health-professions to address the individual's holistic needs and dimensions of wellness



**Admission Requirements:**

Completed or pending Bachelor's degree from an accredited or approved institution. Bachelor's degree must be complete prior to full matriculation

**Required Courses:**

- HESG 501: Current Health & Wellness
- HESG 509: Functional Personal Conditioning
- HESG 525: Personal Nutrition
- HESG 551: Stress Management
- HESG 675: Coaching Leadership
- HESG 695: Wellness Coaching Internship

**Student Health Services****Public Health Department**

Brenda Seals, Chair, Department of Public Health

**Master of Public Health (PBHL\_MPH01)**

Sylvia Twersky, Graduate Director, Department of Public Health

The Public Health program's vision is to address emerging concerns in public health in order to create a more equitable and healthier world.

The program's mission is to promote critical thinking, leadership, and evidence-based practice in order to create improvement and equity in health outcomes for domestic and global populations.

**Introduction**

Public Health is a vibrant field of practice and science. Public Health is a broad, interdisciplinary field in the practice and science of protecting and improving the health of families and communities—answering needs on local, national and global levels. Professionals work to preserve wellness, as well as prevent or minimize health problems by implementing intervention programs, recommending policies, administering services, and conducting studies. Public health professionals strive to decrease health disparities and improve healthcare access, equity, and quality. Students develop the leadership, critical thinking, and research capabilities to pursue a range of public health career options.

The TCNJ MPH offers specialization tracks: 1) Epidemiology and Health Analytics focuses on the determinants and distribution of health as well as building the skill set to interpret and apply data for understanding population level health and the design and implementation of public health initiatives; 2) Health Communication explores state-of-the-art social marketing and communication strategies and innovative ways to motivate healthy behavior and reduce health risk. Interpersonal communication, social marketing campaigns and mass communication theories, strategies and methods are explored as health changes are possible via institutions and agencies throughout the nation; and 3) (not currently accepting new applications) Global Health concentrates on the impact of culture, social structure, economics and politics on health and illness trends, social determinants of health, health disparities and public health policies worldwide. Students choose between the 2 year program as full-time students or an up to 6 year program as part-time students. TCNJ also offers a "4+1" program accelerated program for upper class TCNJ undergraduates wanting to pursue a combined Bachelors of Science and Masters of Public Health degree and a 5 year option for incoming first year students who want to pursue a combined Masters' and Bachelors' degree. In-person classes are offered on the TCNJ campus. Some courses also can be taken online or as hybrid (online/onsite). To accommodate working professionals, classes are scheduled in two and half (2 ½) hour-blocks during the evening (5:30 pm and after).

**Notice** - Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2022-2023 academic

year. Students returning to the College after an absence of two consecutive semesters (not including summer) follow the requirements in effect at the time of their return.

**Revision Advisory** – The School of Nursing and Health Sciences on behalf of the Masters of Public Health maintains the right and responsibility to revise content as appropriate in response to changes to accreditation requirements or other professional standards in the field.

**Admission Requirements:**

**2-year MPH (Full time) or Up to 6 year (Part Time) Programs:** To be eligible applicants must complete a Bachelor's degree by the time of matriculation with an overall GPA of 3.0 or better from an accredited or approved institution. Because Public Health is an interdisciplinary field, students from all backgrounds are welcome to apply. Depending on background, some undergraduate courses may be needed before full matriculation into the MPH program. Students who have no prior statistics course (equivalent of STA 115 or 215) may need to take an orientation to statistics and SPSS and/or take an introductory statistics course prior to beginning the Epidemiology/Biostatistics sequence.

**Visit TCNJ's graduate program website to review and complete the application at:**  
<https://mph.tcnj.edu/admissions/>

Required application materials include:

- 1) Application Form
- 2) Student Essay
- 3) One copy of Curriculum Vitae or Resume
- 4) Official Transcript
- 5)
- 6) Two letters of recommendation, one of which must be from a previous professor or an academic center.
- 7) Payment of US \$75 non-refundable fee

**Additional Requirements:**

In some cases, an interview may be requested.

**Graduation Requirements:**

45 credits; Cumulative GPA of 3.0

15 courses (5 core courses, 5 specialization track courses, 3 elective courses and completion of the Capstone Internship and Capstone Paper/Portfolio)

**For entry into the MPH Accelerated Program (4+1 MPH)**

Applying students must be in good standing as a rising Junior with a GPA of 2.75 for higher from TCNJ or an accredited or approved institution (transfer applicants only). Students interested in the 4 + 1 option are encouraged to consult with their advisor as early as possible so that their schedule may be arranged to best take advantage of graduate classes to be taken in the Junior and Senior years of study. Under current TCNJ policies, undergraduates in the 4 + 1 or 5-year programs are allowed to double count up to five courses (5 units/15 credits) that meet the minimum graduate grade requirements and are applied to both the BS and the MPH degree requirements. Students are fully matriculated into the MPH program after successful completion of their Bachelor's degree. Students will follow the MPH requirements in effect at the time of their graduate matriculation.

**Accelerated 4 + 1 Program:**

**Applications accepted through TCNJ's Department of Public Health via our online form:** [https://tcnj.col.qualtrics.com/jfe/form/SV\\_57uXdKAAaJNCyLr](https://tcnj.col.qualtrics.com/jfe/form/SV_57uXdKAAaJNCyLr)

- 1) Application Form
- 2) One Student Essay
- 3) One copy of Curriculum Vitae or Resume



- 4) Two Letters of recommendation
- 5) Unofficial Transcript

**Additional Requirements:**

In some cases, an interview may be requested.

**Graduation Requirements:**

- Cumulative GPA of 3.0
- 45 credits consisting of 15 courses (5 core/5 specialization track/3 electives/2 Capstone) within 6 years of matriculation

**Courses and Tracks**

**Required Core and Capstone Courses:** Minimum grades of B- are required for courses to count.

- PBHG 504 Environmental and Occupational Health (3 credit core)
- PBHG 521 Health Systems and Policy (3 credit core)
- PBHG 540 Intermediate Epidemiology (3 credit core)
- PBHG 652 Biostatistics for Public Health (3 credit core)
- PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credit core)
- PBHG 705 Capstone Internship in Public Health (3 credits)
- PBHG 706 MPH Capstone Paper/Portfolio (3 credits)

**Tracks of Specialization:**

Five (5) courses (15 credits) are needed to complete the specialization tracks. Minimum grades of C+ are required for courses to count towards a track.

Health Communication Track (PBHL\_SUBM1)

Required:

- PBHG 603 Health and Risk Communication Theory (3 credits)
- PBHG 615 International Communication (3 credits)
- PBHG 650 Health Education in Practice (3 credits)
- PBHG 660 Global Health and Risk Communication Campaigns (3 credits)

Choose 1 of the following:

- PBHG 542 Lifespan Communication (3 credits)
- PBHG 545 New Media Innovations in Health Communication (3 credits)
- PBHG 677 Disclosure, Stigma, Privacy, and Health (3 credits)

\*Can take either 560 OR 561 to count toward Health Comm track but not both

Epidemiology and Health Analytics (PBHL\_SUBM2)

Required:

- PBHG 501 Research Methods for Public Health (3 credits)
- PBHG 602 Health Analytics: Identifying, Collecting, and Analyzing Big Data (3 credits)
- PBHG 620 Health Economics (3 credits)

Choose 2 of the following:

- PBHG 503 Health Informatics (3 credits)
- PBHG 689 Epidemiology and Aging (3 credits)
- PBHG 566 Epidemiology of Dental Public Health (3 credits)
- PBHG 578 Cancer from a Public Health Perspective: Prevention to Survival
- PBHG 667 Public Health Genomics (3 credits)
- PBHG 577 Epidemiology and Intervention in Violence and Injury (3 credits)

Global Health Track (PBHL\_SUBM3) \* Not currently accepting applications

Required:

- PBHG 565 Social Determinants and Health Iniquities (3 credits)
- PBHG 572 Program Planning and Evaluation in Global Health (3 credits)

PBHG 620 Health Economics (3 credits)

OR

- PBHG 678 Water, Land, and Air: Critical issues in Global Environmental Health (3 credits)
- PBHG 675 Critical Issues in Global Health (3 credits)

**Choose 1 of the following:**

- PBHG 615 International Communication (3 credits)
- PBHG 620 Health Economics (3 credits)

OR

- PBHG 678 Water, Land, and Air: Critical issues in Global Environmental Health (3 credits)
- PBHG 689 Epidemiology and Aging (3 credits)

**Elective Courses.** Three elective courses (totaling 9 credits) are needed to complete the MPH degree. Minimum grades of C+ are required for courses to count towards an elective. Students can choose from the list below or any concentration classes that are a) not part of the student's chosen concentration or b) concentration classes above the 5 required. Relevant courses from other graduate programs at TCNJ may be accepted on a case by case basis based on review by the Graduate Director.

- PBHG 503 Health Informatics (3 credits)
- PBHG 551 Substance Abuse and Addiction: Individual, Family, and Society (3 credit)
- PBHG 560 Counseling Girls and Women (3 credits) OR PBHG 561 Counseling Boys and Men (3 credits)
- PBHG 591 Graduate Independent Study (3 credits)
- PBHG 606 Grant Writing in Public Health (3 credits)
- PBHG 670 Topics in Public Health (3 credits)

\*Can take either 560 OR 561 to count as an elective but not both

**MBA/MPH Dual Degree Program**

Sylvia Twersky, Graduate Director, Department of Public Health  
Stephen Tomkiel, MBA Director

TCNJ offers a joint Master of Business Administration (MBA) and Master of Public Health (MPH) directed toward early career professionals and individuals seeking to obtain managerial roles. The MBA/MPH joint degree can be completed in two years full time. Dual degree students are required to complete a total of 63 credits: 30 MBA credits and 33 MPH credits. The MBA program will accept up to 4 MPH courses or 12 credits toward the MBA program. The MPH program will accept up to 4 MBA courses or 12 credits toward the program. All courses must be a 'B' or better to be transferred.

**Visit TCNJ's graduate program website to review and complete the application at:**  
<https://mph.tcnj.edu/admissions/>

**Admission Requirements-Fall Admission (Full-time) only**

An earned bachelor's degree from an accredited college or university.

Graduate Management Admission Test (GMAT) or Graduate Records Examination (GRE) taken within the last five years. [Target range GMAT 540+ or GRE 310+].

Current resume.

Two letters of recommendation.

A completed application form with nonrefundable application fee. The Test of English as a Foreign Language (TOEFL) may be required of some applicants for whom English is a second language and who have limited experience working/learning in an English language environment.

**GMAT / GRE Waivers**

Students who graduated with a business degree with a cumulative GPA of 3.4 or above or have completed an advanced degree or served in the



military are exempt from taking the required GMAT/GRE. Waivers submitted by other applicants will be considered case-by-case, based on the applicant's undergraduate record, professional experiences, and documented certifications

#### Graduation Requirements:

Cumulative GPA of 3.0

63 credits: 30 MBA credits and 33 MPH credits that meet the minimum grade requirements.

### MBA/MPH Program Curriculum

MBA Specialization: Data Analytics

MPH Specialization: Epidemiology and Health Analytics or Health Communication

MPH Required Core and Capstone Courses: Minimum grades of B- are required for courses to count, except where noted for the dual degree.

- PBHG 504 Environmental and Occupational Health (3 credit core)
- PBHG 521 Health Systems and Policy (3 credit core) \*double counts toward MBA with B min
- PBHG 540 Intermediate Epidemiology (3 credit core)
- PBHG 652 Biostatistics for Public Health (3 credit core) \*double counts toward MBA with B min
- PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credit core)
- PBHG 705 Capstone Internship in Public Health (36 credits) \*double counts toward MBA with B min
- PBHG 706 MPH Capstone Paper/Portfolio (3 credits)

### MBA Core Requirements for Dual Degree (B is the minimum grade required)

#### Complete 7 core courses:

1. MKTG 650
2. ACCG 610
3. BUSG 680 \*double counts toward MPH
4. BUSG 620
5. MGTG 690
6. PBHG 705
7. PBHG 521

Epidemiology and Health Analytics (PBHL\_SUBM2)

Required:

- PBHG 501 Research Methods for Public Health
- PBHG 602 Health Analytics: Identifying, Collecting, and Analyzing Big Data
- PBHG 620 Health Economics
- PBHG 667 Epidemiology of Genomics \*double counts toward MBA with B min
- ISTG 620 Relational Database System

Health Communication Track (PBHL\_SUBM1)

Required:

- PBHG 603 Health and Risk Communication Theory Health and Risk Communication Campaigns: A Social Marketing Approach (3 credits)
- PBHG 615 International Communication (3 credits)
- PBHG 650 Health Education in Practice (3 credits)
- PBHG 660 Global Health and Risk Communication Campaigns Global Health, Communication, and Social Change (3 credits)
- ISTG 640 Text Mining

MBA Data Analytics Specialization Requirements for Dual Degree (B is the minimum grade required)

Complete 7 specialization courses:

1. ISTG 610
2. ISTG 620 \*double counts toward MPH Epi and Health Analytics track
3. ISTG 640 \*double counts toward MPH Health Comm track
4. ISTG 650 Machine Learning \*double counts toward MPH
5. ISTG 615
6. PBHG 667 (Epi) or PBHG 615 (Health Comm) \*double counts toward MBA with B min
7. PBHG 652 \*double counts toward MBA with B min

### Graduate Certificate in Public Health (PBHG\_CER01)

Sylvia Twersky, Graduate Director, Department of Public Health

The graduate certificate in Public Health at TCNJ aims to address the growing population health needs at the local, state, national, and global level. The program prepares graduates to meet the complex health needs of populations and individuals by: 1) assessing the social and political determinants of health; 2) critically analyzing data to determine health trends; 3) evaluating policy implications of health trends and health care delivery; and 4) synthesizing current population health practices to make recommendations for improvement. The certificate is designed for both working professionals and students preparing for further graduate study, beginning with a broad overview of population health.

**Notice** - Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2022-2023 academic year. Students returning to the College after an absence of two consecutive semesters (not including summer) follow the requirements in effect at the time of their return.

**Revision Advisory** – The School of Nursing and Health Sciences on behalf of the Public Health Certificate maintains the right and responsibility to revise content as appropriate in response to changes to accreditation requirements or other professional standards in the field.

#### Admission Requirements:

Completed or pending Bachelor's degree from an accredited or approved institution. Bachelor's degree must be complete prior to full matriculation. Preadmission interview may be required.

#### Graduate Requirements:

Cumulative GPA of 2.75 3.0

Five (5) courses completed with an overall GPA of 3.0 or better to complete the certificate.

For students who complete the certificate and matriculate in the MPH program, courses completed with grades meeting MPH criteria (B- or better core, C+ or better concentration class) may be applied to MPH graduation requirements.

#### Required Courses-3:

- PBHG 521 Health Systems and Policy (3 credits)
- PBHG 540 Intermediate Epidemiology (3 credits)
- PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credits)

OR

- PBHG 504 Environmental and Occupational Health (3 credit core)

#### Additional Requirements:

(Choose two from of the following)

- PBHG 501 Research Methods for Public Health (3 credits)
- PBHG 503 Health Informatics (3 credits)



PBHG 504 Environmental and Occupational Health (3 credits)  
PBHG 542 Lifespan Communication (3 credits)  
PBHG 545 New Media Innovations in Health Communication  
(3 credits)  
PBHG 572 Program Planning and Evaluation in Global Health  
(3 credits)  
PBHG 566 Epidemiology of Dental Public Health (3 credits)  
PBHG 577 Epidemiology and Intervention in Violence and  
Injury (3 credits)  
PBHG 578 Cancer from a Public Health Perspective: Prevention  
to Survival  
PBHG 603 Health and Risk Communication Theory (3 credits)  
PBHG 606 Grant Writing in Public Health (3 credits)  
PBHG 615 International Communication (3 credits)  
PBHG 620 Health Economics (3 credits)

PBHG 650 Health Education in Practice (3 credits)  
PBHG 652 Biostatistics for Public Health (3 credit)  
PBHG 655 Social Inequalities in a Developing Context (3 credits)  
PBHG 660 Global Health and Risk Communication Campaigns  
(3 credits)  
PBHG 667 Public Health Genomics (3 credits)  
PBHG 670 Topics in Public Health (3 credits)  
PBHG 675 Critical Issues in Global Health (3 credits)  
PBHG 677 Disclosure, Stigma, Privacy, and Health (3 credits)  
PBHG 678 Water, Land, and Air: Critical issues in Global  
Environmental Health (3 credits)  
PBHG 685 Health Promotion for Individuals, Families, and  
Communities (3 credits)  
PBHG 689 Epidemiology and Aging (3 credits)



## Nursing & Exercise Science - Public Health - Subject: PUBLIC HEALTH GRADUATE (PBHG)

### PBHG 501(3) Course ID:010876 01-AUG-2019 RESEARCH METHODS FOR PUBLIC HEALTH

The purpose of this course is to teach research skills and concepts needed to plan and conduct a research project, with an introduction to qualitative analysis. This course will include performing literature searches and being able to identify appropriate epidemiological data to make a case for public health importance of an issue, as well as appropriate target populations for an intervention, and using a literature search to be able to critically analyze existing research looking at methodology and outcomes. Students will also gain exposure and practice in qualitative research. By the end of the course, students will write a grant proposal that includes specific aims and research strategies in order to put the concepts learned throughout the semester into practice.

**Components:** Discussion Lecture

### PBHG 503(3) Course ID:010878 01-JAN-2020 HEALTH INFORMATICS

This course introduces students to the field of health informatics with particular emphasis on evaluating the effectiveness of technology interfaces between health care practitioners and patients. The electronic medical record, electronic health record, personal health record, clinical decision support systems, telemedicine, health literacy and mobile health (m-health) will be explored in detail. The structure of this class is designed so that students are placed in the role of a member of a health informatics team, becoming proficient in the application of the processes of health information technology. As part of the team, students will identify a healthcare process that can be improved through the use of one of the technologies addressed in the course. The primary purpose of the team project is to describe the impact of the process improvement using health information technology on the larger healthcare system, regional, national, and if possible global.

**Components:** Discussion Lecture

### PBHG 504(3 - 4) Course ID:011058 24-OCT-2019 Department Consent Required ENVIRONMENTAL AND OCCUPATIONAL HEALTH

This three credit graduate course introduces students to foundational components of and competencies related to a sample of environmental and hazardous occupational health topics. Environmental health is the study of the relationship between chemical, biological and physical hazards in the environment that influence human health. Students will examine contexts of environmental health at international, national, state and local community levels. Course content emphasizes health problems such as environmental contamination of air, land, and water. We will examine public health practices and principles related to methods of investigation and risk assessments, protective legislation and regulation, and occupational hazards that influence health of different environments and public health. Course learning activities and materials build on concepts related to epidemiology, evidence-based practices, and public education. The course combines both instructor-directed and student-centered learning and assessment approaches. Students are engaged in problem solving, literature critiques, case studies or scenarios, panel discussions, student-presentations, peer collaboration, and field-visits (if circumstances permit). Course material illustrates cross cutting issues related to climate change, environmental justice, equity for vulnerable populations, and mitigation or adaptation.

**Components:** Discussion Lecture

### PBHG 521(3) Course ID:011097 01-AUG-2018 HEALTH SYSTEMS AND POLICY

This course provides a foundation in Health Services Administration. The course introduces the student to the structure and functions of the U.S. Health Care System. The health care system in the community and its environment are examined to determine how they impact Health Services Administration. Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, health care workforce, health care resources, types of health services, financing of health services and health care coverage, meeting the health care needs of special populations, and critical issues in health services. The student will conduct an organizational assessment and a community health system analysis.

**Components:** Discussion Lecture

### PBHG 540(3) Course ID:010886 01-MAY-2019 INTERMEDIATE EPIDEMIOLOGY

Epidemiology covers the basic principles of epidemiology e.g., study design, measures of association, biases and confounding variables, disease detection, and risk analysis. It emphasizes critical thinking, the limitations of current conceptual and methodological approaches in epidemiology, ethical and social justice considerations and socio-cultural aspects of public health, using examples from epidemiological studies carried out in the United States and internationally.

**Components:** Discussion Lecture

**Attributes:** Behavioral, Social or Cultural Perspectives

### PBHG 542(3) Course ID:011231 01-AUG-2019 LIFESPAN COMMUNICATION

The underlying premise of the life-span perspective is that our potential for human growth extends throughout our life course. Accordingly, lifespan communication examines how communication processes (social support, language skills, and interpersonal relationship management) change across events across a lifespan and acknowledge how our communication processes influence and are influenced by these social experiences.

**Components:** Discussion Lecture

### PBHG 545(3) Course ID:011232 01-AUG-2019 NEW MEDIA INNOVATIONS IN HEALTH COMMUNICATION

The emergence of new media technologies intersects with public health in many ways, raising new questions and affording new opportunities for health communication and intervention. This seminar examines the roles and effects of new media and emerging technologies in a variety of health communication contexts and prepares students to utilize new media tools when designing health interventions through critical reading, intensive discussion, empirical exploration, and hands-on application.

**Components:** Discussion Lecture

### PBHG 551(3) Course ID:011144 01-JAN-2019 SUBSTANCE ABUSE & ADDICTION: INDIVIDUAL, FAMILY & SOCIETY

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes, and the reinforcement of drinking and drug use, are examined. Basic knowledge and attitudes



that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed.

**Components:** Discussion Lecture

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**PBHG 560(3) Course ID:011098 01-MAY-2018**

**COUNSELING GIRLS AND WOMEN**

This course is focused on providing students with the opportunity to gain a greater understanding of the female experience from childhood throughout adulthood. Particular emphasis will be placed on the crucial years during adolescence. Students will be challenged to analyze both societal and personal beliefs, assumptions, and expectations regarding girls and women. In this interactive class, there will be an overview of the many counseling issues presented by female clients and the special needs of diverse populations. Lecture, discussion, readings, presentations, and experiential activities will combine to offer students greater insight into what their female clients bring into the therapeutic setting.

Effective strategies and techniques for counselors working with woman and girls will also be discussed throughout the course

**Components:** Discussion Lecture

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**PBHG 561(3) Course ID:011145 01-MAY-2019**  
**COUNSELING BOYS AND MEN**

The purposes of this course are to provide students with accurate information about the emotional lives of boys and men and suggest effective strategies for counseling these populations in school and agency settings. Students will explore their implicit assumptions about boys and men and how those assumptions might impact their work as counselors. Myths about boys and men will be dispelled, and some of the common problems of boys and men will be described. Cultural variations in masculinity and diverse types of male sexual orientation will be reviewed. Important therapeutic challenges (e.g., using a strength-based approach to counseling and addressing problems such as misogyny and homophobia in males) will be discussed. The contributions of fraternal humanitarian clubs, men's support groups, and profeminist organizations will be highlighted. Students will identify ways to adjust the traditional process counseling to match the relational styles and needs of boys and men and the cultural background of the client. Strategies for

**Components:** Discussion Lecture

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**PBHG 565(3) Course ID:011193 01-AUG-2019**  
**SOCIAL DETERMINANTS AND HEALTH INEQUITIES**

The purpose of the course is to expose the student to the philosophy, practice, and scope of the social determinants of health-related outcomes, the impact of the lack of the key social factors like education, income, living conditions, sanitation, social networks, among others, over people's lives. Students will deeply comprehend the major causes and roots of health inequities in the United States and worldwide and its consequences to the life of populations.

**Components:** Discussion Lecture

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**PBHG 566(3) Course ID:011086 01-JAN-2021**  
**Department Consent Required EPIDEMIOLOGY AND DENTAL PUBLIC HEALTH**

The purpose of the course is to expose the student to the philosophy, practice, and scope of dental public health as it exists in the health care system today. Four areas identified by the American Board of Dental Public Health as knowledge needed for the specialty practice of dental public health—administration, research, prevention, and delivery and financing of dental care—are used as a framework for examining dental public health practice. The organization, delivery, and financing of oral health care, primarily in the United States, and how public health dentistry does and should fit into the health care system are emphasized.

Oral health Epidemiology, including distribution and analysis of oral diseases and conditions globally and in the USA are addressed.

**Components:** Discussion Lecture

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**PBHG 572(3) Course ID:011104 01-AUG-2018**  
**Program Planning and Evaluation in Global Health**

This class will prepare students to utilize needs assessments and evidence based practice in different global settings to develop appropriate health interventions, as well as work within real-world conditions to plan and implement program process, impact, and outcome evaluation. Students will understand how to generate and use program data for quality improvement and evidence based decision making taking into account potential constraints in low, middle, and high income settings. Using real-world examples, the class will discuss the impact of culture and socioeconomic conditions on program implementation and evaluation in the context of both chronic and infectious disease, mental health, and other key global health issues.

**Components:** Discussion Lecture

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**PBHG 577(3) Course ID:011149 01-JAN-2021**  
**EPIDEMIOLOGY & INTERVENTION IN VIOLENCE & INJURY**

Injuries are a leading cause of death for Americans of all ages, regardless of gender, race or economic status. For many, an injury causes temporary pain and inconvenience; but for some, injury leads to disability, chronic pain, and profound changes in lifestyle. The complex nature of injuries and injury prevention research is presented to initiate, develop, and implement successful injury prevention programs. This course is designed to deconstruct epidemiological trends in violence and injury to understand health disparities. Students will critically analyze current theory in light of unintentional and intentional injury prevention strategies. Topics include: the importance of injury as a public health problem, historical and conceptual underpinnings of injury prevention, epidemiology and surveillance of injury, injury prevention and intervention, the role of the law and police in injury prevention, and war.

**Components:** Discussion Lecture

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**PBHG 578 (3)**

Cancer from a Public Health Perspective: Prevention to Survival Cancer contributes to a major burden of disease across the globe. Every year, millions of people are diagnosed with the illness. This course focuses on the importance of prevention and risk reduction in decreasing cancer occurrences linked to lifestyle (e.g. smoking, obesity), infectious disease (e.g. HPV), and other risk factors (e.g. genetics). Public health cancer surveillance data are crucial for identifying needs, planning interventions, directing public health resources, and evaluating the overall effectiveness of initiatives aimed at preventing or treating cancer and its negative health consequences. This course will focus on public health as well as interdisciplinary approaches to health promotion and prevention, screening and early diagnosis including review of risk reduction guidelines, cultural, spiritual and religious diversity and how cancer affects the psychosocial dimensions of care. Local, state and national health systems and needed resources related to cancer prevention will be evaluated.

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**PBHG 591(1 - 3) Course ID:011146 24-OCT-2019**  
**Department Consent Required GRADUATE INDEPENDENT STUDY**

Individual students or small groups of students elect to work with a faculty member on a discrete literature-based or empirical research project. Students may apprentice with a faculty member by working on a faculty initiated research project, or students may propose a research project and seek mentorship by faculty. In both cases, students will have a substantive and specified role in the research process. Independent Research



requires a formal proposal that is developed in collaboration between the student and faculty mentor and submitted to the Public Health Program Coordinator. The proposal, signed by both the student and faculty mentor, must be submitted in the semester prior to engaging in this learning experience. This proposal becomes the contract for the Independent Research arrangement.

**Components:** Independent Study

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**PBHG 602(3) Course ID:010877 01-JAN-2021**  
**HEALTH ANALYTICS: IDENTIFYING, COLLECTING, AND ANALYZING BIG DATA**

Evidence-based public health practice relies on systematic collection and analysis of data, including population health surveys, clinical trials, comparative effectiveness research, and social science research. In this course, students will learn to identify, collect, and critically analyze large public health data sets. Students will use publicly available data sets to conduct independent research for a class project testing a hypothesis by analyzing said data and writing up the results. Students will independently choose a hypothesis testable by publicly available data, perform the appropriate data analysis, and write a journal style article.

**Components:** Discussion Lecture

**Requirement Group:** PBHG 540 and PBHG 652 are prerequisites. [RQ#6370]

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**PBHG 603(3) Course ID:011087 01-AUG-2018**  
**HEALTH & RISK COMMUNICATIONS THEORY**

This course examines public health communication campaigns in the United States. Student will learn the four stages of the public health communication campaign process, including planning and developing campaign strategies, designing messages and materials, implementing the program, and assessing effectiveness and making refinements. Special attention is given to creating effective public health messages that are theoretically and empirically grounded. This course aims to enhance students' theoretical understanding and give students an applied experience that will serve as a foundation for a career in public health and health communication.

**Components:** Seminar

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**PBHG 615(3) Course ID:011088 01-JAN-2019**  
**INTERNATIONAL COMMUNICATION**

This course examines contemporary issues in international communication with special emphasis on methods for comparing cross-national media coverage of critical issues, along with explanatory explorations in areas such as structural/demographic measures (GDP, literacy rate, infant mortality rate, etc.) and media systems (relatively free, relatively closed).

**Components:** Seminar

**Attributes:** World Views & Ways of Knowing

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**PBHG 620(3) Course ID:011148 01-AUG-2019**  
**HEALTH ECONOMICS**

This class will promote the understanding of core health economics theory, using research literature and case studies to examine how economic theory has shaped the development and understanding of the healthcare systems and policies in the U.S. Economic theory will be used to assess cost benefit and cost effectiveness of medical and public health interventions. Health Economics is intended to promote an understanding of how these theories fit into the formation, evaluation, and policy in our healthcare structure. For example, how moral hazard drives the ideas behind co-pays or how we make decisions about what will be covered by insurance. It will also offer an economic perspective

on health behavior, such as how discounting relates to risk behavior and how risk preference relates to insurance purchase.

**Components:** Discussion Lecture

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**PBHG 630(3) Course ID:011147 01-JAN-2021**  
**GRANT WRITING IN PUBLIC HEALTH**

This course will offer an introduction to grant writing for health related agencies interested in small grant and foundation opportunities. Students will be learning how to research a topic in the literature and then use key words to identify potential funding agencies from grants/foundation databases. Interactions with project staff from the funding agencies afford students the opportunity to learn how to develop their proposals. Coordination with agency staff allows students to tailor funding guidelines to agency needs and ideas. By the end of the course, students will be able to write a brief grant including the development of budgets, project timelines, and program outcomes.

**Components:** Discussion Lecture

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**PBHG 650(3)**  
**Health Education in Practice**

This graduate level course will allow students the opportunity to develop critical skills as a health educator. This course provides a thorough examination of the theories and evidence based practices used in the profession. Students will apply theoretical models to health education program development, planning and evaluation. Topics to be covered include: community needs assessment, social determinants of health, advocacy, social media, cultural competency, health education resources, budgets and funding, and critical issues in health education. The students will develop a community health education project as well as a create a health education tool kit that includes designing multiple health education resources. This course will also prepare students for the Certified Health Education Specialist (CHES) or Master Certified Health Education Specialist (MCHES) exam.

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**PBHG 651(3) Course ID:011147 01-Mar-2021**  
**STRESS MANAGEMENT**

Examine the dimensions of health & wellness and how each of those areas is impacted by stress. Explore and apply a variety of stress management techniques with the goal of improving individual/societal health while addressing social inequalities related to mental health.

**Components:** Discussion Lecture

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**PBHG 652(3) Course ID:011151 01-JAN-2019**  
**BIOSTATISTICS FOR PUBLIC HEALTH**

This course will present the basics of statistical inference for public health studies, including treatment of categorical and quantitative data, concepts of random error and distributions, and limits on prediction and confidence. Sampling theory will be introduced to link population distributions to sample measurements, including the deduction of population statistics and their confidence intervals from samples. This will permit development of hypothesis tests, including t-tests, ANOVA, chi-squared tests, and Fisher exact tests. These will lead naturally to a discussion of multiple testing, odds-ratios and effect sizes, including as checks on the misuse of p-values. Bivariate measurements will be introduced, including correlation analysis and the basics of linear regression. Finally, classification problems will be introduced through study of logistic regression as an extension of linear regression to the problem of prediction of a probability, and a brief discussion of more advanced classification methods will be provided. Discussion of sensitivity and specificity, and the importance of prevalence to testing for disease and biomarker development will be addressed. The course will conclude with a brief



look at survival analysis, proportional hazards, and confounding, so that students have a sense of additional areas of importance to the field.

**Components:** Discussion Lecture

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**PBHG 660(3) Course ID:011089 01-AUG-2018**  
**GLOBAL HEALTH and Risk COMMUNICATION Campaigns**

This advanced student-faculty research seminar offers opportunities for students to explore the role of Entertainment-Education, a strategy for promoting healthy behavior and reducing risk, primarily in developing countries. This course explores not only behavior change at the individual level, but also “development” change that emphasizes changing environments and contexts (such as poverty or gender relations) in different societies and cultures that affect so strongly the likelihood of change. Choosing their own critical topics, students craft multiple drafts of policy papers similar to those produced by professionals at the World Health Organization, the Centers for Disease Control, and the United States Agency for International Development.

**Components:** Seminar

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**PBHG 667(3) Course ID:011150 01-JAN-2019**  
**PUBLIC HEALTH GENOMICS**

In this course students will learn about how genetic and environmental factors influence disease and public health. Students will learn and practice statistical and computer methods for genomes analysis, theory and evolution of genetics including genome-wide by sequencing, transcriptional and translational analysis, polymorphism detection and identification of complex network interactions.

**Components:** Discussion Lecture

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**PBHG 670(3) Course ID:011226 01-AUG-2019**  
**TOPICS IN PUBLIC HEALTH**

This is an individualized tailored course designed for students willing to master their investigation skills on quantitative and/or qualitative methods by conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis. The course will provide MPH students an overview of the important concepts of research design, data collection, statistical and mixed methods interpretative analysis, and final report/paper presentation.

**Components:** Independent Research

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**PBHG 675(3) Course ID:011194 01-AUG-2019**  
**CRITICAL ISSUES IN GLOBAL HEALTH**

This course presents an overview of global health issues through an examination of major determinants of health and key areas of global disease burden. Students will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. This course highlights contemporary critical global issues such as immigration, war, bioterrorism, multicultural health issues, global mental health, food security and nutrition, and violence, among others.

**Components:** Discussion Lecture

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**PBHG 677(3) Course ID:011227 01-AUG-2019**  
**DISCLOSURE, STIGMA, PRIVACY, & HEALTH**

This seminar focuses on the management of privacy within interpersonal relationships. The structure of the course is to first consider processes related to privacy management, and then to explore those processes within different relational contexts (although the readings assigned under each week are not necessarily exclusive to the topic they were assigned). The readings will review theoretical lenses for privacy

management, predictors and consequences of concealment and revelations, the management of privacy within dyads, families, and social networks, and the role of the confidant in disclosure contexts. Our goal each week is to synthesize the readings to find commonalities and differences across the articles assigned to that day, as well as to maintain a “big picture” view of the cumulative topics across weeks. Since the course focuses on privacy management in interpersonal relationships, specifically, disclosures within contexts related to health (e.g., HIV, infertility, cancer), online interactions, divorce, and adoption, are woven

**Components:** Discussion Lecture

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**PBHG 678(3) Course ID:011228 01-AUG-2019**  
**WATER, LAND, AND AIR: CRITICAL ISSUES IN GLOBAL ENVIRONMENTAL HEALTH**

This course is designed for Master of Public Health students who are interested in an in-depth examination of selected issues focused on water, land, and air both globally and locally. Course learning experiences and materials involve students in a range of environmental problems within these domains. Students will consider how environmentally-based problems impact human health and well-being. Through a problem-based approach, students will evaluate a variety of environmental health hazards and risks connected to chemical, physical, geographic, social, and political factors that lead to adverse health outcomes for populations or communities. Students will gain greater competencies in critically appraising data and information sources intended to inform the public and a public health communities about policies and legislation that support or hinder environmental health progress. Students will engage in case studies, discussions and exercises about selected environmental problems, interventions and policies that generate controversy within communities locally and globally.

**Components:** Discussion Lecture

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**PBHG 685(3) Course ID:011064 01-JAN-2019**  
**HEALTH PROMOTION FOR INDIVIDUALS, FAMILIES & COMMUNITIES**

This course focuses on health promotion and disease prevention for individuals, families, communities and populations. Primary, secondary, and tertiary prevention will be addressed. Prevention and modification of disease processes through program development, education, counseling, facilitating, stress reduction, and life style changes will be explored. Emphasis is placed upon strategies that promote health and prevent disease at the individual and aggregate levels. Ethical, cultural, economic, and legal issues will be explored.

**Components:** Discussion Lecture

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**PBHG 689(3) Course ID:011242 01-DEC-2020**  
**EPIDEMIOLOGY AND AGING**

The purpose of this course is to introduce the study of aging, its implications for individuals, families, and society, and the background for public health related to older persons. The course provides an overview of research, practice, and policy in the area of epidemiology, aging and public health from different perspectives: demography, biology, epidemiology of diseases, physical and mental disorders, functional capacity and disability, health services, social aspects of aging, and ethical issues in the care of older individuals. It addresses the rapidly increasing need for specialized knowledge among public health professionals in order to effectively promote the health of the aging society worldwide.

**Components:** Discussion Lecture

**Requirement Group:** PBHG 540 is a prerequisite. [RQ#6371]



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**PBHG 705(1 - 3)                      Course ID:010897                      01-JAN-2021****Department Consent Required MPH Capstone Internship**

This 3-credit course covers the capstone internship for Master of Public Health (MPH) students in good standing who have completed specific coursework as noted in prerequisites. The MPH Capstone Internship is a summative experience applying knowledge from coursework and gaining skills to complete selected competencies and products. Students are required to attend the MPH Capstone Orientation at least a semester PRIOR to starting the Capstone internship to review required documentation (TCNJ site agreement, Student Capstone Learning Agreement with selected competencies, timesheets, and journal), discuss the process to identify and secure approval for the site placement and outline paper requirements. Host agencies must have an approved site supervisor who holds an MPH degree or an approved, relevant degree with experience. Students complete at least 120 hours at an approved Public Health agency and submit documentation in a timely manner via CANVAS. Beyond practical field experience, students participate in seminars (once or twice/month), individual

**Components:** Discussion Lecture

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**PBHG 706(1 - 3)                      Course ID:011340                      01-JAN-2021****Department Consent Required MPH CAPSTONE PAPER**

This 3-credit course is the second part of the capstone requirement. Course requirements include: 1) writing an MPH Capstone paper; 2) delivering a professional oral or poster presentation at an approved forum; 3) attending capstone seminars and individual meetings (at least twice/month); and 4) completing leadership training (see CANVAS modules). The Capstone Paper Guidance includes: 1) a thorough literature review of the disease, intervention or health area; 2) description of the agency and how Capstone activities fit into Public Health; 3) a discussion of highlights and challenges from the internship experience and leadership, 4) A review of policy issues linked to the health disease, intervention or health area, locally, national and/or global significance for research or practice; 5) A conclusion providing recommendations for future internships; 6) references in APA or an approved style; and 6) An appendix including outcome products linked to competencies (e.g. best practices paper, policy or white paper, community assessment, paper for

**Components:** Discussion Lecture



## 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](mailto: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](https://graduate.pages.tcnj.edu/apply).  
(Also see Graduate Opportunities section of Bulletin)

#### Graduation Requirements:

30 credits

#### Required Courses:

|  |               |
|--|---------------|
| <b>Research:</b>   | <b>3 cr.</b>  |
| EDFN 508/Introduction to Research and Data-Based Decision Making |               |
| <b>Foundations and Multicultural Education:</b>                  | <b>3 cr.</b>  |
| EDFN 521/Cultural Foundations of Education                       |               |
| <b>Specialization:</b>   | <b>18 cr.</b> |
| 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](https://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:**

|  |               |
|--|---------------|
| <b>Foundations and Multicultural Education:</b>                  | <b>3 cr.</b>  |
| EDFN 520/Leadership for Social Justice                           |               |
| or   |               |
| EDFN 521/Cultural Foundations of Education                       |               |
| <b>Specialization:</b>   | <b>22 cr.</b> |
| 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](http://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:**

|  |              |
|--|--------------|
| <b>Research:</b>   | <b>3 cr</b>  |
| EDFN 508/Introduction to Research and Data-Based Decision Making                     |              |
| <b>Specialization:</b>   | <b>21cr.</b> |
| (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](http://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](http://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:**

|  |               |
|--|---------------|
| <b>Research:</b>   | <b>3 cr.</b>  |
| EDFN 508/Introduction to Research  |               |
| <b>Foundations and Multicultural Education:</b>  | <b>3 cr.</b>  |
| EDFN 520/ Leadership for Social Justice  |               |
| <b>Specialization:</b>   | <b>18 cr.</b> |
| 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  |               |
| <b>Curriculum:</b>   | <b>6 cr.</b>  |
| †CURR 514/Curriculum Theory and Practice   |               |
| CURR 555 Contextual Issues in the Development of Curriculum for Children & Adolescents |               |
| <b>Practicum:</b>  | <b>6 cr.</b>  |
| 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  |               |
| <b>Culminating Experience Requirement:</b>   |               |
| 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](mailto:osgp@tcnj.edu). To learn more about content and schedules, go to the PTC website at [www.theptc.org](http://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.



## Professional Development

### Regional Training Center: Professional Development for Teachers

The School of Education at The College of New Jersey has partnered with the Regional Training Center (RTC) in order to provide graduate-level professional development course work, as well as courses leading to a Master of Education in Educational Leadership—Instruction (see EDAD\_MED05 in the School of Education section of this bulletin). This affiliation merges TCNJ's excellent reputation in higher education with the Regional Training Center's comprehensive relevant course work.

All courses carry graduate credit in teacher education from TCNJ. Students who are interested in applying for matriculation into the Master of Education program should see the Frequently Asked Questions document on the Web at <http://graduate.pages.tcnj.edu/academic-programs/regional-training-center/> for information on transfer and use of previous course work. Students who apply for matriculation into one of TCNJ's other Master of Education programs may apply a maximum of 6 credits as elective credit, pending approval by the graduate program coordinator. Elective credit requirements vary by specialization, and students must contact their graduate program coordinator prior to registration for course approval. A sample of RTC course work is listed below. For a full listing of courses available and to register for these courses please contact:

Regional Training Center 486 Route 10 West  
Randolph, NJ 07869  
800.433.4740  
[www.the RTC.net](http://www.the RTC.net)

### A Sampling of Courses Available through the Regional Training Center

#### EDIN 528/Skills for Building the Collaborative Classroom 3 cr.

Collaboration, cooperation, innovation, creativity and critical thinking (all 21st Century Skills) are demonstrated using interactive hands-on structures and activities. The goal: to engage students living in a global community and ultimately working in a global marketplace. Participants can expect to learn how to successfully encourage students to work cooperatively and collaboratively to THINK, CREATE, SHARE and GROW interdependently. NOTE: A laptop or tablet is required, applications will be downloaded during this course.

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

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

#### EDIN 542/Assessment Techniques: Assessing for Student Learning 3 cr.

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

Key ideas are discovered experientially through a hands-on approach.

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

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

#### EDIN 545/Encouraging Skillful, Critical and Creative Thinking 3 cr.

Based on recent brain research and learner-centered principles, this is a practical experiential course on how to teach for, of, and about thinking. Topics include the thoughtful and respectful classroom, specific thinking skills and processes, questioning frameworks and methods, metacognition and reflection, graphic organizers, and cooperative learning to enhance thinking.

#### EDIN 559/The Bully-Proof Classroom 3 cr.

Bullying is an important issue facing families, schools, communities, and society. Understand the issues and develop strategies to address the problem. Examine socialization curriculum and gain an awareness of bullying behavior, the reaction of the victim, the responsibility of bystanders, and how to create a bully proof assurance in classrooms and schools.

#### EDIN 546 The Culturally Distinctive Classroom

Strategies for classroom engagement and lesson delivery in a changing diverse classroom will be examined. The focus is on understanding ourselves in today's society in order to understand and guide our young learners. A study of multiculturalism, the changing diverse learners through a lens of their socioeconomic status and making lasting parental connections within our school communities will be explored.

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

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

#### EDIN 552/Strategies for ADHD, LD and the Spectrum! 3 cr.

Today's classrooms include a spectrum of learners who have different levels of attention, learning, communication, and behaviors. This course is designed to offer educators a spectrum of instructional strategies. Learn how to apply research-based educational strategies to advance the knowledge and skills of your students with exceptionalities. This includes, but is not limited to students with ADHD, autism, intellectual, learning, sensory, and emotional differences. Tap into your students' strengths with appropriate interventions and curriculum practices.

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

Enliven your K-12 classroom and content through the use of dynamic movement and kinesthetic activity. Participants will explore the connection between movement and the brain. Topics will include implicit learning, why movement enhances the learning process, class cohesion activities, attaching kinesthetic activities to content, brain breaks, ener-



gizers and movement-oriented content games. By using movement, academic standards can be met, test scores can be improved and important life skills can be developed. This course involves optional physical activities.

#### **EDIN 554/The Kinesthetic Classroom II Moving Across the Standards:**

Design kinesthetic activities for the K-12 classroom focusing on teaching Common Core and national standards based content. Refine strategies and techniques regarding “The Six-Part Framework” to ensure maximum student participation that enhances academic achievement, builds class cohesion, and develops life skills. Create new activities and tactics to enhance the learning process for both educator and student. Design effective action plans to increase movement in the school environment. Notes: 1) This course involves optional physical activities. 2) EDIN 553 The Kinesthetic Classroom is not a prerequisite for this class.

#### **EDIN 555/Skills and Strategies for Inclusion and Disability Awareness**

3 cr.

Students will gain a deeper understanding of disabilities and examine the social, academic, and physical considerations in school, community, and home environments. Special emphasis is made on the ways that teachers can integrate information about disabilities into the teaching of their curriculum and the management of their specific classroom environments.

#### **EDIN 556/Motivation: The Art and Science of Inspiring Classroom Success**

3 cr.

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

#### **EDIN 558/The Gendered Brain**

3 cr.

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

#### **EDIN 560/Brain-Based Teaching and Learning**

3 cr.

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

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

#### **EDIN 565/Cooperative Discipline**

3 cr.

This classroom management program shifts the discipline paradigm from controlling student behavior through rewards and punishment to managing and motivating students by building self-esteem and helping all students make better choices. The goal is student growth—academically, socially, and psychologically. As part of the course, students will learn over 50 strategies to use the moment misbehavior occurs and increase student achievement.

#### **EDIN 573/Technology With Ease:**

##### **Enhancing the Modern Classroom**

Focus on keeping ahead of the technological curve, regardless of your initial comfort working with technology. This course is designed to increase confidence in integrating technology using emerging web applications. Explore the use of educational technology to facilitate student learning and have students become digitally prepared for the 21st century. Question previously conceived notions about content creation, delivery, storage, and assessment, while stretching existing teaching methods to adapt to changing student needs. NOTE: A laptop with WiFi capability is required.

#### **EDIN 570/Differentiated Instruction**

3 cr.

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

#### **EDIN 539/Creating Health and Balance in Today's Classroom**

Research shows that students who are physically fit and well nourished perform at a higher academic level. “Mindfulness in Education” will be emphasized as a technique to reduce student anxiety and help students succeed. The Impact of stress, poor time management, lack of physical activity, and poor nutrition (one of every three students will develop type 2 diabetes), on students and educators will be examined in order to better facilitate the learning process.

#### **EDIN 564/Movement & Technology Balance: Classroom Strategies for Student Success**

Design a blended educational approach that creates a balance between movement and technology to optimize student learning and success, as well as enhance academic achievement and student well being. Build an effective plan that considers experience and educational needs. Learn how to merge these two concepts together to promote a classroom environment that effectively meets content standards and enriches the learning process while preparing students for future challenges.

#### **EDIN 540/The Mindful Classroom**

This course introduces educators to mindfulness as a lifestyle and more importantly, as an instructional style rather than an isolated period of instructional time. Establishing best practices in mindfulness instruction is a key component of this course. Developing personal practice and how mindfulness affects the brain coincide to define the role of the mindful teacher. How to introduce mindfulness to our communities is addressed, as well as Cognitive Load Theory.



## Graduate Course Descriptions

### School of Business

#### **BUSG 610 Innovation**

This course will explore the methods for discovering, developing, and delivering business innovations. We will ask how innovation occurs, and seek to identify the methods and ways of thinking that enable us to develop new ideas and create change. The course will ask students to apply these methods to create and propose innovations and to provide and accept feedback and support in refining and developing innovation proposals.

#### **MGTG 600 Strategy and Sustained Competitive Advantage**

The course provides concepts and ideas for the tool-kit of the manager involved in the strategy process. In particular, it focuses on addressing how firms could compete, create value and build sustainability into its strategy. It integrates what the student has learned from various business disciplines to form a holistic and strategic perspective on firms.

Key course elements: 3 credit hours, no pre-requisites or co-requisites, no other cross-listed courses

#### **ISTG 610 Regression and Data Visualization**

This blended course will explore key design principles and techniques for visualizing a variety of complicated datasets in business settings. Students will learn how visual representations can help in the analysis and understanding of complex data, how to design effective visualizations, and how to create interactive visualizations using tools like Tableau. The data we will use involves multi-years, multi-categories, multi-variables, multi-geographic-regions, cross-tabulations, and spatial-temporal patterns. In addition, the course will present regression techniques for predictions of binary and continuous targets, and for the ranking and determination of important predictors in business analytics. The emphasis is on the sound applications, insightful analysis of regression models, and skillful use of statistical tools such as Tableau, Python and R on personal laptops and on the TCNJ cluster for parallel procession of large datasets.

#### **ISTG 650 Machine Learning**

This blended course introduces students to the theoretical concepts, techniques, and real-world applications of Machine Learning. This course will focus on the foundation knowledge of a machine learning world, which includes the broad concepts of business analytics, data science, visualization, and visual analytics using tools such as Tableau, Python, and R. Upon successful completion of the course, students will have a broad understanding of machine learning algorithms, strengths and weaknesses of different machine learning algorithms, formulate and solve machine learning problems that arise in real-world applications, and their use in extracting knowledge from data.

#### **ISTG 620 Relational Database Systems**

This online course introduces students to relational databases, one of the most pervasive business systems used today. The course will focus on the techniques for managing the design and development of a database systems including data modeling, database design, database administration, data warehousing, data cleansing, and database manipulation using PostgreSQL.

In addition to conceptual material, the course provides significant hands-on experience using current database and modeling technologies. Students need remote access to our student learning system and our PostgreSQL server.

#### **MGTG 620 Psychology of Management**

This course leverages psychological research to help you understand how to be a better manager. The material emphasizes self-assessment and reflection on how your personal characteristics shape your ability to work with, and lead, other people. Topics covered include individual differences, team dynamics, and leadership/followership.

Course elements: 3 credit hours. No prerequisites, co-requisites, or cross-listed courses.

#### **MGTG 630 The Art of Persuasion: Communication for Business**

"Communication, including the rare art of listening, is more necessary than ever in our digital age as the pace of change accelerates exponentially, technology becomes more complex and entire industries get disrupted overnight with unforeseen business models."

The complexity of modern organizations, impacted in part by globalization and digitization, demands active listening to the ecosystem and a sophisticated understanding of communication strategies in order to survive and develop collaborative partnerships with startups, partners and customers around the world. Managers must be able to communicate and hone key messages across cross functional teams harnessing marketing, sales, human resources, operations or business development. The Art of Persuasion is an introduction to the theory and practice of persuasive communication across a variety of business contexts. In this course, we use communication, social psychology and human behavior frameworks to unpack how managers can leverage their understanding of key audiences in order to shape opinions, influence behavior and guide outcomes. Special emphasis will be given to how business communication functions to achieve desired outcomes and how managers can best construct and deliver their message to achieve these ends. The course considers both theory and research as the basis for the effects of persuasive attempts.

Key course elements: 3 credit hours, no pre-requisites or co-requisites, no other cross-listed courses.

#### **MGTG 640 Negotiation and Dispute Resolution**

This course is designed to provide you with the intellectual tools and reflective experience that will help you achieve better negotiation outcomes in a sustainable and responsible manner. Negotiations are defined broadly, ranging from simple two party negotiations to complex multi-issue, multi-party situations, and from bargaining with willing and motivated parties to dealing with intractable issues and difficult people.

Key course elements: 3 credit hours, no pre-requisites or co-requisites, no other cross-listed courses

#### **ISTG 630 APPLIED TIME SERIES AND FORECASTING**

This blended course covers major topics used in developing predictive modeling and applied statistical forecasting models that are of major interest to the business, government, and academia. These include exploring the calibration of models, the estimation of seasonal indices, and the selection of variables to generate operational business forecasts. Topics in this course can assist business professionals in utilizing historical patterns to build a more constructive view of their future. The course also examines how these topics can be used in combination with data capture, integration and information deployment capabilities, to ensure more productive decisions and more accurate planning. Modern forecasting techniques for the evaluation of sophisticated business models used to make intelligent decisions in marketing, finance, personnel management, production scheduling, process control, facilities management and strategic planning, are covered. Essentially, this course is dedicated to teaching students tools in econometrics that are especially useful in forecasting business time series such as sales, expenditures, and macroeconomic variables such as GDP, interest rates, inflation, stock market, etc.

#### **ISTG 640 TEXT MINING**

This blended course will cover the fundamental concepts and practical applications of text mining and analytics. Students will explore the process pipeline from converting unstructured text to structured data, and, extracting useful and interesting information such as text topics, trends and user sentiments. Students will learn to analyze results and gain practical skills through the use of contemporary software tools.

#### **MGTG 650 Strategic Human Resources Management**

Fundamental to any organization is its people; without employees and managers, an organization ceases to exist. Human resources are often the costliest resources to manage in an organization. In addition, it is the only resource that can retaliate if not managed, developed, or incentivized properly. This course examines how talent is recruited into an orga-



nization, and the processes used to engage employees and maximize productivity and creativity at all levels in the organization. These learnings will incorporate key theories around human behavior, with human resource policies and procedures, and practical application of all of these both in the current changing world of work.

Key course elements: 3 credit hours, no pre-requisites or co-requisites, no other cross-listed courses

#### **MGTG 670 Management Practicum: New Product Development**

The development of new products and services is among the most significant activities of a firm. The best companies manage to introduce new products and services regularly. This course examines the strategies, processes, and tools used by leading-edge companies for new-product development. Students begin with product ideas developed in the MGTG 610 *Innovation* course and explore the different stages of product development, examining leading new product methodologies, selection of team members and definition of their roles, leadership challenges, funding and internal support and opposition, prototype development, market testing and marketing strategies. Although the primary focus of the course is on physical products, much of the material also informs the design and delivery of new services.

Key course elements: 3 credit hours; pre-requisite: MGT 610 *Innovation*, no other cross-listed courses

#### **ISTG 660 GEOSPATIAL ANALYSIS**

This course covers the terminology and components of geospatial analysis via application on the personal computer. ArcMap (ESRI) will be used in this course though emphasis is on learning the terminology and techniques of geospatial analysis so that students will also be able to use open source GIS software. Required readings, supplementary readings and examples of geospatial analysis from a variety of disciplines will be used with the idea that students will apply the concepts employed in those readings and examples to their business research project for the course. Emphasis will be placed upon the various data sources used in geospatial analysis, the manipulation and management of those data sources and the analytic procedures used to summarize and model geographic data and external data.

#### **ISTG 670 DATA ANALYTICS PRACTICUM**

This blended course is a research-project type course whereby each student will be an individual contributor in a group integrating the knowledge they learn in the other Data Analytics courses and subject matter expertise from their industry. Working in teams of four or five, students will apply their knowledge to a research project formulated by a TCNJ DA faculty committee and an industry practitioner. The faculty committee will be comprised of a faculty member from each core area in the MBA program. During the first half of the semester, each team will be presented with their teams research problem and tasked with formulating potential analytical protocols to solve the problem. During the second half of the semester, teams will choose and deploy a final solution that will be presented to the industry expert and the DA committee.

## **School of Education**

#### **COUN 501/Introduction to Counseling**

3 cr.

**Prerequisite:** Permission of department

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

#### **COUN 515/Statistics and Research in Counseling**

3 cr.

**Prerequisite:** Permission of department

Study of the organization, analysis, summarization, and interpretation of counseling data with special emphasis on developing research proj-

ects involving counseling data. The interrelationships among statistics, measurement, and research design are examined.

Training in reading and interpreting counseling research literature is provided.

#### **COUN 530/Multicultural Counseling**

3 cr.

**Prerequisite:** Permission of department

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

#### **COUN 535/Career Counseling and Placement**

3 cr.

**Prerequisite:** Permission of department

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

#### **COUN 545/Community Agency Counseling**

3 cr.

**Prerequisite:** Permission of department

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

#### **COUN 551/Substance Abuse and Addiction:**

##### **Individual, Family, and Society**

3 cr.

**Prerequisite:** Permission of department

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes, and the reinforcement of drinking and drug use, are examined. Basic knowledge and attitudes that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed. This course offers community-engaged learning opportunities, and therefore is offered in a blended format, including both face-to-face and online learning environments.

#### **COUN 552/Substance Abuse Education and Prevention**

3 cr.

**Prerequisite:** Permission of department

This course will help provide the groundwork for the prevention professional to implement a comprehensive program, supported by scientifically based prevention principles, that includes measurable goals, objectives, timelines, and an evaluative process. Prevention theory and strategies for educating the public about risk and resiliency factors associated with youth behaviors will be presented. The course will focus on the prevention of drug and alcohol use, bullying, and other areas of risk for youth including gambling, eating disorders, suicide, Internet use and more. This course will discuss various aspects of culture in a broader sense to help professionals understand the relevance of culture in prevention-program planning. This course offers community-engaged learning opportunities, and therefore is offered in a blended format, incorporating both face-to-face and online learning environments.

#### **COUN 553/Treating Substance Abuse**

##### **and Co-Occurring Disorders**

3 cr.

**Prerequisite:** Permission of department

The purpose of this course is to facilitate the learning of specific techniques for counseling individuals and their families who are affected by



substance use disorders, and co-occurring disorders. An emphasis will be placed on strategies for addressing the full spectrum of substance use to addiction with specific attention given to increasing students' sensitivity to the diverse needs of individuals suffering from addictions and co-occurring medical and psychiatric disorders. The development of competency in the professional treatment of addiction and co-occurring disorders is stressed.

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

**Prerequisite:** Permission of department

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

**COUN 555/Differential Diagnosis and Treatment Planning 3 cr.**

**Prerequisite:** Permission of department

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

**COUN 560/Counseling Girls and Women 3 cr.**

**Prerequisite:** Permission of department

This course is focused on providing students with the opportunity to gain a greater understanding of the female experience from childhood throughout adulthood. Particular emphasis will be placed on the crucial years during adolescence. Students will be challenged to analyze both societal and personal beliefs, assumptions, and expectations regarding girls and women. In this interactive class, there will be an overview of the many counseling issues presented by female clients and the special needs of diverse populations. Lecture, discussion, readings, presentations, and experiential activities will combine to offer students greater insight into what their female clients bring into the therapeutic setting. Effective strategies and techniques for counselors working with woman and girls will also be discussed throughout the course.

**COUN 561/Counseling Boys and Men 3 cr.**

**Prerequisite:** Permission of department

The purposes of this course are to provide students with accurate information about the emotional lives of boys and men and to suggest effective strategies for counseling these populations in school and agency settings. Students will explore their implicit assumptions about boys and men and how those assumptions might impact their work as counselors. Myths about boys and men will be dispelled, and some of the common problems of boys and men will be described. Cultural variations in masculinity and diverse types of male sexual orientation will be reviewed. Important therapeutic challenges (e.g., using a strength-based approach to counseling and addressing problems such as misogyny and homophobia in males) will be discussed. The contributions of fraternal humanitarian clubs, men's support groups, and profeminist organizations will be highlighted. Students will identify ways to adjust the traditional process of counseling to match the relational styles and needs of boys and men and the cultural background of the client. Strategies for establishing rapport and intervening with special populations of boys and men (e.g., aggressive males, boys and men who have been sexually abused, depressed and suicidal males) will be recommended.

**Mindfulness and Wellness in Counseling (COUN 565) 3 cr.**

The foundation of the counseling profession is based on wellness, positive growth, and development. This course will bring us back to our roots through an exploration of the theory, research, and application of

wellness approaches in counseling. Central to wellness is the ability to pay attention to the present moment. In this course, students will also learn about and experience mindfulness-based practices, which are considered to be the third wave of therapy. We will explore various mindfulness techniques, the latest research on mindfulness, wellness and mindfulness applications for diverse populations, and the roots of mindfulness in Buddhist Psychology. Mindfulness meditation will be practiced throughout the duration of the course. Interventions to enhance wellness will be explored.

**COUN 580/Counseling the Aged 3 cr.**

**Prerequisite:** Permission of department

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

**COUN 597/Special Topics in Counseling 1-6 cr.**

**Prerequisite:** Permission of department

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

**COUN 600/Introduction to Marriage,**

**Couple, and Family Counseling and Therapy 3 cr.**

**Prerequisite:** Permission of department

This course is an introduction to and overview of the general field of marriage and family therapy. The history of the movement as well as a basic description of the major approaches to marriage and family therapy are discussed. Professional issues such as research, ethics, and training are also included in the course content.

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

**Prerequisite:** Permission of department

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

**COUN 602/Assessment and Intervention in**

**Marriage, Couple, and Family**

**Counseling and Therapy 3 cr.**

**Prerequisite:** COUN 600 and Permission of department

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

**COUN 603/Laboratory in Marriage, Couple,**

**and Family Counseling and Therapy 3 cr.**

**Prerequisite:** COUN 600, 601, 602 (COUN 602 can be taken concurrently with COUN 603) and Permission of department Through experiential skill-building exercises, video, role play and case discussions, this course provides students with an intensive laboratory training experience in marriage and family therapy. Opportunities to demonstrate conceptual knowledge and practice intervention skills throughout the progressive phases of treatment will be offered. Specific models of therapy will be demonstrated and learned through experience.



**COUN 604/Couples in Relationship**

3 cr.

**Prerequisite:** Permission of department

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

**COUN 605/Ethical, Legal and Professional****Issues in Counseling and Marriage****and Family Therapy**

3 cr.

**Prerequisite:** Permission of department

This course examines the ethical, legal and professional issues unique to professional counselors, school counselors and marriage and family therapists. Special attention is given to principles of ethical decision-making, professional codes of ethics, ethical concepts and considerations within the context of counseling and therapy. Legal concepts, sources and types of law, professional liability, confidentiality and privileged information, as well as risk management are reviewed. Professional identifications and training, licensure and certifications, accountability, marketing and research are discussed.

**COUN 606/Practicum in Marriage, Couple,****and Family Therapy**

3 cr.

**Prerequisite:** COUN 600, 601, 602, and 603 and Permission of department

This course is designed to provide students with the skills and experience of family therapists by working with families and couples in a clinical setting. Practicum requirements include participation in a weekly practicum seminar for supervision and didactic discussion, a minimum of 50 hours in direct client contact and one hour a week of individual supervision with an on-site supervisor (approved by the department). Methods of supervision will be live, videotaped and case discussion. Self of therapist, peer consultation, and supervisor evaluations of conceptual and direct practice skills are integral components of the clinical experience.

**COUN 607/Internship in Marriage, Couple,****and Family Therapy**

3 cr.

**Prerequisite:** COUN 600, 601, 602, 603, 604 and 606 and Permission of department

This course is designed to provide an intensive, supervised clinical field experience in marriage, couple, and family therapy. Internship requirements include: participation in a weekly clinical supervision seminar on campus, a minimum of 100 clock hours of direct client contact. Additionally, students will attend one hour of individual supervision per week provided by an on-site supervisor (approved by the department) and a weekly internship seminar on campus. Live, videotaped and simulated sessions as well as self, peer and supervisor evaluations of conceptual and direct practice skills are an integral component of the clinical experience. Emphasis will be placed upon the assessment and intervention of family systems, the impact of other systems on the clinical issues, use of community and referral sources, the ability to prepare and present cases to the class and the awareness of the effects of the therapist on the therapeutic process.

**COUN 660/Organization, Administration,****and Supervision of School Counseling**

3 cr.

**Prerequisite:** Permission of department

The purpose of this course is to provide students with an understanding of the organization and administration of school counseling services including the comprehensive and developmental nature and functions, context, coordination, integration, and evaluation of the school counseling program within the total school community. Special emphasis is

given to examination of ASCA National Model as well as closing student achievement gaps.

**COUN 670/Counseling Theory and Techniques**

3 cr.

**Prerequisite:** COUN 501 and Permission of department

The purposes of this course are to provide students with an understanding of the major theories of counseling and their related techniques and to apply theoretical material to case studies. Students will be exposed to an overview of current approaches to counseling, including psychodynamic, existential-humanistic, cognitive-behavioral, solution-focused and systems approaches. Emphasis is on both theory and practical applications of the various approaches. Through lectures, class discussions, readings, videos, writings, experiential exercises and role-play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling. This course includes a laboratory component in which students practice theory-based counseling strategies in role play scenarios.

**COUN 672/Advanced Counseling Theory and Techniques**

3 cr.

**Prerequisites:** COUN 501 and 670 and Permission of department

An advanced study of counseling theories with particular emphasis on theory application. Students will be expected to demonstrate their counseling effectiveness within the definitions of selected theories. This course will be part theory and part laboratory experience.

**COUN 675/Group Counseling**

3 cr.

**Prerequisites:** COUN 501, 670 (COUN 675 may be taken concurrently with COUN 670 with advisement) and Permission of department

Through didactic and experiential learning activities, this course provides an introduction to group counseling that enables students to explore the nature and function of various types of groups; basic principles of group dynamics; ethical, legal and professional issues; leadership and group development; member roles and functions; theoretical approaches to group counseling; how to design and lead groups across the human lifespan; and the nature and impact of their own interpersonal styles of behavior on their roles as both group members and group leaders.

**COUN 677/Group Leadership Skills**

3 cr.

**Prerequisites:** COUN 675 and permission of department

Study and practice of professional skills and behaviors that enable the group leader to activate and maintain effective counseling groups. Focus will be on how the leader capitalizes on group forces to encourage member goal achievement. (Limit six students with permission of instructor.)

**COUN 680/Practicum in Counseling and Testing**

3 cr.

**Prerequisites:** COUN 515, 670, and 675 and EPSY 643 and Permission of department

The development of effective counseling behaviors and practice test selection, administration, scoring, and interpretation through laboratory experience. The focus is on an integration of counseling theory and practice and educational testing.

**COUN 687/Faculty-Student Research**

3 cr.

**Prerequisite:** Completion of 15 graduate credits and Permission of department

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**COUN 690/Practicum Seminar**

3 cr.

**Prerequisite:** COUN 501, 670, Completion of a minimum of 24 graduate credits) and Permission of department

The purpose of this course is to provide students with highly supervised counseling experiences. Students will establish counseling relationships with appropriate clients, develop and implement counseling interventions and work within the structure of a counseling site. Students are required to participate in a practicum placement experience specific to their counseling program specialization and complete a minimum of 120 hours. The practicum placement will be approved and supervised by the college. Field visitations as well as individual supervision and group consultation will be integral parts of this practicum experience.



**COUN 693/Internship (One Term)****or COUN 694/695 (Two Terms)****6 cr.****Prerequisite:** COUN 675, 690 and Permission of department

The purpose of this course is to provide students with an intensive, supervised on-the-job counseling experience specific to students' counselor education program specialization and totaling a minimum of 600 hours. Emphasis will be upon analyzing and strengthening the application of counseling skills, maximizing utilization of community resources and facilities, and identifying and developing the consultation skills needed to negotiate professional counseling and administrative systems. Internship placements will be approved and consulted by the college. Advanced-level, weekly individual supervision sessions and participation in internship classes are required components of this internship experience.

**COUN 697/Independent Study in Counseling****1–3 cr.****Prerequisites:** COUN 501 and permission of department

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**COUN 698/Department Project in Counseling****1–6 cr.****Prerequisites:** COUN 501 and permission of department

Provides opportunities for in-depth study in an area of interest to the student and/or participation in an activity related to counseling and personnel services.

**COUN 700/Comprehensive Examination: Counseling****Prerequisite:** Permission of department

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See the Department of Counselor Education's Student Manual for details.

**CURR 514/Curriculum Theory and Practice****3 cr.**

This course examines curriculum and assessment through theoretical and practical lenses. Emphasis is placed on preparing educators to create and evaluate coherent, aligned, student-centered curriculum consistent with effective pedagogy. Students will develop understanding of how technology, assessment, and academic supports facilitate student progress and improve instruction.

**CURR 555/Contextual Issues in Curriculum Development for Children and Adolescents****Prerequisite:** CURR 514 or permission from instructor

A course designed to analyze, plan, develop and evaluate modern school curriculum. Emphasis will be placed on basis for decision making, processes for curriculum evaluation and improvement, and emerging developments in school curriculum.

**CURR 616/Curriculum Development in the Urban School****3 cr.****Prerequisite:** CURR 514

Enables students to determine and apply skills, techniques, and understanding necessary to plan and implement a relevant curriculum for urban youth.

**CURR 635/Curriculum Change Strategies****3 cr.****Prerequisite:** CURR 514

An examination of the process by which curriculum implementation and infusion occur. An investigation of a number of organizational development (OD) models and their application to curriculum implementation and infusion.

**DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals****3 cr.****Prerequisite:** none, SLP 340 is recommended

Through readings, field trips, interviews with deaf and hard of hearing students, class discussion, and independent research, the course will explore the basic elements of assistive listening devices, cochlear implants, and aural habilitation as they apply to the education of deaf and hard of hearing children. Topics include anatomy and physiology of speech and hearing mechanisms, auditory disorders, newborn screening, audiometric testing, hearing aids, assistive listening devices, cochlear implants, and auditory habilitation techniques.

**DFHH 530/Speech Development for the Deaf****and Hard of Hearing****3 cr.**

Techniques for developing and refining speech skills with students who are deaf and hard of hearing. Typical speech problems displayed by this population are highlighted along with various formal and informal assessment protocols. The use of technology and the delivery of speech services are also emphasized.

**DFHH 690/Student Teaching—Deaf and Hard of Hearing****6 cr.****Prerequisite:** Permission of the program coordinator

A semester of field experience working in classes for the deaf and hard of hearing under the direction of cooperating teachers certified in education of the deaf and hard of hearing. The student gradually assumes responsibility for planning, teaching, and directing the learning activities of the classes.

**DFHH 697/Independent Study Education of the Deaf and Hard of Hearing****1–6 cr.****By permission only**

In-depth independent exploration of a specific topic under the individual supervision of a faculty member.

**DFHH 700/Comprehensive Examination: Special Education**

All candidates for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program and demonstrate that he/she has met New Jersey professional teaching standards and competencies in preparation for both elementary teaching and special education.

**ECED 504/Teaching Young Children****3 cr.**

Review of the development of preschool education, characteristics of young children, basic practices in early childhood teaching, and recent trends and issues. Importance of experiences in guiding learning, observation, and participation.

**ECED 520/Early Childhood Administration and Management****3 cr.**

Workshop study of: administrative alternatives; management responsibilities; selection, training, and evaluation of staff; fiscal planning; record-keeping; computer applications; and regulatory procedures in child care centers.

**ECED 530/Culturally Responsive Practices in Early Childhood Settings**

This course explores culturally responsive pedagogy and social justice issues in early childhood education with the goal of creating respectful, reciprocal relationships that support and empower families and their children. While promoting students' awareness that building positive relationships with children and their families is an investment in later social, emotional, and academic competence, the students will examine quality teaching practices by exploring personal cultural history, gaining insights into living examples of differences, witnessing the effects of bias, and learning to support fairness and issues of equity in a classroom.

**ECED 550/Supervision in Early Childhood Education****3 cr.**

Study and analysis of the competencies and skills needed by early childhood education supervisors to carry out the required responsibilities and services. It will provide a variety of organizational structures, program models, and staff roles in the child development field, with emphasis upon practical application, including such topics as leadership skills development, clinical supervision, assessment processes, and goal setting.

**ECED 560/Curriculum Experiences for Young Children****3 cr.**

Basic concepts underlying a desirable curriculum for young children. The role of the teacher in curriculum planning. Emphasis upon the major curriculum areas.

**ECED 597/Special Topics in Early Childhood Education****1–6 cr.**

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

**ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy****3 cr.**

An advanced course devoted to an in-depth study in emergent and early literacy in a multicultural context.



**ECED 640/Development and Learning of the Young Child 4 cr.**

In this course, the student learns to apply research and theory in child development from infancy through middle childhood to learning. The physical, cognitive, language, and social/emotional domains are examined. A chronological approach, which also addresses the cultural and contextual influences on development, is followed. In the practicum portion of the course, the student conducts a performance-based assessment in the classroom.

**ECED 651/P-3 Internship I 1 cr.**

This is the first semester of a two-semester block. It will be completed at the intern's P-3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by an on-site supervisor.

**ECED 652/P-3 Internship II 1 cr.**

This is the second semester of a two-semester block. It will be completed at the intern's P-3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by an on-site supervisor.

**ECED 655-656/Clinical Seminar in Early Childhood****Education I and II, 5 clock hours****each semester****0 cr.**

These seminars accompany the P-3 Mentored Internships ECED 651 and ECED 652. They offer interns the opportunity to discuss and reflect upon field-based work, and to make connections between theory and practice.

**ECED 670/Seminar: Current Issues and****Trends in Early Childhood Education****3 cr.**

**Prerequisite:** This course should be taken concomitantly with EDUC 615. Students should have completed all other required courses in the MAT EDEK program prior to taking this course.

This course examines current trends and issues in the education of children from birth through age 8. A primary focus of the course is the analytical treatment of articles and research on topics relevant to young children. Major topics emphasized are innovations in school and classroom organization; recent developments in curriculum; current trends in evaluation and developmentally appropriate assessment; implications of PL 94-142 and other diversity legislation addressing gender, culture, ethnicity, and special needs; competing viewpoints in the care and education of children, ages birth through 8; and advocacy opportunities for early childhood education professionals.

**ECED 687/Faculty-Student Research 3 cr.**

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**ECED 695/Master of Arts in Early Childhood****Education Internship II****6-10 cr.**

**Prerequisite:** Successful completion of MAT Internship I (EDUC 694) The Internship II experience will be a full semester in an early childhood education classroom. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

**ECED 697/Independent Study in Early****Childhood Education****1-3 cr.**

**Prerequisite:** EDFN 500, 520, or 521

An in-depth exploration of a topic within a specific area of the discipline involving supervised teaching, research, and regular conferences with the faculty adviser.

**ECED 700/Comprehensive Examination in Early****Childhood Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**EDAD 525/Introduction to Educational Leadership 3 cr.**

This course provides a comprehensive overview of the field of educational administration. It examines the historical, social, and political perspectives of the field; it explores the principles and practices of effective school leadership.

**EDAD 530/Group Dynamics for Educational Leaders 3 cr.**

This course is designed to study the intrapersonal and interpersonal skills essential for leaders to facilitate the development of cultures and climates which optimize success for all members of the school community. Topics include effective communication, team building, decision making, problem solving and the people side of change.

**EDAD 540/School Finance and Resource Management 3 cr.**

This course explores the ethical and effective governance, distribution, utilization, and management of financial, physical, and human resources in schools. Students will develop an understanding of legalities, basic budgeting, and accounting principles while exploring how efficient administrative systems contribute to the optimal functioning of the organization.

**EDAD 545/ Instructional Leadership for Teacher Leaders 3 cr.**

This course endeavors to develop teacher leaders' ability to model reflective practice based on student data; make connections with research-based effective practices; harness the skills, expertise, and knowledge of colleagues to address curricular expectations and learning needs; guide colleagues in helping students navigate existing and emerging technologies; and promote instructional strategies that address equity in the classroom.

**EDAD 565/Facilitating Professional Development 3 cr.**

The purpose of this course is to develop teacher leaders who are able to promote, design, and facilitate job-embedded professional learning and meaningful change among their colleagues. Through readings and course activities you will be engaged in investigations and application of emerging trends, theories of adult learning, and current research on best practices in professional development. In addition, you will learn how to respond to the diverse learning needs of your colleagues by developing your ability to provide them with constructive feedback and advocate for their access to professional resources

**EDAD 572/School Law 3 cr.**

Students in this course study federal and state laws affecting the rights, privileges, and duties of administrators, teachers and ancillary personnel. Attention is given to the influence of government, finance, collective bargaining, and other pertinent school-related factors.

**EDAD 597/Special Topics in Educational Administration 3 cr.**

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

**EDAD 617/Organizational Leadership and Supervision 3 cr.**

**Prerequisites:** EDAD 525 and SUPV 520

This course offers an analysis of the administrative process in theory and practice in contemporary schools. Topics will include examination of leadership theory and styles, school organizations, instructional leadership, school/community relations, and the effective use of data-based decision making.

**EDAD 653/School Personnel Administration 3 cr.**

**Prerequisite:** EDAD 525

A study of the administrative and organizational processes involved in school personnel management. Emphasis will be placed upon strengthening competencies in the development of personnel policies and practices; social systems management; and recruitment, retention, and exit procedures for both professional personnel and support staff.

**EDAD 660/Computer Applications in****Educational Administration****3 cr.**

ONLY for Global students

No computer experience is necessary.

This course includes an examination of the relationship and role of computer application to educational administration. Students will develop competencies in scheduling, attendance, grading systems, inventory, personnel records, and other administrative functions. Relevant research to be studied.



**EDAD 687/Faculty-Student Research**

3 cr.

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**EDAD 691/Principalship I**

2 cr.

The focus of the fall Principalship course is on the strategies leaders use to open the school year, build teams, and establish a high-performance learning culture. In course discussions and assignments, students will demonstrate their knowledge and skills in the Professional Standards for Educational Leaders by examining related problems of practice and reflecting on real-world experiences. In field experiences, students will seek opportunities to learn how a leader sets teaching and learning goals, aligns school resources with them, and focuses the school community on collaboratively fostering student success.

**EDAD 692/Principalship II**

2 cr.

The focus of the spring Principalship course is on administrative decision making and using data to sustain a cycle of continuous improvement. In course discussions and assignments, students will demonstrate their knowledge and skills in the Professional Standards for Educational Leaders by examining related problems of practice and reflecting on real-world experiences. In field experiences, students will seek opportunities to learn how a leader prepares for standardized testing, monitors student progress, ensures a safe and orderly learning environment, and facilitates teachers' professional growth.

**EDAD 693/Principalship III**

2 cr.

The focus of the summer Principalship course is on responsibilities, tasks, and activities related to bringing closure to the past school year, strategic planning, and preparing the facility for the upcoming year. In course discussions and assignments, students will demonstrate their knowledge and skills in the Professional Standards for Educational Leaders by examining related problems of practice and reflecting on real-world experiences. In field experiences, students will seek opportunities to learn how a leader complies with applicable mandates and develops data-informed systems that facilitate a well-organized, effective, and safe learning environment.

**EDAD 697/Independent Study in Educational Administration 1–3 cr.****Prerequisites:** EDAD 525 and at least 3 credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDAD 698/Department Project in Educational Administration 1–3 cr.****Prerequisites:** EDAD 525 and at least 3 credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline, involving supervised reading, research, and regular conferences with the faculty adviser.

**EDAD 700/Comprehensive Examination: Educational Leadership**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**EDFN 500/Foundations of Education**

3 cr.

This course draws on theoretical lenses associated with the field of educational foundations—historical, philosophical, anthropological—to gain deep structural understanding of the nature of education. This course fulfills the state of New Jersey requirements for multicultural education.

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

3 cr.

This course assists students in becoming critical consumers of research who apply empirical evidence and processes to the field of education. Students will develop an appreciation for the importance of continuous collaborative inquiry in facilitating student progress and improving instruction, while investigating the topics of measurement, data analysis, and evidence-informed practice.

**EDFN 520/Leadership for Social Justice**

3 cr.

This course examines social norms and the discriminatory practices enacted by institutional policies. Race, class, gender, sexuality, and ableism are among the topics to be explored. In addition, this course endeavors to prepare educators to become seekers of social justice who promote policies that will create more just and equitable educational opportunities in schools. This course fulfills the State of New Jersey requirements for multicultural education.

**EDFN 521/Cultural Foundations of Education**

3 cr.

This course examines education as a cultural phenomenon. By examining the relationship between community and school culture, this course interrogates how culture influences communication, school achievement, educator and student relationships, and curriculum. This course also draws on influences of multicultural education and critical pedagogy of education. This course fulfills the state of New Jersey requirements for multicultural education.

**EDFN 697/Independent Study in Educational Foundations**

1–3 cr.

**Prerequisite:** EDFN 500, 520, or 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDFN 698/Departmental Project in Educational Foundations 1–3 cr.****Prerequisite:** EDFN 500, 520 or, 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDUC 501/Exploring Teaching**

3 cr.

This course introduces students to the challenges they will face as they enter the field of teaching. Topics that may be examined include diversity, inclusion, impact of beliefs on teaching, and the influence on achievement. Students explore their commitment to becoming teachers who will advocate for social justice for all learners. It introduces the New Jersey professional teaching standards that all students are expected to meet as well as the New Jersey Core Curriculum Content Standards that guide them in their work with children. Students begin to develop an electronic portfolio that will be used to demonstrate their achievement of teaching standards throughout the program.

**EDUC 510/Exploration of Reflective Teaching**

3 cr.

Through readings, discussions, journaling, written assignments, and other activities, this course explores the history, philosophy, and practice of teacher-centered inquiry as a field. Through exploration of such questions as “What does teacher-generated inquiry look like?” and “What does practitioner inquiry mean for teachers?” the course prepares students to identify personal beliefs, attitudes, and assumptions while formulating their own inquiry questions. Learning goals include: 1) exploration and evaluation of major examples of classroom and teacher research theory and practice; 2) examination of assumptions and beliefs about teaching and their relationship to student learning, teacher knowledge, education reform, and school culture; and 3) development of a research agenda and critical perspective related to teaching practice.

**EDUC 513/Collaboration, Consultation, and Partnerships**

3 cr.

This course focuses on methods and approaches to facilitating partnerships for planning and decision making within educational and habilitative systems. Collaborative teaming skills and productive planning processes on behalf of children with disabilities will be developed. Students will be guided through a series of lectures, readings, and activities that are designed to facilitate the basic understandings of the following: (1) parameters of collaborative teams and transdisciplinary approaches; (2) characteristics of effective teams, including membership, roles, responsibilities, and processes; (3) effective communication and conflict resolution among team members; (4) creative problem-solving and decision-making processes; (5) evaluating outcomes and change; and (6) the unique attributes of school-agency-family collaboration. This course is designed to provide experiences in skill development in a wide variety of approaches to team participation and facilitation. It is expected that the students will demonstrate these skills within their professional environment.



**EDUC 601/Data-Inspired Decision Making****3 cr.****Prerequisites:** EDUC 510

Expanding on work from EDUC 510, this course prepares students to develop the skills and dispositions needed to begin planning their own teacher research project, set within their own classroom context or educational setting. Students work individually, and in collaborative groups, to develop research plans for a project designed to address personal questions about teaching practice. Learning goals include: 1) understanding the relationship between research questions and methodology; 2) development of a research question and action plan for classroom inquiry-based study that students will conduct in their own school settings; and 3) development of personal and critical research skills as teacher-researcher and leader.

**EDUC 602/Inquiry in Practice****3 cr.****Prerequisites:** EDUC 601

This third inquiry-based course (following EDUC 510 and 601) guides students through the major phases (and predictable obstacles) of conducting a classroom-based teacher research project as well as a culminating presentation of findings, implications for teaching, and emerging questions. Emphasis is on collecting, analyzing, and writing about teacher research data, experiences, and discoveries. Learning goals include: 1) development of research skills related to writing professional-quality classroom-based research; 2) development of a presentation of teacher inquiry project; and 3) examination of the practical implications of research on multiple levels: classroomwide, schoolwide, and systemic.

**EDUC 614/Creating and Sustaining Classroom Communities****3 cr.**

This course will expose students to research-supported “best practices” in the areas of schoolwide behavior supports, classroomwide behavior supports, individualized behavior supports, as well as inclusion. The course promotes the development of a position of inquiry toward behavior that is reflective, proactive, and non-aversive. The emphasis is not merely on reactive- or deceleration-oriented approaches toward behavior but on prevention and quality-of-life changes. Students will develop varied skills, such as the ability to analyze the various models that are currently used; observe varied classroom- and school-based settings; use discipline-based tools of inquiry such as a functional behavioral analysis; identify strategies of instruction and classroom organization that create inclusive classroom communities; and widen their knowledge with respect to the best practices that are currently recognized as being effective. The discussions and experiences in this course should enable students to define their own position with respect to challenging behaviors by the end of the course. Discussion of student observation journals, case studies, video analysis, and other problem-solving exercises will be an ongoing part of this course.

**EDUC 615/Capstone Experience: The Teaching Professional****0 cr.**

This course will assist students in completing the exit requirements for the Master of Arts in Teaching program and prepare them for future roles as teacher-leaders. Emphasis is on three areas: (1) communication—verbal, written, and electronic; (2) the interpretation of information amassed across course work, and their integration into a personal and collective understanding of their profession; and (3) the creative presentation of these materials in a public arena as a demonstration of this self-knowledge, of mastery of their content knowledge, and of a commitment to the teaching profession, specifically to the continuous investment of themselves to lifelong learning and to student learning.

**EDUC 694/Internship I****3 cr.**

The course includes observation and participation in a classroom under the guidance of a cooperating teacher and supervising professor. Topics discussed in on-campus sessions include curriculum, lesson and unit planning, individualizing instruction, cultural and socioeconomic diversity, classroom management, and measurement and evaluation of student progress. Students apply theoretical knowledge in their field placement, culminating in a week and a half full-time in the classroom. The internship takes place in an urban, culturally and linguistically diverse setting.

**EDUC 700/Comprehensive Examination—Capstone Project**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge

acquired throughout the program. See page 17 for comprehensive examination requirements.

**ELEM 515/-Conflict Resolution**

One of the National Education Goals is the creation of safe and constructive learning environments. Educators are increasingly aware of the need to build community in classrooms and schools in order to help students have such environments. A key component of that is conflict resolution education. This course introduces participants to the broad field of conflict resolution education (including social and emotional learning, anti-bullying programs, peer mediation, negotiation processes, expressive arts and conflict resolution education, restorative justice programs, and bias awareness programs). This course provides participants with examples of programs and activities that can be used in education, gives them an opportunity to interact with experts in the field, and encourages them to consider how they can support and utilize conflict resolution education in their respective fields.

Conflict Resolution in Education is developed in conjunction with the Conflict Resolution Education in Teacher Education (CRETE) Project funded by the United States Department of Education and several private foundations. In addition, the course information is supported by materials on Conflict Resolution Education available on the grant-supported independent clearinghouse Web site ([www.creducation.org](http://www.creducation.org)). All course participants are encouraged to use this Web site as a resource throughout and after this course.

Because of the focus on CRE in teacher education, this course is designed to help participants consider how they will infuse conflict resolution education and social and emotional learning into their respective fields of study.

**ELEM 520/Multicultural Social Studies****2 cr.**

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the elementary school from a multicultural perspective. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing understanding of content.

**ELEM 521/Methods for Teaching Science****in the Inclusive Classroom****2 cr.**

This course examines the purpose, scope, sequences, materials, and methodology of teaching science in inclusive elementary school classrooms.

**ELEM 522/Methods for Teaching Science****and Mathematics in the Inclusive Classroom****3 cr.**

This course focuses on the curriculum and methodology for teaching science and mathematics in inclusive classrooms, with an emphasis on methods for special educators who are meeting the needs of children with disabilities or learning challenges. It examines the elementary school science and mathematics curriculum, how children learn science and mathematics, and methods and strategies appropriate for teaching topics in these areas to students with special needs. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing their understanding of content.

**ELEM 550/Supervision in Elementary Education****3 cr.**

An analysis of the responsibilities and services of elementary school supervisors based on the goals, structure, curriculum, faculty, students, and resources of elementary schools today.

**ELEM 555/Advanced Study of Curriculum****Development for Children and Adolescents****3 cr.**

A course designed to analyze, plan, develop, and evaluate the modern school curriculum. Emphasis will be placed on basis for decision making, processes for curriculum evaluation and improvement, and emerging developments in school curriculum.

**ELEM 597/Special Topics in Elementary Education****1–6 cr.**

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

**ELEM 663/Advanced Trends in Elementary Education****3 cr.**

Examination of current trends in elementary education through the critical analysis of recent research. Topics emphasized are: (1) innovations



in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in elementary education.

**ELEM 687/Faculty-Student Research 3 cr.**

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**ELEM 690/Student-Teaching Seminar 2 cr.**

**Prerequisite:** EDUC 694

This seminar will expose participants to a range of interesting topics across the disciplines. Sessions will be offered primarily by guest experts who will share their passion for their topics and give participants learning opportunities similar to those they should be providing their own elementary school students.

**ELEM 694/Introduction to Teaching and Planning 3 cr.**

**Prerequisites:** Completion of required core courses; consultation and approval of program coordinator

Introduction to Teaching and Planning will revolve around observation and limited teaching in a school classroom two full days a week for eight weeks under the guidance of a college supervisor. It will include weekly seminar meetings for one month prior to the classroom experience and a concluding seminar. Topics discussed include aims and objectives of educational programs, lesson and unit planning, methods of teaching and styles of learning, school curriculum, classroom management, and assessment of student progress.

**ELEM 695/Internship II 4–8 cr.**

**Prerequisite:** Successful completion of ELEM 694 Introduction to Teaching and Planning

The Internship II experience will be a full semester. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

**ELEM 696/Culminating Seminar in Elementary Education 3 cr.**

**Prerequisites:** Consultation and approval of the program coordinator. Must be taken either (a) during the semester in which the student is registered to take the comprehensive examination; or (b) no more than one semester prior to the anticipated registration for the comprehensive examination.

Designed to be the culminating seminar for all students in the MEd program. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work. Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

**ELEM 697/Independent Study in Elementary Education 3 cr.**

**Prerequisite:** EDFN 500, 520, or 521

An in-depth study of a topic within the discipline of elementary education involving supervised reading, research, and regular conferences with the faculty adviser. Open only to students matriculated in the elementary education programs.

**ELEM 698/Department Project in Education 3 cr.**

**Prerequisite:** EDFN 508

A critical independent study of an aspect of education of interest to the student that is explored under faculty guidance. Open only to students matriculated in the elementary education programs.

**ELEM 699/Thesis/Creative Project in Education 6 cr.**

**Prerequisite:** EDFN 508

An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the elementary education programs.

**ELEM 700/Comprehensive Examination: Elementary Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**EPSY 513/Psychology of Learning 3 cr.**

The psychology of learning is designed to review, analyze, and apply psychological principles as they apply to learning, teaching and educational environments at the secondary school level. The course content integrates cognitive, social, physical, and emotional development of learners with a focus on middle and high school settings. Through readings, interactive course assignments and class discussion, students will develop a deeper understanding of such elements as information processing, problem solving, motivation, and creation of positive classroom environments.

**EPSY 520/Human Growth and Development 3 cr.**

**Prerequisite:** Permission of department

This course examines the various psychological processes as they develop across the life-span. It surveys the major issues in developmental psychology and integrates them using a life-span perspective.

**EPSY 523/Advanced Child and Adolescent Development 3 cr.**

**Prerequisite:** Permission of department

This course is designed to provide practicing and pre-service teachers with opportunities to examine human growth and development issues as they are directly tied to the improvement of instruction and learning in multicultural settings. Effective educators possess understanding of, and the abilities to critique and appropriately apply, the most current knowledge base and theories of child growth and development. Students in this course will be presented with opportunities to enhance their knowledge base and their critiquing and application skills so as to increase their efficacy in the teaching-learning scenario. Students in this course will be required to participate in the professional tasks of consuming, assessing, applying, and/or creating knowledge of "how" students grow and learn. Through case analyses, discussions, lectures, role-playing, action research, and group activities, students will apply a variety of theoretical concepts relative to the physical, cognitive, language, and psychosocial development of humans, with emphasis on early childhood through early adolescent youth (PK–8).

**EPSY 524/Adolescent Development and Learning 3 cr.**

This course examines selected theories and principles of adolescent development that influence learning at the secondary level. Adolescent development is studied, interpreted, and addressed using a variety of approaches that contribute to understanding how work with adolescents can be effective and rewarding. Using an ecological model as a framework, students will identify and analyze characteristics of adolescent learners that influence cognitive processes, emotional awareness, social identity and academic progress.

**EPSY 643/Measurement and Evaluation 3 cr.**

**Prerequisite:** COUN 515 and permission of department

The purpose of this course is to provide students with an introduction to educational and psychological measurement and evaluation.

The topics of test construction, reliability, validity, and statistics are covered. Frequently used counseling, educational, intellectual, personality, and neuropsychological assessment techniques are discussed, along with the principles of interpreting and presenting the results of testing.

**EPSY 661/Counseling Children and Adolescents 3 cr.**

**Prerequisite:** Permission of department

This course provides an overview of developmentally appropriate counseling approaches used for counseling children and adolescents, primarily in school settings. Examples of approaches discussed in this course include solution focused therapy, expressive techniques, play and impact therapy. Special education services, including legislation relevant to school counselors are discussed. The course also includes an examination of processes related to meeting the needs of underserved student populations.

**ESLM 525/Second Language Acquisition 3 cr.**

This course focuses on foundational research and theoretical assumptions in the field of second language acquisition (SLA). We shall consider



child and adult first and second language acquisition and examine prevalent issues in the field such as: the role of the first language, the nature of interlanguage development, morpheme order studies, differential success in language learning, and input and interaction. We also consider the influence of conversation analysis (CA) in work on SLA, which has led to a dichotomy between mainstream vs. contemporary approaches to SLA.

#### **ESLM 545/Structure of Language and Proficiency Assessment 3 cr.**

This course is designed to develop students' competency in the applied linguistics with a good understanding of English structure and its application in L2 learning and acquisition. It enables students to compare the structures of phonetics and grammar of English and L2 learners' L1, to discover or identify the pitfalls and potential trouble spots in various areas of phonetics and grammar during L2 learners' learning process, and design appropriate and effective strategies for L2 learning and instruction. This course also provides students with oral and written language proficiency assessment standards, instruments, and strategies.

**ESLM 555/The Intersections of Culture, Language and (dis)Abilities** English Learners (ELs) bring several challenges to the classroom. Those challenges can cause a great deal of confusion for teachers in their attempt to understand whether they are due to the learner's lack of proficiency in English or to a disability.

The purpose of this course is to provide participants with essential tools to separate a language difficulty from a learning disability. It aims to engage participants in inquiry and reflection on how culture, language, and (dis)abilities intersect and how those intersections can affect teachers' interactive, instructional and assessment practices of ELs' classroom experiences. The course aims to deconstruct deficit thinking toward ELs and their potential to learn. It provides a framework for participants to align their pedagogical expectations and instructional approaches to ELs' diverse levels of English proficiency to increase these learners' opportunities to learn.

The course discusses issues related to the disproportionality of ELs in special education programs and presents recommendations for an effective referral process if a disability needs to be addressed. The course highlights essential components of high-quality instruction for ELs, appropriate and reliable assessment strategies to evaluate their academic progress over time, and key components of effective culturally sensitive pedagogy through assignments that capitalize on inquiry, reflection, observation, and professional development.

#### **ESLM 577/Sociolinguistics and Cultural Foundations of Second Language Education 3 cr.**

This course examines how sociolinguistics emerged as a subfield of linguistics, i.e., taking a functionalist approach to the study of language. We address issues such as what linguistic knowledge is knowledge of; what a native speaker knows about his/her language; and what it takes to be a communicatively competent speaker. Among the topics that are covered are: global Englishes, English as a lingua franca, language variation, speech act theory, and pragmatics. The course also includes an introduction to conversation analysis (CA) given that language is a primordial site of human sociality. In particular, we explore the notion of interactional competence from a CA perspective. And we aim to connect insights and findings drawn from CA with issues and concerns in second language pedagogy.

#### **ESLM 578/Theory and Practice of Teaching a Second Language 3 cr.**

This course introduces ESL/Bilingual profession and its related TESOL and state standards. The main goal is to develop candidates' competency in the theoretical foundations of second-language learning and acquisition, and an understanding of the unique aspects of the process of second-language teaching, facilitating, and learning. The course focuses on the necessary practical application of those theories and practices as required for design and implementation of instructional strategies, activities, materials and curriculum development, and evaluation procedures. The course enables candidates to apply knowledge of language and linguistics in their roles as teachers and specialists in ESL/Bilingual education.

#### **ESLM 579/Language and Literacy for Second Language Learners 3 cr.**

This course provides an introduction to language and literacy. It considers foundational knowledge of language that ESL teachers need to be effective classroom teachers. Theories, concepts, and issues in first and second language reading are examined. We explore potential difficulties that learners may face in learning how to read and write in English as a second language. Among the topics that we address are: phonology, morphology, linguistic processing of text, cross-linguistic transfer, cross-cultural mis/communication, schema theory, and vocabulary acquisition. We examine how language, culture, writing systems, and other factors impinge upon second language literacy.

#### **ESLM 587/Curriculum, Methods, and Assessment for Multilingual Populations 3 cr.**

This course is designed to develop the student's competency in the application of theoretical foundations of L2 learning and acquisition in teaching multilingual populations. It incorporates The New Jersey Professional Teaching Standards, TESOL standards, Middle States Standards, National Common Core Standards, NJ standards for ESL/bilingual certification and NJ CCCS in curriculum design and lesson planning and prepares candidates for field practice. It enables candidates to practice methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for teaching ESL at P-12, higher education and other adult ESL settings as well as bilingual education.

#### **ESLM 597/Special Topics in Second Language Education 1-3 cr.**

**Prerequisite:** One of the following: ESLM 578, 579, or 587

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

#### **ESLM 687/Faculty-Student Research 3 cr.**

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program. Consultation with instructor before registering for the course is highly recommended.

#### **ESLM 688/Student Teaching 3 cr.**

**Prerequisite:** ESLM 587 or ESLM 578 and ESLM 545.

ESLM 688 Internship requires candidates to gain teaching experience and demonstrate emergent competencies in a K-12 English as a Second Language or Bilingual education context under the supervision of a certified cooperating teacher and a college supervisor. In order to be eligible for this course, 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 and ESLM 545 or a linguistic course. This course is a two-semester clinical experience. In the first semester, candidates need to complete 175 hours of classroom and school-related activity in approximately seven weeks. In the following semester, candidates need to do a full semester (450-550 hours) student teaching, in which, they demonstrate the knowledge and skills developed in the ESL program in a field-based setting. Candidates will gradually assume responsibility for directing activities, lesson planning and teaching with a minimum of 60 hours of teaching. Towards the end of student teaching, candidates who are U.S. citizens or permanent residents must register and submit an edTPA portfolio with a fee of \$300. For non-U.S. citizens or permanent residents, they also need to do the edTPA portfolio but only submit it to their instructor without registering the portfolio and paying the fee.

#### **ESLM 697/Independent Study in Second Language Education 1-3 cr.**

**Prerequisite:** ESLM 578 or 587 or 577

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser. An independent study form with a research proposal must be signed by the faculty adviser and the Department Chair before registering the course in person at registrar.

#### **ESLM 700/Comprehensive Examination:**

##### **Teaching a Second Language**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge



acquired throughout the program. See page 17 for comprehensive examination requirements.

### **MATH 590/PHYS 570/BIOL 570/CHEM 570/TCED 570/STEM**

#### **Curriculum/Content course 3 cr**

This course will offer an examination of the K-12 curricula specific to the area of licensure content. The course will examine the connections between the STEM content specific to the area of licensure and the college content. Students will also examine standards-based curricula and the content from an advanced standpoint.

### **MATH 591/Number Theory and Systems for**

#### **Middle School Teachers 3 cr.**

This course gives the middle school mathematics teacher a deeper understanding of number systems (integers, rational numbers, and real numbers) and number theory. Physical materials, models, technology, and middle school curricula will be used to explore fundamental properties of number systems, to model algorithms, and to explore number theory topics. How children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

### **MATH 592/Data Analysis and Probability**

#### **for Middle School Teachers 3 cr.**

This course gives the middle school mathematics teacher a deeper understanding of data analysis and probability. Physical materials, models, technology, and middle school curricula will be used to explore data, statistical measures, and the elements of probability. How children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

### **MATH 594/Patterns, Functions, and Algebra**

#### **for Middle School Teachers 3 cr.**

This course gives the middle school mathematics teacher a deeper understanding of patterns, functions, and algebra. Physical materials, models, technology, and middle school curricula will be used to explore these topics. Exploration of ways to engage middle school students meaningfully in experiences that lay a strong foundation for more formal algebraic work will be integrated with the mathematics content.

### **MATH 595/Geometry for Middle School Teachers 3 cr.**

This course gives the middle school mathematics teacher a deeper understanding of geometry. Physical materials, models, technology, and middle school curricula will be used to explore these topics. Exploration of ways to engage middle school students meaningfully in experiences that lay a strong foundation for more formal work in geometry will be integrated with the mathematics content.

### **MATH 596/Concepts and Methods of Teaching**

#### **Mathematics in the Elementary Grades 3 cr.**

This course offers a modern view of mathematics content in the elementary school in combination with an exploration of contemporary methods of teaching this content. This course is offered to students in the Master of Arts in Elementary Teaching (MAT) program.

### **RDLG 530/Exploring Children's Literature:**

#### **An Educator's Perspective 3 cr.**

A multidimensional and multimedia approach to children's and adolescents' literature, with extensive reading, critical examination, selection, and evaluation. Emphasis will be on: children's and adolescents' books and story presentation strategies as related to the children's needs and interests at various age levels; historic trends; research; and the influence and utilization of literature upon the academic, social, and emotional growth of the child and adolescent.

### **RDLG 537/Language Arts Literacy 3 cr.**

**Note:** This course will not be accepted for credit in the reading program. Content covered in this course includes an examination of the interrelationships among the language arts; learners' language abilities and needs; instruction in word recognition, comprehension, study skills, content area reading; the organization of the reading program; and parental involvement.

### **RDLG 541/Study in Elementary School Language Arts 3 cr.**

**Prerequisite:** One course in teaching language arts

This course considers the language arts and their interrelationships, especially listening, speaking, writing, reading, and viewing; curriculum models, methods, and materials; and current research trends.

### **RDLG 570/Issues in Literacy Instruction 3 cr.**

**Prerequisite:** An undergraduate or graduate course in the methods of teaching reading

**Note:** This course will not be accepted for credit in the reading program. This course deals with the basic principles for a corrective reading program, methods of preventing reading difficulties, and methods and materials used in dealing with corrective problems, causes of poor reading, and deficiencies in specific skills.

### **RDLG 571/Language and the Teaching of Reading 3 cr.**

This course looks at the place of language in culture; linguistics and psycholinguistics as academic disciplines; examination of concepts significant for the reading program; analysis of American English; and the implications of cultural, linguistic, and psycholinguistic data for instructional practice and for selection of instructional materials.

### **RDLG 579/Content Area Literacy 3 cr.**

**Prerequisite:** One course in teaching reading

This course provides pre-service and in-service teachers with the basic concepts of how students interact with text in order to acquire content information. The course, building on these concepts, demonstrates how classroom teachers can best enhance and facilitate this acquisition by using teaching practices that have been validated through research.

### **RDLG 672/Advanced Methods in the Teaching of Reading:**

#### **Theory, Research and Practice 3 cr.**

This course is focused on the examination and study of research basic to an understanding of the phonological and morphological foundations of reading instruction and to the perceptual, psychological, and sociological bases of reading; emphasis is on the implications of research for instructional materials, classroom procedures, and organization.

### **RDLG 673/The Writing Process in Literacy Development 3 cr.**

This course involves a study of reading comprehension and writing strategies as they are connected to reading theory based on research in the disciplines of cognitive psychology, sociology, linguistics, and reading education. Current theory and related research are used as bases for the development and implementation of teaching strategies in the areas of literacy, comprehension, expression and writing.

### **RDLG 687/Faculty-Student Research 3 cr.**

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

### **RDLG 691/Reading Diagnostic Procedures: Practicum 3 cr.**

This course is an investigation of formal and informal diagnostic methods and materials for testing reading achievement. It also examines critical appraisal of these methods and materials based on psychological and linguistic principles; use of the results of both formal and informal assessment to identify reading difficulties; and corrective techniques appropriate for meeting these difficulties determined. Case studies required.

### **RDLG 692/Correction and Remediation**

#### **of Reading Difficulties: Practicum 3 cr.**

**Prerequisite:** RDLG 691

This course is a practicum in which the student employs various assessment procedures to develop and implement corrective instruction under supervision in the reading center.

### **RDLG 693/Supervision and Administration**

#### **of Reading Programs K-12 3 cr.**

This course is a practicum and seminar for demonstrating ability to apply the concepts and skills developed in the graduate reading program and for analyzing and evaluating instructional procedures used. Selected



topics related to the role of the school/district reading professional are researched and discussed.

**RDLG 697/Independent Study in Developmental Reading 1–3 cr.**

**Prerequisite:** EDFN 508 and graduate coordinator's approval

An in-depth study of a topic within the discipline of reading, involving supervised reading, research, and regular conferences with the faculty adviser.

**RDLG 698/Department Project in Reading 3 cr.**

**Prerequisite:** EDFN 508

A critical independent study of an aspect of reading of interest to the student that is explored under faculty guidance. Open only to students matriculated in the reading program.

**RDLG 699/Thesis/Creative Project in Reading 6 cr.**

**Prerequisite:** EDFN 508

An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the reading program.

**RDLG 700/Comprehensive Examination: Reading**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**SAFT 582/Driver Education Teacher Certification Program 3 cr.**

This program meets the certification requirements to teach driver education in the secondary schools and commercial driving schools of New Jersey. The course content emphasizes teaching methods in the classroom, simulation behind the wheel, and the psychological aspects of the driver education program.

**SAFT 587/Traffic Safety Workshop 3 cr.**

This course is an investigation and application of current information on theory, techniques of teaching, and administrative procedures related to specific traffic safety problems. It also includes programs on motorcycle education, emergency maneuvers, handicapped drivers, pedestrian safety, bicycle safety, and public transportation.

**SCED 510/Curriculum of the Secondary School 3 cr.**

This course is a study of the evolution of the American secondary school curriculum, including various curriculum patterns as they exist today and current plans for improvement. Open only to students enrolled in MAT programs. Not accepted by the New Jersey Department of Education toward administrative or supervisory certificates.

**SCED 578/Equity and Diversity in Public Education 3 cr.**

This course will explore diversity issues, e.g., race, class, gender, as well as how those issues impact classrooms/schools. In addition, this course will examine the achievement gap and its relationship to race, class, gender etc. Multicultural education principles will also be explored in order to transform. Central to the course will be discussions of high leverage teaching practices, e.g., communicating with family, parents, or guardians, about a student. There will also be a research component (Classroom based or educational research): understanding context, multiculturalism, and other influences and their impact on teaching.

**SCED 590/Methods for Teaching in the Content Areas 3 cr.**

This course immerses secondary MAT students in the methods in their specific disciplines. There are separate sections for mathematics, sciences, social studies, and language arts.

**SCED 663/Advanced Trends in Secondary Education 3 cr.**

**Prerequisite:** EDFN 508

This course is an examination of current trends in secondary education through the critical analysis of recent research. Topics emphasized are: (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in secondary education.

**SCED 667/Issues in Secondary Education 3 cr.**

This course provides students with an in-depth examination and analysis of topics and issues germane to secondary educators. The emphasis throughout the experience is on effective use of teaching strategies, decision-making/problem-solving techniques, and teacher leadership.

**SCED 687/Faculty-Student Research 3 cr.**

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SCED 691/Seminar in Supervised Pre-Teaching—**

**Observation and Participation 6 cr.**

**Prerequisite:** Matriculated in a MAT program with program supervisor's approval

Part I: A series of pre-session orientation meetings held in early June.

Part II: A pre-student-teaching summer session consisting of daily presentations, class discussions, individual conferences, lesson observation, and participation in the preparation and presentation of lessons and projects to secondary middle school students. Topics include: educational goals and objectives, planning, classroom management, creative teaching strategies, and student evaluation.

**SCED 692/Seminar in Supervised Teaching—**

**Field (Student Teaching) 4 cr.**

**Prerequisites:** SCED 691 and methods course

In this seminar, students will commit to full-time teaching for 13 weeks under the supervision of a cooperating teacher in a secondary school. Payment of student-teaching fee must accompany tuition and fees at time of registration. A student may take no more than 6 credits while doing intern teaching. A student must be matriculated into a graduate program and within 9 credits of completing the requirements for the master's degree in order to be admitted to student teaching. Students may elect one of the following three plans:

Plan A: On-the-job teaching supervised for one semester by members of the College staff.

Plan B: Student teaching for 13 weeks under the supervision of a certified cooperating teacher.

Plan C: Student teaching in an accredited evening high school under the supervision of a certified teacher for two consecutive semesters.

**SCED 694/Introduction to Teaching and Planning 3 cr.**

**Prerequisites:** Matriculated in a MAT program and within 12 credits of completing degree requirements

A pre-student teaching experience in which students meet weekly for presentations, discussions, and in-class peer lessons. Topics include long and short-term planning, classroom management, and student evaluation. Some off-campus field work will be required.

**SCED 695/Internship II (Student Teaching) 6 cr.**

**Prerequisites:** SCED 694 and methods course—see SCED 692

**SCED 696/General Seminar in Secondary Education 3 cr.**

**Prerequisites:** Consultation and approval of the program coordinator Must be taken either:

A. During the semester in which the student is registered to take the comprehensive examination or

B. No more than one semester prior to the anticipated registration for the comprehensive examination

This is designed to be the culminating seminar for all students in the MEd and MAT programs. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work.

Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

**SCED 700/Comprehensive Examination: Secondary Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**SPED 501/Students with Disabilities in Our Schools 3 cr.**

This course presents an introduction to the field of special education within the broader context of public education. The history and changing philosophies of teaching children and youth with disabilities are discussed in relation to the history and philosophy of public



education in the U.S. The legal foundations for special education today are covered in depth, as are discussions of current social and ethical issues such as the over-representation of minority children in special education, the use of segregated schools in special education, and the changing role of teachers in meeting the needs of today's students with disabilities. Given the unique position of special education in schools, as well as the current shift from segregated to inclusive settings, it is imperative that students understand the underlying theories and philosophies that inform current special education practices.

#### **SPED 515/Multicultural Social Studies Instruction**

##### **for Students with Disabilities**

3 cr.

Through readings, class activities, interaction with a practicing teacher, and involvement in the Career and Community Studies program, this course will develop students' understanding of the goals of social studies instruction, the central questions and essential understandings in history, geography, civics and economics, and effective materials and methods to use in teaching multicultural social studies to students with a variety of disabilities, including cognitive disabilities and autism.

#### **SPED 521/Assistive Technology**

3 cr.

This course explores technology applications that benefit children and youth with disabilities. It focuses on teaching students the skills they will need to use assistive technology appropriately and effectively to enhance the educational programs of children and youth with disabilities. Emphasis is placed on developing the skills necessary to make computers accessible, using assistive technology to provide access to the curriculum and New Jersey core curriculum content standards, enhancing the ability to communicate, and utilizing Internet resources to keep current with best practices and advances in assistive technology.

#### **SPED 522/Remedial Instruction for Students**

##### **with High Incidence Disabilities**

3 cr.

This course provides students with the skills necessary to conduct functional and standardized classroom assessments of pupils with reading and writing disabilities; to develop instructional plans based upon the results of their assessments; and to choose and implement appropriate specialized approaches as well as strategies to address the learning difficulties identified.

#### **SPED 523/Inclusive Practices and Content Literacy**

##### **for STEM Classes**

3 cr.

This course provides pre-service teachers with the basic concepts of how students interact with text in order to acquire content information. The course, building on these concepts, demonstrates how classroom teachers can best enhance and facilitate this acquisition by using teaching practices that have been validated through research. The course also prepares pre-service teachers to successfully address the learning, behavioral and social needs of students with disabilities in their future secondary classes.

#### **SPED 597/Special Topics in Special Education**

1–6 cr.

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

#### **SPED 605/Language and Reading Strategies**

##### **for Students with Disabilities**

3 cr.

This course presents an in-depth study of language and literacy development as related to communication skills for learners with speaking, reading, writing, and spelling disabilities. Instructional models, including direct teaching strategies and whole language strategies, are examined in detail, as are effective strategies used by successful readers. The five dimensions of early reading are emphasized: phonemic awareness, systematic phonics, fluency, reading comprehension, vocabulary development, and motivation. Assessment, lesson development, and unit planning are featured. Alternative access to content via technology, instructional support systems, and relevant applications of reading/ language skills in the life-skills curricula are discussed and applied.

#### **SPED 609/Assessment and Remediation**

##### **of Severe Reading Disabilities**

3 cr.

This course is designed to develop advanced skills in the assessment and remediation of severe reading disabilities. Students will learn to conduct a full, individualized assessment of pupils' reading strengths and

learning needs and to design appropriate instructional interventions to address their findings. The focus of the assessment portion of the course will be on both informal and standardized, norm referenced or criteria referenced tests, and their interpretation and application of the findings in developing Individualized Education Plans for pupils with severe reading disabilities.

#### **SPED 612/Curriculum and Methods**

##### **for Students with Mild Disabilities**

3 cr.

This course examines societal, legal, and professional effects on how curriculum and methods choices are made for learners with disabilities, presents an overview of basic principles of teaching, and examines the repertoire of current best practices in teaching and learning strategies. Curriculum development, curriculum adaptations, integration of cognitive strategies, classroom management, and monitoring of student progress are emphasized. Curriculum design, along with lesson planning and delivering and assessing instruction in academic areas, will be discussed and used in course applications. Collaboration with families, colleagues, and community resources and strategies for meaningful inclusion are integrated into the course as important corollaries to curriculum.

#### **SPED 614 Creating and Sustaining Classroom Communities**

##### **SPED 617/Graduate Practicum in Special Education**

This course is a practicum in which students will have an opportunity to teach children with disabilities in special education and general settings. Students are expected to spend 20 hours a week for the duration of a semester in a public school classroom with at least three students with IEPs. Based on their observations and field experiences, students complete a series of written assignments which relate to models of service delivery in special education, the role of related service personnel, IEP development, lesson design, differentiation of instruction, delivery of instruction, analysis of student learning, and reflection. A seminar is an integral part of this experience.

#### **SPED 621/Assessment and Identification**

##### **of Young Children with Disabilities**

3 cr.

This course focuses on a range of formal and informal assessment tools and strategies for young children with disabilities. Methods of assessment will be explored as students are guided through a series of lectures, readings and activities designed to facilitate an understanding of an array of assessment approaches, such as observation-based, formal and standardized assessments, parent interviews and checklists, and trans-disciplinary play-based assessment. This course is designed to provide experiences and skill development in a wide variety of assessments employed in settings such as Early Intervention, Preschool Special Education, Preschool Deaf Education, and Elementary Special Education and Deaf Education (through grade 3). It is expected that the students will demonstrate these skills within their professional environment.

#### **SPED 622/Intervention Strategies**

##### **for Young Children with Disabilities**

3 cr.

This course focuses on evidence-based practices for supporting the development and learning of children with disabilities, ages birth through age 8. Methods of intervention will be explored as students are guided through a series of lectures, readings and activities in the following areas: 1) Language-based intervention strategies for young children; 2) Strategies for strengthening social relationships in the ecological context of young children with disabilities; 3) Supports for positive behavior, including responsive classrooms and social narratives; 4) Adult-mediated learning strategies; 5) Modifying the classroom environment to meet the needs of young children with disabilities; 6) Implementation of interventions with children and families across culturally diverse settings. This course is designed to provide experiences in skill development in a wide variety of approaches to intervention employed in settings such as Early Intervention, Preschool Special Education, Preschool Deaf Education, and Elementary Special Education and Deaf Education (through grade 3). It is expected that the students will demonstrate these skills within their professional environment.

#### **SPED 624/Advanced Study of Learning Disabilities**

3 cr.

An intensive overview of the field of learning disabilities, including definitions, characteristics, medical aspects of attention deficit disorder (ADD), social and emotional behavior, assessment techniques, and



major educational approaches to teaching. Instructional approaches will focus on cognitive learning theories and the learning strategies approach to instruction.

**SPED 626/Teaching Students with Severe Disabilities 3 cr.**

The purpose of this course is to provide our students with the knowledge and skills that will enable them to address the needs of children and youth with significant disabilities. These disabilities include neurological, developmental, intellectual, sensory, movement, and significant medical or health related disabilities. The neurological and physiological bases of the disabilities and their etiologies, along with the implications for instruction, will be discussed in depth, as will current best practices for education.

**SPED 631/Transition and Community-Based Instruction 3 cr.**

This course introduces students to the historical, philosophical and legal foundations of transition and vocational education in public schools. Based upon a review of the current literature in this area, this course identifies research-validated practices and issues in the transition of youth with disabilities from high school to adult living. Contemporary issues including the legal responsibilities of schools and educators; person centered planning; functional vocational assessment; and collaboration with families and community agencies are addressed. It is expected that by the end of this course, students will have an understanding of the development of transition services as well as the methods of assessment and instruction for learners with diverse abilities in a variety of community settings.

**SPED 647/Communication Development**

**of Students with Significant Disorders 3 cr.**

This course focuses on preparing teachers to understand the early communication development of children with severe disabilities and its educational program implications. Students will develop skills in the analysis of communication development in children who have social, cognitive, motor, and sensory impairments, as well as the application of appropriate augmentative communication systems. There will be an emphasis on assessment of expressive/receptive communication skills (nonsymbolic–symbolic); teaching communication as an access skill across the curriculum; using augmentative communication to access the New Jersey core curriculum content standards; natural and assistive technology supports for communication (augmentative/alternative communication); and measuring skills of interaction/communication in students.

**SPED 648/Positive Behavior Supports for Students**

**with Extreme Behaviors 3 cr.**

This course specifically focuses on addressing the needs of students who demonstrate extremely challenging behaviors and are at a high risk of being excluded from inclusive school and community settings. What are the varied challenges faced by these students and their families? How should the positive behavior supports inquiry process be guided for such students? What can we learn from the perspectives of consumers who are navigating these challenges? What strategies should we use to mobilize school and community support for such students? What are the pros and cons of medication? What kinds of quality-of-life issues need to be addressed in order to bring about a long-term impact on behavior? These are some of the questions that will be addressed throughout this course. The intent of this course is to provide students with the necessary skills that will enable them to support such students and advocate for them within the system. The emphasis of the course is on collaboration, inclusion, and non-aversive techniques.

**SPED 655/Social and Cultural Constructs of Behavior 3 cr**

This course introduces students to how constructs of good/bad behavior are situated within larger systems of structural inequality, privilege and oppression. Employing critical disability studies perspectives and principles of social justice, the course encourages students to resist deficit-based narratives of such children and families and focus on the possibilities that exist within supportive contexts. This course approaches emotional and behavioral disorders as social, cultural, and historical constructs and in doing so examines the ways in which educational policy, social systems and schooling practices set the stage for the construction of this disability label. Students will use first-person narratives to investigate the intersections of poverty, language, ability, race,

gender, sexual orientation, nationality and ethnicity as they relate to behavior. Typical disciplinary practices and their historical roots will be examined as well as assessment practices that culminate in the construction of EBD. The course introduces students to alternative constructions of behavior and the principles of democratic citizenship and social responsibility with an emphasis on local issues in Ewing, Trenton and the State of New Jersey. An appreciation of human neurodiversity and a presumption competence are integral values that run through the strand.

**SPED 664/Research Trends in Special Education 3 cr.**

Research Trends in Special Education presents research methodologies used in special education, with a particular emphasis on qualitative methods and single-subject research design. Students will acquire the skills and knowledge required of a competent research consumer by examining the literature on disability and conducting a mini-research project on a topic related to teaching children with disabilities in their own classrooms and schools.

**SPED 671/Nemeth and Strategies for Developing Mathematical Skills in Students Who Use Braille**

**3 cr.**

The purpose of this course is to provide students with the knowledge and skills necessary for teachers of learners who are Braille readers/ tactile learners to access math instruction and develop math skills. Students of this course will study and master the Nemeth Braille Code for Mathematics and Scientific Notation and plan and implement instruction in the Nemeth Code for learners who are blind and unable to access math and science materials through the print medium. The course includes extensive practice of the Nemeth Code, including the transcription of print material into Nemeth Code and Nemeth Code material into print, use of the Cranmer abacus for mathematical calculations, strategies for fostering successful numeracy for all tactile learners, planning and delivering instruction in the Nemeth Code, and utilizing specialized materials for teaching math and science to Braille readers/tactile learners and supporting them in general math and science classes. This course will also provide students with an introduction to other tactile codes used by Braille readers, such as the Music Braille Code, which allows Braille readers to access music notation.

**SPED 672/Strategies for Teaching Students**

**Who Are Blind or Visually Impaired 3 cr.**

This course will provide entry-level skill development for planning interventions based on individual assessment of learning needs. The course will examine educational needs of both tactile and visual learners at various levels of development: infancy and early childhood; school years; transition to college/work. The expanded core curriculum (ECC) for B/VI learners will be examined, and determination of how it can best be woven into the core curriculum for all learners will be discussed. Included in the ECC is the reinforcement of supporting students' orientation and mobility, and basic skills of negotiating indoor and outdoor environments.

**SPED 673/Literary Braille and Methods for Instruction 3 cr.**

The purpose of this course is to provide students with the knowledge and skills necessary to plan and implement instruction in Literary Braille for learners who are blind and unable to access literacy through the print medium. The course includes extensive practice and mastery of the Literary Braille Code, including the transcription of print material into Braille and Braille material into print. The course will examine historical and current research and practices in Braille literacy for all learners who are blind, including those with multiple disabilities, as well as approaches for planning instructional units in Braille, delivering Braille instruction, and effective utilization of reading programs for general classroom participation and functional literacy. The course will also include development and utilization of specialized materials, Braille books, and other instructional supports necessary for assisting learners who are blind to access instruction.

**SPED 674/Assistive Technology for Students**

**Who Are Blind or Visually Impaired 3 cr.**

This course examines factors involved in determining appropriate assistive technology devices and programs for students who are blind/visually impaired. Through hands-on experience in a computer lab, students review available technology in the categories of CCTV/video magnifiers,



screen-reading software, screen-magnification software, Braille notetakers, Braille printers, Braille translation programs, digital book readers, and optical-character-recognition systems. In addition to being proficient users of software and hardware for students who are blind/visually impaired, students gain experience in assistive technology selection considerations, feature comparisons, implementation concerns, technical-assistance resources, and assistive-technology funding opportunities.

#### **SPED 675/Research on Implications of**

##### **Blindness and Visual Impairment**

3 cr.

This course introduces students to the historical and philosophical foundations of blindness and visual impairments. Based on a current examination of the research and literature in this area, this course identifies contemporary issues in the education of students who are blind/visually impaired (BVI), including those with multiple disabilities. Contemporary issues will include current educational definitions, identification criteria, educational placement options as well as instructional options for students who are blind/visually impaired. The psychosocial factors that impact the dynamic interaction between individuals who are blind/visually impaired and those who are normally sighted will be addressed within the context of current research and evidence-based practices in education. Students will examine the research on the impact of blindness, whether total or partial, on all developmental levels, including infancy, early childhood, later childhood, adolescence, and transition to post-school settings.

#### **SPED 680/Seminar and Practicum on Diagnostic Procedures**

3 cr.

**Prerequisites:** SPED 624 and permission of adviser

This course is concerned with the principal diagnostic problems and procedures encountered in evaluating and understanding the individual behavior and learning difficulties of children with developmental and learning disabilities. Students will look at techniques of assessment and interpretation of individual profiles in intellectual development, social-emotional adjustment, perceptual-motor abilities, and aptitude. Students are expected to purchase any necessary testing and/or curriculum materials needed for the proper completion of the course. Open to Option III and post-master's certification candidates only (LDT/C).

#### **SPED 681/Seminar and Practicum on Remediation Techniques**

3 cr.

**Prerequisites:** SPED 680 and permission of adviser

This course focuses on the principal remediation problems and procedures used in understanding and modifying the individual behavior and learning difficulties of children with developmental learning disabilities. Approaches and techniques of remediation and their use in individual and/or group instruction, how they relate to the diagnostic data, and how they can be integrated with current theories of learning and child development are all examined. Students are expected to purchase any necessary testing and/or curriculum materials for the proper completion of the course.

#### **SPED 682/Externship in LDTC**

3 cr.

**Prerequisites:** SPED 680 and 681

This externship consists of a period of full-time work as a learning disabilities teacher/consultant in a public school and as a part of a child study team under the supervision of an approved/certified learning disabilities teacher/consultant and a faculty member of the College. Minimum clock hours for this course are 90. A student may enroll in this course while s/he is employed as a provisionally certified learning disabilities teacher/consultant if s/he is able to be supervised by an approved and fully certified learning disabilities teacher/consultant and is in a location making faculty supervision practical. This course is taken after completion of all other required courses in the LDT/C program.

#### **SPED 691/Internship I: Seminar and Field Experience in Special Education**

3 cr.

This course is an introductory field experience in which students will have an opportunity to observe children with disabilities in an educational setting and participate in standard classroom routines and teaching activities. Based on their observations and field experiences, students will complete a series of written assignments that relate to observational assessment, individualizing instruction, classroom environment, lesson planning, curriculum design, and behavior management. A seminar is an integral part of this experience.

#### **SPED 695/Internship II: Student Teaching**

3 cr.

The Internship II consists of fifteen weeks of full-time placement in a public school setting or program that includes children with disabilities under the direction of a certified cooperating teacher. Through field experience as well as specific assignments, this course will help students strengthen and apply skills in various areas of teaching.

#### **SPED 697/Independent Study in Special Education**

1–3 cr.

**Prerequisites:** Completion of 6 graduate credits and permission of the adviser and department chair

This course consists of an independent exploration of a specific topic in depth under the individual supervision of a faculty member.

#### **SPED 698/Department Project in Special Education**

3 cr.

**Prerequisites:** Completion of 6 graduate credits and permission of the adviser and department chair

A critical independent study of a current issue in special education of interest to the student is completed under the guidance of faculty.

#### **SPED 700/Comprehensive Examination: Special Education**

All candidates for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program and demonstrate that he/she has met New Jersey professional teaching standards and competencies in preparation for both elementary teaching and special education.

#### **SUPV 520/Staff Supervision**

3 cr.

This course involves A study of the objectives, techniques, and materials of staff supervision. It examines the supervisory function toward improvement of instruction, the nature of contemporary supervision, interpersonal relations, and the supervisor as an agent of change.

#### **TCED 560/Integrative STEM I**

3 cr.

This course will examine the integrative aspects of teaching secondary content in the STEM fields. High leverage practices in the various STEM content areas will be examined and put into practice. In addition, integrative and interdisciplinary teaching methods will be incorporated using Design and Inquiry as a key linkage.

#### **TCED 660/Integrative STEM II**

3 cr.

This course appears near the end of the M.A.T. program, and is a culminating experience for the teacher candidates. Inquiry and design, instructional practices, and assessment are studied based upon the entire developmental year, resulting in well-defined integrative STEM units/lessons which richly involve Problem-based Learning methods.

#### **TCED 698/Departmental Project**

3 cr.

**Prerequisites:** SPED 506, TCED 581, 610

A critical independent study of an aspect of technology education of interest to students of technology education and explored under faculty guidance.

### **Special Education Specialization in Secondary Education (SPEC\_MAT0 ): 5 Year undergraduate/graduate program for TCNJ students only)**

Students in this program are dual majors who are housed in their primary content major (Biology, English, History or Mathematics) in conjunction with the Department of Educational Administration and Secondary Education (EASE) during their undergraduate years. After completing their Bachelor Degree, students transition to the Department of Special Education, Language & Literacy (SELL) for their Master's Degree.

The program is designed to prepare students who may be considering any of the following careers in education:

- A student planning to become a middle or high school **English, Mathematics, Social Studies** or **Biology** teacher who wants to be able to meet the diverse needs of secondary students in inclusive classrooms.
- A student planning to become a **Special Education** teacher who might want to work with students with disabilities in middle and high school classrooms. (In New Jersey, the Teacher of Students with Disabilities



certificate is not a stand-alone certificate and requires an additional instructional certificate.)

- A student who may be uncertain what level they hope to teach but wants to enter the profession with extensive skill in teaching a content area, a wide body of knowledge about how diverse students learn, and an advanced degree in education.

The 5-Year SED/SPED major provides a cohesive learning experience that blends a focus on teaching a content area with course work in meeting the needs of students with disabilities. Entering first-year students will begin their coursework the first semester and be placed in the field to work with classroom students by the beginning of sophomore year. Students will have extensive practicum experiences in both general education and special education settings throughout their 4 undergraduate years. The fifth year will focus on course work and clinical internships leading to a Masters Degree in Special Education.

### Degrees & Certificates Awarded

Upon completion of the undergraduate portion, typically in four years, students earn the following:

- English Education and Social Studies Education majors: Bachelor of Arts Degree (BA)
- Mathematics Education and Biology Education majors: Bachelor of Science Degree (BS)

Upon completion of the graduate portion, typically one additional year (summer, fall and spring semester), students earn the following:

- Master of Teaching (MAT) degree in Special Education
- Certification in a Subject Area (K-12) in English, Mathematics, Social Studies or Biology
- Certification as a Teacher of Students with Disabilities (K-12)

### Entrance and Retention in the Program

Students must have a minimum GPA of 2.75 to enroll in SED 399, have an overall GPA of 3.0 to enroll in student teaching, and have a GPA of 3.3 and departmental permission to overload. Students must evidence satisfactory performance on the Educators Disposition Assessment (EDA). Student dispositions are assessed throughout the program and will be used as a criterion for admission and retention in the program.

Entrance into **teacher candidacy** is granted at the end of Fall semester, Junior year, only to those students who have met the departmental requirements as well as those of the School of Education and of the College. A student must have a minimum of 16 earned course units, a grade of B- or higher in RAL 220, SPE 214 & EFN 299, and a minimum GPA of 2.75 or higher. Praxis core scores are required of students based upon the cutoff scores on the SAT or ACT tests as determined by the State. Students are required to provide evidence of passing scores on the praxis core before receiving formal admission into the program. Courses required for Secondary and Special Education are listed below. Students may begin taking graduate courses in their senior if they have room in their schedule after transferring in AP credit, summer courses. Students in English and History Education majors may only overload once during their undergraduate year.

### Special Education Graduate Course Sequence: Total of 33 credits

- SPED 522: Remedial Instruction (3 credits)
- SPED 664: Research Trends in Special Education (3 credits)
- EDUC 513: Collaboration (3 credits)
- SPED 521: Assistive Technology (3 credits)
- SPED 631: Transition & Community-Based Instruction (3 credits)
- SPED 648: Positive Behavior Supports for Students with Extreme Behaviors (3 credits)
- 1 Advanced Course on Diverse Learners (3 credits)
  - SPED 655—Social & Cultural Constructions of Behavior, or
  - ESLM 579: Language & Literacy for ESL
- 1 Advanced Literacy Course (3 credits)
  - RDLG 571: Language and the Teaching of Reading, or
  - RDLG 673: The Writing Process in Literacy Development

- SPED 695: Internship - Special Education (6 credits)
- SCED 667: Current Issues in Secondary Education (Capstone) (3 credits simultaneous-listed with SED 498: Collaborative Capstone for Professional Inquiry)
- SPED 700: Comprehensive Exam (0 credits)

### School of Humanities and Social Sciences

Note: ENGL 505 and ENGL 550 are required courses. ENGL 505 serves as a corequisite for all others. That is, students may enroll in other 500- or 600-level courses during the same semester they are enrolled in ENGL 505. ENGL 505 is offered every semester, and ENGL 550 is offered in the spring. Students entering in the spring or summer semester should consult the graduate coordinator before registering for courses.

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

An introduction to the scholarly methods necessary for graduate work in literature and to the study of theoretical frameworks important to contemporary literary criticism, including formalism, structuralism, Marxism, deconstruction, feminism, post-colonial studies, cultural studies, new historicism, and psychoanalysis. The course exposes students to critical works by major advocates of each framework and requires application of theories to specific literary texts.

#### ENGL 507/Language, Mind, and Learning 3 cr.

This course examines the brain's basis of language skills and the role of language in the process of learning. It also reviews models of language development.

#### ENGL 508/Old English 3 cr.

The course explores the language and literature of the Anglo-Saxons (AD500 to AD1100). The first half of the term will be spent acquiring basic reading competence in Old English, the language in which *Beowulf* is written. The second half of the term will be devoted to reading and translating Old English literature while discussing the current state of literary criticism of Old English literature.

#### ENGL 510/The Structure of English 3 cr.

This course explores current ideas regarding the nature of the English language and reviews the core grammatical features of English.

#### ENGL 544/Language and Culture 3 cr.

This course provides analysis of all forms of language variation across speech communities within a culture as well as of the language-culture relationships across populations. This course is approved for bilingual certification.

#### ENGL 550/Seminar in Poetry 3 cr.

Intensive study in the close reading of poetry. The course emphasizes the tools necessary for the explication of poems. Topics include prosody and form, metaphor and figurative language, and the history of major movements, styles, and genres.

#### ENGL 552/Seminar in Drama 3 cr.

The study and analysis of representative plays and dramatists to develop understanding, appreciation, and mature assessment of dramatic theory and practice.

#### ENGL 554/Seminar in Prose Fiction 3 cr.

The study and analysis of representative works and authors of prose narratives in the novel, novella, and short-story forms.

#### ENGL 590/Methods of Teaching Secondary English 3 cr.

An introduction to the theory and practice of teaching English.

#### ENGL 597/Special Topics in English 1–6 cr.

In-depth study of a specialized topic selected by faculty. Recent classes have focused on literary style and contemporary rhetorical theory.

#### ENGL 610/Chaucer 3 cr.

This course examines the works of Geoffrey Chaucer within the context of the literary and social climate of late 14th-century Europe. Students will also become familiar with controversies and trends in the field of Chaucer studies.



**ENGL 611/Medieval Literature 3 cr.**

An examination of important works of medieval European literature with a particular focus on one aspect of medieval literary culture (e.g., the changing role of the court writer from the 11th to the 14th centuries, northern European medieval literature, or the flowering of secular vernacular literature in the 14th century).

**ENGL 612/Shakespeare 3 cr.**

Intensive study of several plays and a consideration of the historical and critical contexts.

**ENGL 614/Milton and the 17th Century 3 cr.**

An examination of Milton's poetry in the context of the literature and culture of early modern Britain. Topics may include Milton's involvement in radical politics and controversies, mythology and the pastoral, gender and sexuality, and Milton's friendship with metaphysical poet Andrew Marvell.

**ENGL 622/Seminar in Early Modern Literature 3 cr.**

An examination of literature of the early modern period in its historical and cultural contexts. Topics may include gender politics, the Reformation and Counter-Reformation, poetics, and exploration and colonization (e.g., Ireland, the Bermudas).

**ENGL 626/Seminar in 18th-Century British Literature 3 cr.**

This course explores English literature from 1700 to 1815, including works by Swift, Defoe, Pope, Johnson, Burke, Wollstonecraft, Austen, and Blake. Topics of study include the rise and fall of Augustan poetics, Augustanism and the development of the novel, and 18th-century lyricism and the rise of Romanticism.

**ENGL 640/Seminar in Romantic Literature 3 cr.**

An examination of writings by British and American authors whose works exemplify the chief tendencies of Romanticism, with attention given to the various sources of Romanticism and to the problems of definition and description.

**ENGL 642/Seminar in Victorian Literature 3 cr.**

A close examination of some of the major works of the poets and prose writers of the Victorian period.

**ENGL 646/20th-Century British Literature 3 cr.**

A study of two or more major 20th-century British writers and the cultural forces that influenced them.

**ENGL 650/Early American Literature 3 cr.**

Examination of American literature written between 1630 and 1830, with particular focus on historical and cultural contexts. Themes covered may include captivity narratives, autobiography, and sexuality and the body.

**ENGL 652/American Realism and Naturalism 3 cr.**

Study of late-19th and early-20th-century novels by Mark Twain, Stephen Crane, Charles Chesnutt, Theodore Dreiser, Edith Wharton, Kate Chopin, Henry James, and others. The course focuses on the interaction between the era's literature and issues of class, gender, and race and ethnicity.

**ENGL 654/20th-Century American Literature 3 cr.**

Study of texts from Wharton to Oates and from Fitzgerald to Louise Erdrich, with focus on such issues as canon formation (its utility or inutility) and whether the nature of endings in fiction has changed since the beginning of the 20th century.

**ENGL 670/Studies in Literature 3 cr.**

Focuses on a different topic each semester. Some representative topics include early modern canon formation, New Historicism and the English Renaissance, historicizing the English Restoration, Latina/o literature, and racial passing in modern literature.

**ENGL 687/Faculty-Student Research 3 cr.**

Small-group research with a faculty member on a collaborative project, or a series of related projects, chosen to complement a faculty member's research or scholarly program.

**ENGL 697/Independent Study in English 1–3 cr.**

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**ENGL 699/Thesis/Creative Project in English 6 cr.**

An original research or creative study completed over two semesters under the guidance of a thesis committee. Open only to students matriculated in the English program. Thesis may be substituted for parts one and two of the three-part MA comprehensive examination.

**Comprehensive Examination: ENGL 700**

Students will complete a Portfolio Assessment in either the final Spring or final Summer semester (ENGL 700: Comprehensive Exam). No exceptions can be made for the completion of the total 10 required courses of graduate coursework or for the completion of the Comprehensive Exam in English.

**WGST 500/Gender, Culture, and Society 3 cr.**

This course serves as an introduction to Gender and Sexuality Studies at the graduate level. It provides an overview of the major questions raised by the interdisciplinary study of gender and sexuality and the challenges it presents to traditional divisions of knowledge. We will privilege dialogue and process while assessing trends in the often tense but overlapping areas of feminist, LGBT and queer inquiry. Special attention is given to intersectional and international issues across a range of disciplines, including history, anthropology, psychoanalysis, sexology, critical theory, economics, law, cultural studies, literature, art, and film.

**WGST 510/Feminist Theory 3 cr.**

The basic theoretical questions that we will address in this course range from deceptively simple ones, which attempt to define concepts such as woman/women, the body, gender, nature, otherness, labor, oppression, and change, to more abstract interrogations of the theoretical assumptions operating within the explicative frameworks of postmodernism, post-structuralism, social constructivism, post-colonialism, materialism, and transnational feminisms.

**WGST 520/Gender Equity in the Classroom 3 cr.**

This graduate seminar examines theoretical writings on feminist pedagogy and also addresses practical issues related to teaching Women, Gender and Sexuality Studies. Participants will develop familiarity with feminist pedagogies and their significance for the field of Women, Gender and Sexuality Studies; interpret their own educational experiences within the context of feminist reflections on education; formulate their own philosophies of education; and develop and test pedagogical strategies for developing critical consciousness about social inequalities.

**WGST 530/Masculinities in American Fiction from the Turn of the 19th Century to the Present 3 cr.**

This course focuses on representations of masculinities in American literature from the turn of the 19th century to the present. Following the approach of many cultural historians, we divide the long century into five distinct units: from the turn of the century to World War I (1180–1917); the period between the World Wars (1920–1940); the early Cold War years (1945–1960); the years of social upheaval (1960–1975); and the catch-all 'contemporary moment' (1975–the present). Our focus in each historical period is on the complex and often contradictory ways that masculinity is figured in the texts and, at the same time, on the interesting but difficult-to-assess relationships between the texts and their gendered social contexts.

**WGST 570/Special Topics in Gender and Sexuality Studies 3 cr.**

**Prerequisite:** Permission of department

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

**WGST 597/Independent research in Graduate Gender and Sexuality 3 cr.**

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**School of Nursing and Health Sciences**

As the MEd programs in Health and Physical Education are closing, most HLED and HPED courses not in use by another program will cease to be offered.



**HLED 500/Workshop in Health Education**

1–3 cr.

An in-depth study of highly specialized topics of recent origin, with emphasis on application to health education programs and improvement of teaching effectiveness. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 521/Stress and Tension Management**

3 cr.

Examination of the interrelationships of mind, stress, and tension management. Key concepts will be extracted from a variety of fields for discussion and formation of a personal view. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 550/School Health Problems**

3 cr.

Approaches for experienced teachers to the health problems of school-age children and their families. Emphasis on the importance of early detection of deviation from normal development and the need for understanding and cooperating with other service providers in the school and community. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 551/Alcohol and Narcotics Education**

3 cr.

Drug dependencies and their effect on the individual, school, and society. The use, misuse, and abuse of a variety of mood-modifying substances are studied, with particular emphasis on alcohol and other drugs of abuse. Includes implications for drug education in the public schools. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 552/Health Science**

3 cr.

This course is designed to provide a comprehensive overview of the current content of all aspects of health science education. Emphasis is on both theory and in-depth research of practical applications or advances in the areas of personal and community health programs in wellness by utilizing lectures, class discussions, readings, and investigations, and application of modern techniques of health science instruction for communities, teachers, administrators, or students. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 553/Drugs in Society**

3 cr.

Study of the trends and practices of drug abuse in contemporary society, including identification and evaluation of behavior patterns of use and abuse of drugs. The drug user will be viewed from biological, medical, and psychological points of view, and the roles of professionals in these areas will be investigated. Only open to students currently enrolled as a TCNJ graduate student.

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

3 cr.

The selection and adaptation of a comprehensive health and safety education program for children of various ages. An inquiry-oriented experience wherein the participant engages in the process of building a curriculum for K–12 grades and those in community health programs. Using research, New Jersey state standards, personal experiences, and interaction with others, the individual identifies desirable content for health and safety units emphasizing a conceptual approach to this discipline. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 555/Seminar on Aging, Death, and Dying**

3 cr.

An exploration of various aspects of aging and death in contemporary America will be undertaken. An examination of the diverse roles of gerontology and thanatology professionals will be addressed through current research. Formulation of realistic plans for effective living through education regarding aging and death will be a primary area of focus. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 556/The Challenge of HIV:****Prevention through Education**

3 cr.

An in-depth study of human immunodeficiency virus (HIV): the basics (transmission, prevention, education); coping (psychosocial issues); helping (volunteerism, health/social services); and caring (critical issues, research). Only open to students currently enrolled as a TCNJ graduate student.

**HLED 653/Problems and Issues in Health and Safety Education**

3 cr.

**Prerequisites:** HLED 552 and 544

The study of major trends and current problems/issues in wellness, health promotion, or safety education, both in the schools as well as within the community, including the aging population; health in the technological age; school-community cooperation in health programs; investigation of infectious and degenerative diseases; and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other referral agencies serving the health and safety of children or adults. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 655/Sex Education and Family Living**

3 cr.

**Prerequisite:** HLED 552

Individual study of personal and family living. Development of increased knowledge and competence in the use of such knowledge in teaching.

Development of teaching materials, analysis of tests, and other resources. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 700/Comprehensive Examination: Health Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements. Only open to students currently enrolled as a TCNJ graduate student.

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

1–6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 600/Investigative Designs in Health,****Physical Education, Recreation, and Safety**

3 cr.

**Prerequisite:** EDFN 508

Study of research design, with opportunities for individual study. Areas include creativity and communication, understanding and using research, identifying professional needs and problems, orientation to laboratory procedures and application of inquiry, and investigation of future growth and development in the field. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 687/Faculty-Student Research**

3 cr.

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program. Only open to students currently enrolled as a TCNJ graduate student.

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

1–3 cr.

**Prerequisites:** EDFN 508 and HPED 600

Independent exploration of a specific topic or problem in depth under the individual supervision of a faculty member. This could include a unique area of the discipline, exploration of recent research on this topic, extensive reading in an area of interest, participation in medical clinics, grants, projects, or extensive forums with regular conferences during the semester with the faculty adviser. Open only to advanced students matriculated in graduate programs. Only open to students currently enrolled as a TCNJ graduate student.

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

3 cr.

**Prerequisites:** EDFN 508 and HPED 600

A critical independent investigation of an aspect of health, physical education, or safety of interest to the student is explored and developed under the guidance of faculty. Students are expected to purchase all necessary materials or equipment (laboratory time) required for the completion of the course. Open only to students matriculated in the health and physical education program or with permission of the faculty supervisor. Only open to students currently enrolled as a TCNJ graduate student.



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

6 cr.

**Prerequisites:** EDFN 508 and HPED 600

Extensive research under the guidance of a thesis committee. Open only to students matriculated in the health and physical education program. Only open to students currently enrolled as a TCNJ graduate student.

**HPEM 554/Curriculum and Program Construction in HPE**

3 cr.

The selection and health adaptation of a comprehensive health and safety education program as well as the process of developing physical education curriculum for children of various ages. An inquiry-oriented experience wherein the participant engages in the process of building a curriculum for K–12 grades, and those in community health programs. Using research, New Jersey state standards, personal experiences, and interaction with others, the individual identifies desirable content for health, physical education and safety units emphasizing a conceptual approach to this discipline. Only open to students currently enrolled as a TCNJ graduate student.

**HPEM 590/Methods of Elementary and Secondary HPE**

3 cr.

**Corequisite:** HPEM 694

Methodologies specific to elementary and secondary health and physical education. Primary emphasis on successful lesson planning with regard to the NASPE and NJCCC, management techniques, and teaching methodologies for health and physical education.

**HPEM 653/Problems and Issues in HPE**

3 cr.

The study of major trends and current problems/issues in wellness, health promotion, physical education or safety education both in the schools as well as within the community, including the aging population, health in the technological age, school-community cooperation in physical/health programs, investigation of infectious and degenerative diseases, and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other referral agencies serving the health and safety of children or adults. Only open to students currently enrolled as a TCNJ graduate student.

**HPEM 694/Internship I**

3 cr.

**Corequisite:** HPEM 590

Elementary and secondary field experiences, consisting of observation, co-teaching, and teaching health and physical education are required. Primary emphasis on successful lesson planning with regard to the NASPE and NCCC, lesson implementation, management techniques, student learning, and personal reflection.

**HPEM 695/Internship II**

6 cr.

**Corequisite:** HPEM 698

Full semester of student teaching during the senior year with approved teachers in selected schools of the state. Direct supervision by teacher and college supervisors. Observation, participation, and responsible teaching. 2.75 grade point average is required.

**HPEM 698/Seminar in HPE**

2 cr.

**Prerequisites:** 2.75 GPA; concurrent enrollment in HPEM 695

Program organization and administration in health and physical education. Legal foundations, personnel functions, budget and finance, facilities and equipment, public relations, and professional organizations discussed.

**HPEM 700/Comprehensive Examination**

**Prerequisites:** completion of all MAT courses; GPA of 3.0

Examination to demonstrate mastery of content knowledge during MAT experience. Primary emphasis on HPE teaching methodologies, classroom management, student learning, curriculum development, and problems and issues in HPE.

**NURS 501/Perspectives in Advanced Nursing Practice**

3 cr.

This course focuses on current and emerging issues affecting advanced nursing practice. Examination of internal and external factors impacting advanced nursing practice is included. A special emphasis is placed on the historical, political, legal, technological, ethical, and economic factors that impact advanced nursing practice.

**NURS 503/Pharmacology for Advanced Nursing Practice**

3 cr.

**Prerequisite:** NURS 504

This course examines concepts and principles related to pharmacology and the therapeutic use of drugs in patient groups across the lifespan. Pharmacokinetics and pharmacodynamics are emphasized related to organ systems and disease processes.

**NURS 504/Advanced Human Pathophysiology**

3 cr.

This is an advanced course that concentrates on the pathogenesis of common conditions affecting children and adults as a basis for clinical management. Emphasis is placed on dysfunction of histologic and systemic regulatory mechanisms which lead to illness. The influence of pathogens, environmental factors, genetics, and human behavior on cellular and organ physiology is described. The human biopsychosocial manifestations of pathophysiologic processes are presented to enable learners to synthesize ideas regarding holistic health care.

**NURS 506/Theoretical Foundations for Advanced**

**Nursing Practice and Research**

3 cr.

This course provides the graduate nursing student with an introduction to the theoretical foundations that support advanced nursing practice. Students engage in a critical analysis of selected theories that are used to support nursing education, practice, and research. The wide range of relevant theories that the student is exposed to in this course include those used in nursing as well as the natural, social, organizational, and biological sciences. Knowledge of both relevant theory and current research provide a firm foundation for advanced nursing practice.

**NURS 511/Introduction to the Clinical Nurse Leader Role**

1.25 cr.

**Co-requisite:** NURS 501

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader direct care practice role within a healthcare agency. The focus will be on acquisition of advanced knowledge in key areas such as horizontal leadership, effective use of self, advocacy, conceptual analysis of the CNL role, and lateral integration of care. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes 1 hour/week on campus plus 35 clinical practicum hours.

**NURS 523/School Nursing Foundations**

3 cr.

This is a foundation course in the School Nurse Certification programs. It focuses on the theoretical, legal basis of the professional school nurse role. Responsibilities of the school nurse are defined in coordinating and implementing a school health program. Forces influencing the development and implementation of the school nurse role will be explored including the individual student, the family, and the community within the framework of state and federal laws regarding school health and education.

**NURS 524/Assessment and Management of**

**School Age Children and Adolescents**

3 cr.

This course provides the theoretical foundation for the School Nurse to assess student health issues, plan appropriate school based care, make timely referrals, and evaluate outcomes in an elementary, middle or high school setting.

**NURS 525/School Nurse Practicum I**

3 cr.

**NURS 526/School Nurse Practicum Seminar**

1 cr.

These courses are taken concurrently. This practicum provides the student with the opportunity to implement knowledge from prerequisite courses while focusing on the delivery of healthcare services to school aged children and adolescents in New Jersey public schools. Clinical experiences will take place under the guidance of experienced school nurse mentors focusing on pupil health appraisals, interdisciplinary collaborative health planning, and planned health counseling within the context of existing federal, state, and district health policies and laws. Weekly seminars provide the student with the opportunity to further examine specific topics related to school nursing practice. There are 120 practicum hours plus a two hour weekly on-campus seminar. These courses are required for the School Nurse Non-Instructional Certificate.



**NURS 603/Individual, Family, and Community Systems 3 cr.**

This course provides a foundation for nurses engaged in advanced nursing practice to view individuals, families, and communities as complex adaptive systems. Graduate students will apply critical thinking skills to assess the needs of and plan culturally sensitive and competent care for individuals and families across the lifespan recognizing the diversity of these members of the global health care community.

**NURS 604/Research and Evidence-Based****Nursing for Advanced Nursing Practice 3 cr.**

**Prerequisite or Corequisite:** NURS 506

This course provides the graduate nursing student with the knowledge and skills necessary to engage in evidence-based practice in the health-care environment. The course focuses on analysis of research and its application to practice. Students learn to design intervention strategies based on current best evidence, and to measure patient outcomes related to the implementation of evidence-based practice.

**NURS 625/School Nurse Practicum II 3 cr.****NURS 626/School Nurse Practicum Seminar II 1 cr.**

These courses are taken concurrently. This course provides theory and practice experiences in providing formal Health Education classes to children and adolescents in New Jersey public schools from a school health nursing perspective. Practicum experiences will take place in selected school settings under the guidance of School Nurse Health Educators/Health Educators who will provide experiences in health education curriculum development, design, and implementation. The student will spend one day per week assigned to teaching Health Education in the classroom. This course satisfies the requirement for School Nurse Instructional Certification. 120 practicum hours plus a two hour weekly on-campus seminar.

**NURS 633/Advanced Holistic Health Assessment 4 cr.**

**Prerequisite:** NURS 504 or **Corequisites:** NURS 503 and 603

This clinical course provides lecture and clinical laboratory experience where students learn and refine comprehensive health assessment abilities consistent with advanced nursing practice. This course allows students to sensitively and skillfully elicit a comprehensive health history, which includes aspects of the client's biopsychosocial, cultural, and spiritual profile. Students will develop and practice communication and observation skills through interviewing, as well as performing physical, functional, and risk assessments on clients across the lifespan. The student will complete 35 hours of supervision by a preceptor in a clinical setting to refine the skills necessary in the advanced nursing practice role. The course includes 4 hours/week of lecture and laboratory experiences plus 35 hours of supervised clinical experience.

**NURS 636/Primary Care I 5 cr.**

**Prerequisite:** NURS 633

This clinical course focuses on the provision of primary health care in ambulatory settings. Emphasis is placed on therapeutic interventions appropriate for management of individuals experiencing acute episodic or chronic illness, as well as strategies for wellness promotion and disease prevention. Students have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lecture and clinical practice under the guidance of a nurse practitioner or physician preceptor. Clinical experience includes 135 clinical hours and 15 hours of clinical seminar.

**NURS 637/Primary Care III**

**Prerequisite:** NURS 636 and 638 **for FNP students/ 5.5 cr.**  
**for Adult/Gero NP students 5 cr.**

This course sequence focuses on the delivery of health care to individuals experiencing complex illnesses and conditions. While continuing to expand on the role of the nurse practitioner in health promotion and disease prevention, emphasis is placed on strategies for management of patients with multiple and/or chronic, complex illnesses. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lectures, discussion, and clinical practice under the guidance of a nurse practitioner or physician preceptor. Clinical experience is 200 hours (FNP) or 135 hours (Adult/Gero NP) plus 15 hours of clinical seminar.

**NURS 638/Primary Care II**

**Prerequisite:** NURS 636 **for FNP students/ 5.5 cr.**  
**for Adult/Gero NP students 5 cr.**

This clinical course focuses on the delivery of primary healthcare to specific populations including adolescents and women. Emphasis is placed on health assessment, health promotion, and therapeutic interventions appropriate for management of acute and chronic illnesses in these populations. Students will have the opportunity to develop knowledge and skills through lectures, discussions, and clinical practice. Clinical practice occurs under the guidance of a nurse practitioner or physician preceptor. Clinical experience is 200 hours (FNP) or 135 hours (Adult/Gero NP) plus 15 hours of clinical seminar.

**NURS 643/Primary Care of the Childbearing Family 3 cr.**

**Prerequisite:** NURS 636

This course focuses on primary health care in the ambulatory setting for women during pregnancy and the post-partum period and for infants, toddlers, and school-age children. Emphasis is placed on strategies for health promotion, illness prevention, and therapeutic management of two populations: women experiencing normal childbearing experiences as well as those experiencing acute episodic or complex chronic conditions during pregnancy and the post-partum, and children during normal developmental phases and those experiencing acute episodic or chronic conditions. This course will prepare the student for clinical experiences in ambulatory care settings such as clinics, private offices, and other community settings where women and children receive primary care.

**NURS 660/Nurse Management of Chronic and Complex Conditions 3.25 cr.**

**Prerequisites:** NURS 633, NURS 501 and NURS 511 Introduction to CNL Role

This course will focus on advanced nursing assessment and management of the individual with a chronic and/or complex condition or multiple chronic and/or complex conditions across the lifespan. Emphasis will be placed on planning care based on best clinical evidence and evaluation of client outcomes. Family coping and support for families experiencing complex and chronic illness will also be considered. Clinical experiences will give the student the opportunity to plan and delegate care for clients with multiple chronic health problems; identify nursing interventions to impact outcomes of care; assimilation and application of research-based information to design, implement, and evaluate client plans of care; and contribute to interdisciplinary plans of care based on best practice guidelines and evidence based practice. Includes 35 clinical practice hours and three classroom hours per week.

**NURS 685/Health Promotion for Advanced Nursing Practice 3 cr.**

This course focuses on health promotion for individuals, families, and communities. Primary, secondary, and tertiary prevention will be addressed. Emphasis is placed upon strategies that promote health and prevent disease. The advanced nursing practice role in modifying disease processes through education, counseling, facilitating, stress reduction, and lifestyle changes will be explored.

**NURS 690/Practicum in the Nurse Practitioner Role 5 cr.**

**Prerequisite:** NURS 636, 637 and 638

The primary focus of this course is to provide the student with an opportunity to integrate and develop further competencies in the role of the nurse practitioner in the primary care setting. Continued emphasis is placed on clinical decision making as well as strategies for evaluation of health care practice, marketing, legal, and employment issues. Interdisciplinary experiences are pursued and collaborative practice emphasized, allowing students to explore the role of the nurse practitioner in the current health care system. Students have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary health care through lecture and clinical practice under the guidance of a nurse practitioner or physical preceptor. Clinical experience is 180 clinical hours plus 15 hours of clinical semester.

**NURS 695/Practicum in the Clinical Nurse Leader Role 4 cr.**

**Prerequisites:** NURS 633, 685 and 660

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader role within a healthcare agency. The focus is on acquisition



of advanced knowledge in key areas such as finance/economics, quality management patient safety/risk management, healthcare technology, and informatics. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes three hours/week of on-campus seminar plus 340 clinical practicum hours.

**NURS 694/Capstone Seminar 1 cr.**

**Prerequisites:** NURS 604 and should be taken in the Spring prior to the Practicum

Every candidate for a graduate degree must complete a capstone project that provides the candidate with the opportunity to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice. The student will work closely with a faculty mentor who will review drafts and suggestion revisions until project meets criteria for approval. This course may be taken up to 2 times by students who need additional time to complete the capstone.

**NURS 705/Capstone Project**

**Prerequisite:** Completion of NURS 694

Once the candidate has successfully passed the Capstone Seminar they will register for the Capstone Project. This indicator is registered for in the last summer session. This is an indicator that the capstone project has successfully been accomplished, including submission of final project report and presentation of a professional level poster.

The following courses offered by Thomas Jefferson University are required for students in the TCNJ Neonatal Nurse Practitioner Program (NURK).

**NURS 662/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner I 3 cr.**

**Prerequisites:** NURS 504, NURS 665 and 666

Introduces the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide and in-depth focus on assessment, diagnosis, and management of primary healthcare needs. Requires 16 hours per week of clinical practicum with a preceptor.

**NURS 663/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner II 3 cr.**

**Prerequisites:** NURS 504, NURS 665, 666 and 662

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Presents common variations in pregnancy and neonates. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and the neonates at birth. Includes concepts, theories, and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiologically significant problems are included. Integrates core and support course content as well as use of critical-thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis, and management of primary healthcare needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

**NURS 664/Jeff U Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner III 3 cr.**

**Prerequisites:** NURS 504, NURS 665, 666 and 663

Focuses on the management of the high-risk neonate. This course will prepare the student to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the high-risk neonate and family. Includes concepts, theories, and research related to management of care and prevention of complications, as well as health promotion,

health maintenance, and prevention of illness and injury of epidemiologically significant problems. Integrates core and support course content as well as use of critical-thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of healthcare needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

**NURS 665/Jeff U Comprehensive Assessment for Clinical Decision Making for the Mother and Neonate 3 cr.**

Refines and expands upon prior health assessment skills, including comprehensive history taking, developmental, and psychosocial assessment, and recognition of pathological changes as well as variations of normal. Stresses the development of clinical-decision-making skills, taking into consideration life circumstances and economic, cultural, and developmental variations. Emphasizes taking a detailed problem-based history of the mother, physical assessment of the neonate, and the development of case presentation skills and charting. Students learn to differentiate, interpret, and document normal and abnormal findings.

**NURS 666/Jeff U Advanced Pharmacotherapeutics for Neonatal Nurse Practitioner 3 cr.**

Designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. Provides a comprehensive and clinically pertinent analysis of pharmacokinetics, and pharmacodynamics of selected agents. Emphasizes the pharmacotherapeutic agents commonly used in the intensive care nursery, delivery room, and in high-risk follow-up the neonate. Discusses medication for the pregnant woman with a pre-existing condition prior to pregnancy or during pregnancy. Critically analyzes mechanisms of action, bioavailability, adverse effects, toxicities, and cultural, social, and economic aspects of pharmacodynamics, which are used as a foundation for clinical decision-making.

**PHED 500/Workshop in Physical Education 1–3 cr.**

An in-depth study of highly specialized topics of recent origin, with an emphasis on application to physical education programs and on improvement of teaching effectiveness. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 510/The Teaching and Planning of Physical Education in the Elementary School 3 cr.**

Study and evaluation of recent concepts and practices in the planning and teaching of physical education. Emphasis is placed on the role of physical education in the elementary grades. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 511/Curriculum and Program Construction in Physical Education 3 cr.**

Selection and adaptation of physical education activities for children of various age levels with emphasis on objectives and pupil classification. Criteria formulated for scientific evaluation of activity programs. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 530/Theory and Practice of Physical Conditioning 3 cr.**

An in-depth investigation of the scientific basis for physical conditioning work, including techniques, specific programs, equipment, and facilities. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 596/Teaching Health, Physical Education, and Safety in Elementary Grades 1 cr.**

Theory and practice of health, physical education, and safety in the elementary school physical education program. Required of all elementary education majors. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 603/Problems and Issues in Physical Education 3 cr.**

**Prerequisite:** PHED 510, 511, or 530

Current problems in physical education, including an objective analysis of the claims for the benefits of physical education activities. Only open to students currently enrolled as a TCNJ graduate student.



**PHED 610/Administration and Supervision****of Physical Education and Athletics****3 cr.****Prerequisite:** PHED 510, 511, or 530

Administration of physical education in elementary, junior, and senior high schools, including the organization of physical education programs, athletic programs, and intramural sports. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 612/Development and Maintenance of Facilities and  
Equipment for Physical Education,  
Athletics, and Recreation**
**3 cr.****Prerequisite:** PHED 510, 511, or 530

Principles and practices of planning and developing facilities and equipment for physical education, athletics, and recreation programs. Attention given to budgeting, long-range planning, and maintenance. Field trips may be required at the student's expense. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 633/Prevention and Care of Athletic Injuries****3 cr.****Prerequisite:** PHED 510, 511, or 530

Theory and practice in the prevention of athletic injuries and rehabilitation. Training room organization and management with emphasis on facilities and equipment. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 690/Professional Seminar****3 cr.****Prerequisite:** Must complete 24 hours of graduate credit

A culminating experience for the graduate student in health and physical education. Includes discussions and lectures with guest speakers, emphasizing probable trends, and future responsibilities of the individual and the profession. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 700/Comprehensive Examination: Physical Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements. Only open to students currently enrolled as a TCNJ graduate student.



## Faculty and Staff

**Heba Abourahma**, Associate Professor of Chemistry, BSc Saint Mary's University; MSc University of Ottawa; PhD University of South Florida

**Abdur-Rahman, Samira**, Assistant Professor of English, BA Rutgers University, MA Rutgers University, PhD Rutgers University

**Erin Ackerman**, Librarian I, Associate Professor in the Library, BA The American University; MLIS Rutgers The State University of New Jersey, PhD The Johns Hopkins University

**Zakiya Adair**, Assistant Professor of Women, Gender and Sexuality Studies and African American Studies, BA San Jose State University; PhD University of Washington

**Ambrose Adegebe**, Associate Professor of Electrical and Computer Engineering, BSc Obafemi Awolowo University; MSc, PhD University of Manchester

**Rachael Adler**, Associate Professor of Sociology and Anthropology, BS State University of New York, College at Oneonta; MA, PhD Arizona State University

**Sunita Ahlawat**, Professor of Accounting & Information Systems, MComm University of Delhi; MBA University of Massachusetts; PhD Pennsylvania State University

**Eileen Alexy**, Professor of Nursing, MS, PhD University of Pennsylvania

**Anita Allyn**, Professor of Art and Art History, BFA Kansas City Art Institute; MFA Tufts University

**Nabil Al-Omaishi**, Professor of Civil Engineering, BS University of Baghdad; ME University of Toronto; PhD University of Nebraska; Registered Professional Engineer, Nebraska and Ontario

**Geralyn Altmiller**, Professor of Nursing, BSN LaSalle University; MSN Widener University; EdD Widener University

**Louise Ammentorp**, Associate Professor of Elementary and Early Childhood Education, BA Rutgers University; MA Hunter College; PhD University of New York

**Alan Amtzis**, Director of Med. Program in Educational Leadership: Instruction (RTC), BA Hunter College; MA Columbia University; MS State University of New York at New Paltz; PhD Boston College

**Helene Anthony**, Assistant Professor of Special Education, Language, and Literacy, BA University of Delaware; MA University of Michigan; PhD Michigan State University

**Mekala Audain**, Assistant Professor of History, BA Florida International University; PhD Rutgers University

**Christopher Ault**, Associate Professor of Interactive Multimedia, BA University of Texas at Austin; MPS New York University

**Mosen Auryan**, Associate Provost for Center for Institutional Effectiveness; PhD Rutgers University

**Joseph Baker**, Assistant Professor of Chemistry, BS University of Nevada, Las Vegas; PhD University of Arizona

**Richard Baker**, Assistant Professor of Economics, BA Clemson University; MA, PhD Boston University

**Jessica Barnack-Tavlaris**, Associate Professor of Psychology, BA State University of New York at Fredonia; MA Connecticut College; PhD University of Wisconsin at Milwaukee

**Diane Bates**, Professor of Sociology and Anthropology, BA Humboldt State University; MA, PhD Rutgers University

**Nicholas Battista**, Assistant Professor of Mathematics, BS, MS Rochester Institute of Technology; PhD University of North Carolina at Chapel Hill

**Jared Beatrice**, Assistant Professor of Sociology & Anthropology, BA Ohio State University; MA, PhD Michigan State University

**Andrew Bechtel**, Associate Professor of Civil Engineering, BS Drexel University, MS University of Delaware, PhD Georgia Institute of Technology

**Marissa Bellino**, Assistant Professor of Educational Administration and Secondary Education, PhD City University of New York

**Karen Becker**, Associate Professor of Marketing & Interdisciplinary Business, BS Cedar Crest College; MS Pennsylvania State University; PhD Lehigh University

**Matthew Bender**, Associate Professor of History, BA Washington University; MA, PhD Johns Hopkins University

**Terrence Bennett**, Librarian I/Associate Professor in the Library, BA The Catholic University of America; MBA Tulane University; MSLS University of Illinois at Urbana-Champaign

**James Beyers**, Associate Professor of Elementary Early Childhood Education, BS Towson University; MEd, PhD University of Delaware

**Tamra Bireta**, Professor of Psychology, BS University of Florida; MS, University of Illinois, PhD Purdue University

**David Blake**, Professor of English, BA Colgate University; MA, PhD Washington University

**Carolina Blatt-Gross**, Assistant Professor of Art Education, BA Juniata College; MA Savannah College of Art and Design; PhD University of Georgia

**Marcia E. Blicharz**, Associate Professor of Nursing, BSN Villanova University; MSN University of Pennsylvania; EdD Rutgers University

**Michael E. Bloodgood**, Assistant Professor of Computer Science, BS The College of New Jersey; MS, PhD University of Delaware

**Dina Boero**, Assistant Professor of History, BA University of California San Diego; MA, PhD University of Southern California

**Ashley Borders**, Associate Professor of Psychology, BA Yale University; MA, PhD University of South Carolina

**Carolina Borges**, Assistant Professor of Nursing/Public Health; MPH Federal University of Santa Catarina (USFC-Brazil); PhD Federal University of Minas Gerais, Brazil

**Elizabeth Borland**, Professor of Sociology and Anthropology, BA Smith College; MA, PhD University of Arizona

**Daniel Bowen**, Associate Professor of Political Science BA, Bethel University; PhD The University of Iowa

**Lynn Bradley**, Professor of Chemistry, BA College of the Holy Cross; PhD Duke University

**Lynn M. Braender**, Associate Professor of Accounting & Information Systems, BS, MAB Trenton State College; PhD Drexel University

**Jean Brechman**, Associate Professor of Marketing & Interdisciplinary Business, BS The College of New Jersey; MA, PhD University of Pennsylvania, The Annenberg School for Communication

**Thomas M. Brennan Jr.**, Associate Professor of Civil Engineering, BSCE Purdue University; MSCE George Mason University; PhD Purdue University; Registered Professional Engineer, New Jersey, Pennsylvania, Virginia

**Norma Brown**, Clinical Learning Laboratory Coordinator of Nursing, BSN Ball State University; MSN University of Pennsylvania

**Winnifred R. Brown-Glaude**, Associate Professor of African American Studies, BA Hunter College; MA, PhD Temple University

**Laura Bruno**, Assistant Professor of Exercise Science, BA Rowan University; MS McDaniel College; EdD Wilmington University

**Michelle Bunagan**, Assistant Professor of Chemistry, BA Rutgers University; PhD University of Pennsylvania

**Greer Burroughs**, Assistant Professor of Elementary and Early Childhood Education, BA Rutgers; MAT Montclair State University; Ed.D. Rutgers Graduate School of Education

**Rebecca Bushby**, Librarian II, Assistant Professor in the Library, BFA The College of New Jersey; MLIS Drexel University



**Jill A. Bush-Wallace**, Professor of Health and Exercise Science, BS, Rutgers University; MS, PhD, Pennsylvania State University

**Brett F. BuSha**, Professor of Biomedical Engineering, BS Boston University; PhD Rutgers University and University of Medicine and Dentistry of New Jersey

**Luke Butler**, Associate Professor of Biology, BS Beloit College; PhD University of Washington

**David Bwire**, Associate Professor of Special Education Language and Literacy, BEd. Moi University; MA.Litt., Middlebury College and PhD The Ohio State University

**Sharon Byrne**, Associate Professor of Nursing, BSN LaSalle University; MSN Widener University; DrNP Drexel University

**Terrence B. Byrne**, Associate Professor of Communication Studies, BFA University of Wisconsin; MFA Carnegie-Mellon University

**Mary Cannito-Coville**, Assistant Professor of Criminology and African-American Studies, BA Nazareth College, MA, Syracuse University, PhD, Syracuse University

**Angela M. Capece**, Assistant Professor of Physics, BS Lehigh University; MS, PhD California Institute of Technology

**Rosemary Cappelli**, Assistant Professor of Nursing, BS Trenton State College; MA New York University

**Jo E. Carney**, Professor of English, BA, PhD University of Iowa

**Stuart Z. Carroll**, Associate Professor of Elementary and Early Childhood Education, BA, BEd, LLB University of Manitoba; MEd The College of New Jersey; PhD Syracuse University

**Matthew D. Cathell**, Associate Professor of Technological Studies, BA La Salle University; PhD Drexel University

**Chung Sum Chak**, Professor of Art and Art History, BFA State University of New York, College at New Paltz; MFA University of Illinois

**Benny Chan**, Professor of Chemistry, BA Franklin and Marshall College; PhD Pennsylvania State University

**Sarah Chartock**, Associate Professor of Political Science, BS Cornell University; MA, PhD Princeton University

**Celia Chazelle**, Professor of History, BA University of Toronto; MA, PhD Yale University

**Dallas Cheek**, Assistant Professor of Special Education, Language, and Literacy, BS, MA Appalachian State University; PhD Texas A&M University

**Bih-Horng Chiang**, Professor of Accounting & Information Systems, BS National Chen-chi University; MBA, PhD Drexel University

**Seung Hee Choi**, Associate Professor of Finance, BA Ewha University; MBA, PhD Drexel University

**He Len Chung**, Professor of Psychology, BA Washington University; MS, PhD Temple

**Karen E. Clark**, Associate Professor of Mathematics and Statistics, BS New York University; MS, PhD Courant Institute of Mathematical Sciences, New York University

**Andrew P. Clifford**, Professor of Mathematics and Statistics, BS State University of New York at Binghamton; PhD State University of New York at Albany

**Wendy Clement**, Associate Professor of Biology, BA Ithaca College; PhD University of Minnesota, Twin Cities

**Sharon Clugsten**, Assistant Director of Nursing, BSN Niagra University, MSN Trenton State College

**Timothy T. Clydesdale**, Vice Provost and Dean of Graduate Studies, BA Wheaton College; MA, PhD Princeton University

**Deborah Compte**, Professor of World Languages and Cultures, BA Bucknell University; MA, PhD Princeton University

**Maureen Connolly**, Associate Professor of Educational Administration and Secondary Education, BA, MA, EdD St. John's University

**Anthony Conte**, Associate Professor of Elementary and Early Childhood Education, BA, MA Kean College; EdD Pennsylvania State University

**Judi Cook**, Director of Instructional Design, BS Boston University, MA Florida Atlantic University, PhD Temple University

**Francis H. Cooper**, Executive Director of Records and Registration, BS LeMoyne College; MA Trenton State College

**Amanda Cowell**, Librarian I/Associate Professor in the Library, BS Stevens Institute of Technology; MBA Rutgers University Camden; MLIS Rutgers The State University of New Jersey

**Jarret T. Crawford**, Professor of Psychology, BA The College of New Jersey; MA, PhD Rutgers University

**Robert Cunningham**, Professor of Mathematics and Statistics, BA La Salle University; MA Villanova University; EdD Temple University

**Cynthia Curtis-Budka**, Professor of Mathematics and Statistics, BS Union College; PhD Yale University

**Jason Dahling**, Professor of Psychology, BA Virginia Polytechnic Institute and State University; MA, PhD The University of Akron

**Paul D'Angelo**, Associate Professor of Communication Studies, MA, PhD Temple University

**Jonathan Davis**, Assistant Professor of Educational Administration and Secondary Education, BA Washington University in St. Louis, MA Teachers College; PhD City University of New York

**Marina De Souza**, Assistant Professor of Public Health, PhD Federal University Minas Gerais Brazil

**Anthony S. Deese**, Associate Professor of Electrical and Computer Engineering, BS, PhD Drexel University

**Tabitha Dell'Angelo**, Professor of Elementary and Early Childhood Education, BA Rowan University; MS, PhD University of Pennsylvania

**Linda Dempf**, Librarian I/Associate Professor in the Library, BM Mannes College of Music; MM Saint Louis Conservatory of Music; MLS, DM Indiana University Bloomington

**Gary H. Dickinson**, Associate Professor of Biology, BS Binghamton University; PhD Duke University

**Tammy L. Dieterich**, Assistant Dean, School of Business, BA East Stroudsburg University; MS Monmouth University

**Maria S. Domingo**, Associate Professor of School of Business, BS Rutgers University; JD Rutgers School of Law; LL.M. New York University School of Law

**Tao Dumas**, Assistant Professor of Political Science, BA Lamar University; MA, PhD Louisiana State University

**Dolores Dzubaty**, Assistant Professor of Nursing, Diploma in Nursing, Ann May School of Nursing; BS, Monmouth University; BSN Thomas Edison State College; MSN The College of New Jersey; PhD Capella University

**Jody Eberly**, Professor of Elementary and Early Childhood Education, BA Muhlenberg College; EdM, PhD Rutgers University

**Curt Elderkin**, Associate Professor of Biology, BS Indiana University; MS Western Illinois University; PhD University of Louisiana at Lafayette

**Kathryn T. Elliott**, Associate Professor of Biology, BS University of Richmond; PhD University of Michigan

**Jeffery Erickson**, Associate Professor of Biology, BS Williams College; MS University of Miami; PhD University of North Carolina at Chapel Hill

**George N. Facas**, Professor of Mechanical Engineering, BME Villanova University; MSME, PhD Drexel University; Registered Professional Engineer, New Jersey

**Avery Faigenbaum**, Professor of Health and Exercise Science, BS, MS, EdD Boston University

**Ann Fallon**, Project Specialist, Nursing, BSN University of Kentucky, MSN Rutgers University

**Anne Farrell**, Professor of Health and Exercise Science, BS Temple University; MS Canisius College; PhD University of New Mexico

**Keli Fazio**, Associate Professor of Communication Studies, BA The College of New Jersey; MA University of Delaware; PhD Pennsylvania State University



**Lois Fichner-Rathus**, Professor of Art and Art History, BA State University of New York at Albany; MA Williams College; PhD Massachusetts Institute of Technology

**Gary Fienberg**, Assistant Professor of Music, BFA, MFA Carnegie Mellon University; MA, PhD University of Pittsburgh

**Alvin Figueroa**, Associate Professor of World Languages and Cultures BA University of Puerto Rico; MA, MPh, PhD City University of New York

**Manuel Alejandro Figueroa**, Associate Professor of Technological Studies, BSE Tulane University; PhD Drexel University

**Josh Fishburn**, Assistant Professor of Interactive Multimedia, BS University of Illinois Urbana-Champaign; MA, MFA University of Denver

**Christopher Fisher**, Associate Professor of History, BA, PhD, Rutgers University

**Delsia R. Fleming**, Assistant Dean, School of Education, BSW, MA Kean University

**Kathryn Foster**, President, BA Johns Hopkins University, MS University of California at Berkeley, PhD Princeton University

**Lauren Foxworth**, Assistant Professor of Special Education, Language, and Literacy, BS, MS, PhD Pennsylvania State University

**Marlena Frackowski**, Assistant Dean of the Library, BM, Szczecin College of Music; MA, Warsaw University; MA, MLS Indiana University

**Leigh-Anne Francis**, Assistant Professor of Women, Gender and Sexuality Studies and African American Studies, BFA Rochester Institute of Technology; MA SUNY College; PhD Rutgers University

**Luis Gabriel-Stheeman**, Associate Professor of World Languages and Cultures, Licenciado Universidad de Salamanca; MA, PhD University of Cincinnati

**Alexander Garlick**, Assistant Professor of Political Science; BA Middlebury College, MA, PhD University of Pennsylvania

**Norma Garza**, Director of Administration for Academic Affairs, BS The College of New Jersey, MBA Louisiana State University in Shreveport

**Jana Gevertz-Fiorelli**, Associate Professor of Mathematics and Statistics, BA Rutgers University; MA, PhD Princeton University

**Brenda E. Ghitulescu**, Associate Professor of Management, MS Polytechnic University of Bucharest; PhD University of Pittsburgh

**Cassandra Gibson**, Professor of Counselor Education, BA Susquehanna University; MSW, PhD University of Maryland

**Brian J. Girard**, Associate Professor of Educational Administration and Secondary Education, BA Haverford College; MEd Arcadia University; MA, PhD University of Michigan

**Joseph J. Goebel**, Associate Professor of World Languages and Cultures, BA LaSalle College; MA Temple University; PhD Georgetown University

**Maureen Gorman**, Assistant Director in the Library/Professor in the Library, BS St. John's University; MS, MLS Rutgers University

**Colette Gosselin**, Associate Professor of Educational Administration and Secondary Education, BA Central Connecticut State University; MA California State University; EdD Rutgers University

**James A. Graham**, Professor of Psychology, BA Miami University; MS, PhD University of Memphis

**Jean E. Graham**, Professor of English, BA, MA University of Akron; PhD Case Western Reserve University

**Janet Gray**, Professor of Women, Gender and Sexuality Studies AB Earlham College; MA Middlebury College; PhD Princeton University

**Lisa M. Grega**, Professor of Mechanical Engineering, BS, MS, PhD Rutgers University

**Matthew Greenblatt**, Assistant Professor of Economics, BA University of Pennsylvania; PhD University of Minnesota

**Lisa Grimm**, Associate Dean of Humanities and Social Sciences, BA Grinnell College, MA, PhD University of Texas, Austin

**Jo-Ann Gross**, Professor of History, BA Rutgers University; MA, PhD New York University

**Diane E. Gruenberg**, Assistant Director, Tutoring Center, BA SUNY-Potsdam; MA Long Island University; EdS Rutgers University

**Danielle Guarracino**, Associate Professor of Chemistry, BS Cornell University; PhD Yale University

**Thomas R. Hagedorn**, Professor of Mathematics and Statistics, AB Princeton University; AM, PhD Harvard University

**Belinda Haikes**, Associate Professor of Art and Art History, BFA University of Alabama at Birmingham; MFA Pennsylvania Academy of the Fine Arts; PhD Virginia Commonwealth University

**Constance L. Hall**, Professor of Biomedical Engineering, BS University of California San Diego; MS University of California San Diego; PhD University of Memphis

**Matthew Hall**, Associate Professor, Special Education Language and Literacy, BS, MEd The College of New Jersey, PhD New York University

**Maurice L. Hall**, Dean, School of the Arts and Communication and Professor of Communication Studies, BA University of the West Indies, MA, PhD, Howard University

**Xu Han**, Assistant Professor of Management, BA China Foreign Affairs University; PhD Guanghua School of Management at Peking University

**Holly Haynes**, Professor of Philosophy, Religion & Classics, BA, MA, PhD University of Washington

**Wayne Heisler**, Professor of Music, BA DePaul University; MM University of Wisconsin-Madison; MFA, PhD Princeton University

**Orlando Hernandez**, Associate Professor of Electrical and Computer Engineering, BS, MS University of South Florida; PhD Southern Methodist University

**Joanna Herres**, Assistant Professor of Psychology, AB, Bryn Mawr College; MA, PhD University of Delaware

**Suzanne L. Hickman**, Associate Professor of Music, BM DePauw University; MM, DMA University of Illinois

**Nancy Hingston**, Professor of Mathematics and Statistics, AB University of Pennsylvania; PhD Harvard University

**Blythe Hinitz**, Professor of Elementary and Early Childhood Education, BA, MS Brooklyn College; EdD Temple University

**Donald Hirsh**, Professor of Chemistry, BS Stanford University; PhD Yale University

**Arthur V. Hohmuth**, Professor of Psychology, BA St. Francis College; MA, PhD University of Delaware

**Craig Hollander**, Assistant Professor of History, BA Columbia University; PhD John Hopkins University

**David Holleran**, Professor of Criminology, BS Trenton State College; MA East Tennessee University; PhD University of Nebraska at Omaha

**Katie Hooven**, Assistant Professor of Nursing, BSN West Chester University; MSN, MBA LaSalle University

**Michael W. Horst**, Associate Professor of Civil Engineering, BS, ME, PhD Pennsylvania State University; Registered Professional Engineer, Pennsylvania

**Yifeng Hu**, Associate Professor of Communication Studies, BA Renmin University of China; MPhil Chinese University of Hong Kong; PhD Pennsylvania State University

**Tanner J. Huffman**, Assistant Professor of Technological Studies, BS California University of Pennsylvania; MS St. Vincent College; PhD Purdue University

**Marimar Huguet-Jerez**, Associate Professor of World Languages and Cultures, BA Universidad Complutense de Madrid; MA, PhD University of Cincinnati

**Susan Hume**, Associate Professor of Finance, BA Douglass College, Rutgers University; MBA Rutgers University; PhD The City University of New York and Baruch College

**David Hunt**, Professor of Chemistry, BS, MS Marshall University; PhD Duke University

**Harriet Hustis**, Professor of English, BA Middlebury College; MA, PhD Brown University



**Deborah Hutton**, Professor of Art and Art History, BA Pennsylvania State University; MA, PhD University of Minnesota

**Susan Hydro**, Director of the Office of Graduate and Advancing Education, BS Lehigh University; MEd The College of New Jersey

**Mohamoud M. Ismail**, Assistant Professor of Sociology and Anthropology, BA University of Wisconsin; MA University of Windsor; PhD Wayne State University

**Cassandra Jackson**, Professor of English, BA Spelman College; PhD Emory University

**Marla Lyn Jaksch**, Associate Professor of Women, Gender and Sexuality Studies, BFA, University of the Arts, MEd, PhD Pennsylvania State University

**Lorna Ann Johnson**, Associate Professor of Communication Studies, BS, Northwestern University; MFA University of Wisconsin

**Arti Joshi**, Professor of Elementary and Early Childhood Education, BS, MS University of Bombay; PhD Syracuse University

**Aniefre Inyang**, Assistant Professor of Marketing and Interdisciplinary Business, BBA University of Phoenix; MBA from California State University; PhD from the University of Texas at Arlington

**Erica Kalinowski**, Assistant Dean, School of The Arts and Communication, BA, MA The College of New Jersey

**Richard Kamber**, Professor of Philosophy, Religion & Classics, BA Johns Hopkins University; PhD Claremont Graduate School

**Tomoko Kanamaru**, Associate Professor of Music, BA, MM Musashino Academia Musicae, Tokyo; DMA College-Conservatory of Music, University of Cincinnati; Advanced Certificate, The Juilliard School

**Constance Kartz**, Associate Professor of Nursing, BSN University of Pennsylvania; MS Old Dominion University; PhD Seton Hall University

**Jie Kang**, Professor of Health and Exercise Science, BS University of Sports Science and Physical Education; MS Queens College, City University of New York; PhD University of Pittsburgh

**Kenneth Kaplowitz**, Professor of Art and Art History, BA Montclair State College; MA New York University; MFA Rutgers University

**Judit Kardos**, Assistant Professor of Mathematics and Statistics, Eotvos Lorand University, Budapest; MS, PhD University of Missouri-Kansas City

**Allen Katz**, Professor of Electrical and Computer Engineering, BS, DSc Newark College of Engineering; MS Rutgers University

**William Keep**, Interim Provost and Professor of Marketing, BA, PhD Michigan State University

**Carole Kenner**, Dean, School of Nursing, Health and Exercise Science and Professor of Nursing, BSN University of Cincinnati; MSN, PhD Indiana University

**Minsoo Kim-Bossard**, Assistant Professor of Elementary Early Childhood Education, BA, MS, PhD Pennsylvania State University

**Chu Kim-Prieto**, Professor of Psychology, AB Brown University; MA, PhD University of Illinois at Urbana-Champaign

**Jinsil Kim**, Assistant Professor of Management, BA Cedarville University, MBA ESSEC Business School, MA Seoul National University, PhD University of Texas at Dallas

**Seung-yun Kim**, Associate Professor of Electrical and Computer Engineering, BS Saint Louis University; MS, PhD University of Dayton

**Tae-Nyun Kim**, Assistant Professor of Finance, BBA Korea University, MAS The Ohio State University; PhD Rutgers University

**Jean Powell Kirnan**, Professor of Psychology, BA Immaculata College; PhD Fordham University

**Deborah Knox**, Associate Professor of Computer Science, BS Moravian College; MA, PhD Iowa State University

**Lincoln Konkle**, Professor of English, BS Indiana University; MA Kansas State University; PhD University of Wisconsin

**Roman Kovalev**, Associate Professor of History, PhD University of Minnesota

**Tracy Kress**, Associate Professor of Biology, BS Rochester Institute of Technology; PhD Brown University

**John T. Krimmel**, Associate Professor of Criminology, BA Temple University; MS St. Joseph's University; MPh, PhD City University of New York

**Vedrana Krstic**, Associate Professor of Civil Engineering, BS, MS University of Zagreb; PhD Rutgers University

**John Kuiphoff**, Associate Professor of Interactive Multimedia, BFA The College of New Jersey, MPS New York University

**Lisa Lajevic**, Associate Professor of Art and Art History, BS Pennsylvania State University; MEd Carlow University; PhD Pennsylvania State University

**Nancy Lasher**, Professor of Marketing & Interdisciplinary Business, BA Rutgers University; JD University of North Carolina

**Anthony G. Lau**, Assistant Professor of Biomedical Engineering, BSE Duke University; PhD University of Virginia

**Brenda Leake**, Associate Professor of Elementary and Early Childhood Education, BA University of Toledo; MS, PhD Ohio State University

**Donald Leake**, Associate Professor of Educational Administrative and Secondary Education, BA University of Toledo; MS, PhD Ohio State University

**Margaret Leigey**, Associate Professor of Criminology, BA Indiana University of Pennsylvania; MA, PhD University of Delaware

**Pierre Le Morvan**, Professor of Philosophy, Religion & Classics, BA, MA University of Manitoba; PhD Syracuse University

**John P. Leonard**, Associate Professor of Music, BM University of Hartford; MM Temple University; DM Indiana University

**Laurel Leonard**, Assistant Dean, School of Science, BS Lafayette College; MS Indiana University

**Bozena Leven**, Interim Dean, School of Business and Professor of Economics, MA Central School of Planning and Statistics; PhD Cornell University

**P. Andrew Leynes**, Professor of Psychology, BS Virginia Polytechnic Institute and State University; MS, PhD University of Georgia

**Jikai Li**, Associate Professor of Computer Science, BS Wuhan University; ME Chinese Academy of Sciences; PhD The State University of New York at Buffalo

**Rebecca S. Li**, Associate Professor of Sociology and Anthropology, BSS The Chinese University of Hong Kong; MA, PhD University of California, Riverside

**Cathy S. Liebars**, Associate Professor of Mathematics and Statistics, BS Kutztown University; MS, PhD Lehigh University

**Waheeda Lillevik**, Associate Professor of Management, BCom McMaster University; MBA University of Windsor; PhD McMaster University

**Claire Lindberg**, Professor of Nursing, BSN State University of New York; MS, PhD Rutgers University

**Forrest E. Link**, Librarian I/Associate Professor in the Library, BA, MA, MLS Rutgers University

**Solange Lopes-Murphy**, Associate Professor of Special Education, Language and Literacy, BA Faculdade Ibero-Americana de Ciencias Hu San Paolo, Brazil; MA Radford University, Radford, VA; PhD Virginia Polytechnic Institute & State University

**Emilie J. Lounsberry**, Associate Professor of Journalism and Professional Writing, BA Temple University; MS Columbia University

**Donald Lovett**, Professor of Biology, BS University of Montana; MS University of Michigan; PhD University of Southwestern Louisiana

**Miriam Lowi**, Professor of Political Science, BA McGill University; MA, PhD Princeton University

**Elizabeth Mackie**, Professor of Art and Art History, AS Salisbury State College; BA University of Maryland; MFA University of Maryland

**Lauren Madden**, Associate Professor of Elementary/Early Childhood Education, BA University of New Hampshire; MS University of South Carolina; PhD North Carolina State University

**Nathan Magee**, Professor of Physics, BA Carleton College; PhD Pennsylvania State University

**Steffen Marcus**, Assistant Professor of Mathematics and Statistics, B. Arts Sc. McMaster University; MS; PhD Brown University



**Michael P. Marino**, Associate Professor of History, BA Pace University; MA SUNY at Stony Brook; AM, MPhil PhD Teachers College, Columbia University

**Margaret Martinetti**, Associate Professor of Psychology, BA The College of New Jersey; PhD Temple University

**Nicholas Nesh**, Professor of Physics, BSc University of Belgrade; PhD Florida State University

**Linda Mayger**, Associate Professor of Educational Administration and Secondary Education, MA University of Phoenix and EdD Lehigh University

**Herbert B. Mayo**, Professor of Finance, BA University of North Carolina, Chapel Hill; PhD Rutgers University

**Nicholas McBride**, Assistant Professor of Music, BM Westminster Choir College of Rider University; MM Northwestern University; EdD Teachers College, Columbia University.

**David Mazeika**, Assistant Professor of Criminology, BA Rowan University, MA and PhD University of Maryland, College Park.

**John A. McCarty**, Associate Professor of Marketing & Interdisciplinary Business, BA Vanderbilt University; MA University of Chicago; MA, PhD University of Illinois at Urbana-Champaign

**Suzanne McCotter**, Dean, School of Education and Professor of Educational Administration and Secondary Education, BA, MLS, Rutgers University, PhD University of Georgia

**David McGee**, Professor of Physics, BS, MS Temple University; PhD Bryn Mawr College

**Robert McGreevey**, Professor of History; BA Swarthmore College, PhD Brandeis University

**Robert McMahan**, Professor of Music, BM, MM, DMA Peabody Institute of Johns Hopkins University; MA St. John's College

**Mindi McMann**, Associate Professor of English, BA University of Nebraska-Lincoln, MA University of Kansas, PhD University of California, Davis

**Emily Meixner**, Associate Professor of English, BA Loras College; PhD University of Wisconsin-Madison

**Jia Mi**, Librarian I/Associate Professor in the Library, BA Capital Normal University; MLS Rutgers University; MBA/MIS Saint Peter's University

**Jia-Yan Mi**, Associate Professor of English and World Languages and Culture, BA, Sichuan Foreign Studies University; MA Peking University; PhD The Chinese University of Hong Kong; PhD University of California at Davis

**Kevin H. Michels**, Assistant Professor of Business Law & Ethics, BA Political Science and History, Rutgers University; JD Rutgers Law School

**Gerald J. Miller**, Professor of Accounting & Information Systems, BS Canisius College; MBA Murray State University; PhD University of Kentucky; CPA (inactive), CGFM

**Donka Mirtcheva**, Associate Professor of Economics, BA American University in Bulgaria; MA, PhD University of Illinois at Chicago

**Matthew Mizuhara**, Assistant Professor of Mathematics, BS Bucknell University; PhD Pennsylvania State University

**Susanna Monseau**, Associate Professor of Marketing & Interdisciplinary Business, LLB University of Exeter, Exeter, UK; LSF College of Law, Guildford, UK

**Regina C. Morin**, Professor of World Languages and Cultures, BA University of Maryland; MA Middlebury College; PhD Georgetown University

**Janet A. Morrison**, Professor of Biology, BA Oberlin College; PhD State University of New York at Stony Brook

**Christopher G. Murphy**, Associate Provost for Curriculum and Liberal Learning and Professor of Biology, AS Lewis and Clark Community College; BS University of Illinois; PhD Cornell University

**David Murray**, Librarian II/Assistant Professor in the Library, BA University of Pittsburgh, MA University of New Mexico, MLIS Drexel University

**Teresa Nakra**, Associate Professor of Interactive Multi Media, BA Harvard University; MS, PhD Massachusetts Institute of Technology

**Michele Naples**, Professor of Economics, AB Princeton University; PhD University of Massachusetts-Amherst

**Sharon E. Navard**, Assistant Professor of Mathematics and Statistics, BS, MS, PhD University of Southwestern Louisiana

**Sudhir Nayak**, Professor of Biology, BA University of Delaware; PhD University of Pennsylvania

**Joao S. Neves**, Professor of Management, BS, MS Portuguese Catholic University; PhD Wharton School, University of Pennsylvania

**Ahn-Tuan Nguyen**, Associate Professor of Physics, BS, PhD University of California at Berkeley

**Anne-Marie Nicolosi**, Professor of Women, Gender and Sexuality Studies, BA Trenton State College; PhD Rutgers University

**Amanda Norvell**, Professor of Biology, BS University of Massachusetts; PhD University of Pennsylvania

**Hossein Nouri**, Professor of Accounting & Information Systems, BS, MS University Complex of Public and Business Administration; PhD Temple University

**Steve O'Brien**, Professor of Technological Studies, BS Western Washington University; ME, PhD Cornell University

**Oscar (Romulo) Ochoa**, Professor of Physics, BS Universidad Catolica del Peru; MS, PhD Catholic University of America

**Michael Ochs**, Professor of Mathematics & Statistics, BA Haverford College; AM Harvard University; PhD Brandeis University

**Marcia L. O'Connell**, Professor of Biology, BS College of William and Mary; PhD State University of New York at Stony Brook

**Abby O'Connor**, Associate Professor of Chemistry, BS Lafayette College; PhD University of North Carolina-Chapel Hill

**Trevor O'Grady**, Assistant Professor of Economics, BA Rutgers University, MA UC Santa Barbara, PhD UC Santa Barbara

**Holly Ogren**, Assistant Professor of World Languages and Cultures, BA Earlham College; MA, PhD University of Texas

**John T. Oliver**, Librarian I/Associate Professor in the Library, BA The College of New Jersey; MLIS Rutgers The State University of New Jersey; MA Teachers College, Columbia University

**Christa L. Olson**, Executive Director of Global Engagement, BA Washington State University; PhD Stanford

**Adaurennaya Onyewuenyi**, Assistant Professor of Psychology, BS University of California, Davis, MEd, University of Washington, Seattle, PhD, University of Washington, Seattle

**Lisa Ortiz-Vilarelle**, Professor of English, PhD Wayne State University

**Jeffrey M. Osborn**, Dean, School of Science, and Professor of Biology, BS, MS Texas State University—San Marcos; PhD Ohio State University

**Augustin Otero**, Associate Professor of World Languages and Cultures, BA Universidad de Santiago de Compostela; MA Villanova University; PhD Temple University

**Cynthia J. Paces**, Professor of History, BA University of Richmond; MA, PhD Columbia University

**Manish Paliwal**, Professor of Mechanical Engineering, BE JNV University, India; MT Indian Institute of Technology, India; PhD Southern Illinois University at Carbondale

**Jennifer Palmgren**, Assistant Provost, Academic Affairs, BA College of the Holy Cross; MA, PhD University of Kansas

**Chyuan-An Pan**, Associate Professor of Elementary and Early Childhood Education, BA National Kaohsiung Normal University; MA, PhD University of Illinois

**Nadya Pancsofar**, Associate Professor of Special Education, Language, and Literacy, BA Vassar College; MA, PhD University of North Carolina at Chapel Hill

**Dimitris Papamichail**, Associate Professor of Computer Science, BS University of Patras, Greece; MS University of Arizona; PhD Stony Brook University

**Aigli Papantonopoulou**, Professor of Mathematics and Statistics, BA Barnard College, Columbia University; MA, PhD University of California at Berkeley



**Thomas M. Patrick**, Professor of Finance, BA Syracuse University; MA, PhD University of Kentucky

**Taras Pavlovsky**, Dean of the Library, BS, MA Rutgers University; MSLS Columbia University

**Larry Pearlstein**, Associate Professor of Electrical and Computer Engineering, BS Drexel University; MS, PhD Princeton University

**Kim Pearson**, Associate Professor of Journalism and Professional Writing, AB Princeton University; MA New York University

**Keith Pecor**, Professor of Biology, BS University of Memphis; MS University of Michigan; PhD University of Michigan

**Anne J. Peel**, Associate Professor of Special Education Language and Literacy, BA Vassar College; MA University of Pennsylvania; EdD Rutgers University

**Nina Peel**, Associate Professor of Biology, BA MSci University of Glasgow, UK; PhD University of Cambridge, UK

**Tracy Perron**, Assistant Professor of Nursing, BSN, MSN Kean University; PhD Rutgers University

**Jerry G. Petroff**, Professor of Special Education, Language and Literacy, BS, MEd Trenton State College; PhD Temple University

**Ariane Pfenninger**, Associate Professor of World Languages and Cultures, BA University of Berne (Switzerland); Magistere, Université de Paris IV–Sorbonne; MA, PhD University of Cincinnati

**John Pollock**, Professor of Communication Studies, BA Swarthmore College; MPA Syracuse University; PhD Stanford University

**Brian Potter**, Associate Professor of Political Science, BA University of California Santa Barbara; MA, PhD University of California Los Angeles

**David Prensky**, Associate Professor of Management, BA University of Pennsylvania; MA Indiana University; PhD University of Chicago

**Consuelo Preti**, Professor of Philosophy, Religion & Classics, BA George Washington University; PhD The City University of New York

**Sarah Monisha Pulimood**, Professor of Computer Science, BCS University of Pune; MS, PhD Tulane University

**Shridevi Rao**, Professor of Special Education, Language, and Literacy, BA, BE Calcutta University; MS, PhD Syracuse University

**Nicholas Ratamess, Jr.**, Professor of Health and Exercise Science, BS, MS Bloomsburg University; PhD University of Connecticut

**David Reimer**, Associate Professor of Mathematics and Statistics, BA Colgate University; PhD Rutgers University

**Howard Reinert**, Professor of Biology, BS Pennsylvania State University; MS Clarion University; PhD Lehigh University

**Lee Ann Riccardi**, Professor of Art and Art History, BA, MA Ohio State University; PhD Boston University

**Alan J. (AJ) Richards**, Assistant Professor of Physics, BS The College of New Jersey; MS, PhD Rutgers University

**Lina Richardsson**, Assistant Professor of Elementary and Early Childhood Education, BA The University of Arizona; MS The University of Pennsylvania and PhD Temple University

**Melinda Roberts**, Professor of Philosophy, Religion & Classics, AB Vassar College; PhD Five-College PhD Program, Amherst, MA; JD University of Texas School of Law

**Nelson Rodriguez**, Associate Professor of Women, Gender and Sexuality Studies, BA University of Miami; PhD Pennsylvania State University

**Stuart Roe**, Associate Professor of Counselor Education, BA Lycoming College; MEd, PhD Pennsylvania State University

**Catherine Rosemurgy**, Professor of English, BA Macalester College; MFA University of Alabama

**Adriana Rosman-Askot**, Associate Professor of World Languages and Cultures, BS, MA Temple University; MA, PhD Princeton University

**Jess Row**, Associate Professor of English, BA Yale University; MFA University of Michigan

**Margaret Ruddy**, Assistant Professor of Psychology, BA Wellesley College; MEd Montclair State College; PhD Princeton University

**John Ruscio**, Professor of Psychology, BA University of Massachusetts; MA, PhD Brandeis University

**Susan Ryan**, Associate Professor of Communication Studies, BA University of Massachusetts; MA, PhD New York University

**Subarna K. Samanta**, Professor of Economics, BA, MA University of Burdwan; MA, PhD Southern Methodist University

**Andrea Salgian**, Professor of Computer Science, BS Babes-Bolyai University; MS, PhD University of Rochester

**Philip F. Sanders**, Associate Professor of Art & Art History, BFA Guilford College; MA New York University

**Brenda Seals**, Associate Professor of Public Health, MPH Emory University, PhD University of Iowa

**Antonino M. Scarpatti**, Assistant Dean, School of Nursing and Health Sciences, BA Rutgers College; MSW Rutgers University

**Jill Schwarz**, Associate Professor of Counselor Education, BS, MA The College of New Jersey; PhD Montclair State University

**Colleen Sears**, Associate Professor of Music, BM The College of New Jersey; MA Eastman School of Music, University of Rochester; EdD, Teachers College, Columbia University

**Stephanie Sen**, Professor of Chemistry, BA Bryn Mawr College; PhD State University of New York-Stony Brook

**Bijan Sepahpour**, Professor of Mechanical Engineering, BS Trenton State College; MSME New Jersey Institute of Technology; DOE New Jersey Institute of Technology; Registered Professional Engineer, Delaware

**Atsuko Seto**, Associate Professor of Counselor Education, BA, MA Chadron State College; PhD University of Wyoming

**Bethany Sewell**, Librarian I/Associate Professor in the Library, BA University of Northern Colorado; MLIS Indiana University Bloomington

**Abdus Shahid**, Professor of Accounting & Information Systems, B Commerce, M Commerce, University of Dhaka; MBA Indiana University; PhD Temple University

**Miriam Shakow**, Associate Professor of Sociology & Anthropology, BA Swarthmore College; PhD Harvard University

**Qin Shao**, Professor of History, BA Anhui Normal University; MA East China Normal University; PhD Michigan State University

**Nathaniel Sharadin**, Assistant Professor of Philosophy, Religion & Classics, BA University of Pittsburgh, MA, University of Wisconsin and University of North Carolina at Chapel Hill, PhD, University of North Carolina at Chapel Hill

**Donna Shaw-Bielski**, Professor of Journalism and Professional Writing, MS Columbia University

**Dennis Shevlin**, Associate Professor of Biology, BS Bates College; PhD University of California at Berkeley

**Ching-Tai Shih**, Assistant Professor of Mechanical Engineering, BS Cheng Kung University, Taiwan; MS, PhD University of Texas, Arlington

**Steven Singer**, Associate Professor of Special Education Language and Literacy, BS Indiana University of Pennsylvania; MSSE National Technical Institute for the Deaf Rochester Institute of Technology; CAS and PhD Syracuse University

**Lynn Smith**, Assistant Professor of Special Education, Language, and Literacy, BS New York University; MEd Smith College; PhD City University of New York

**Rachel B. Snider**, Assistant Professor of Mathematics, BS, MS, PhD University of Michigan

**Nonna Sorokina**, Assistant Professor of Finance, Diploma Donetsk State University, MBA Cleveland State University, Ph.D. Kent State University

**Aimee Stahl**, Assistant Professor of Psychology, BA University of Delaware; MA, PhD John Hopkins University

**Felicia Jean Steele**, Assistant Professor of English, BA University of New Mexico; MA, PhD University of Texas at Austin

**Glenn Steinberg**, Professor of English, BAS Southern Illinois University; MA, PhD Indiana University



**Martha H. Stella**, Assistant Dean, School of Engineering, BS Rider College; PhD Rutgers University and University of Medicine and Dentistry of New Jersey

**Ting Sun**, Assistant Professor of Accounting and Information Systems, BS Southwestern University of Finance and Economics (China); PhD Rutgers University, PhD Southwestern University of Finance and Economics

**Linghui (Lynn) Tang**, Professor of Economics, BA Peking University; PhD Syracuse University

**Michele Tarter**, Professor of English, BA Roanoke College; MA, PhD University of Colorado

**James Taylor**, Professor of Philosophy, Religion & Classics, MA, ML St. Andrews University; MA, PhD Bowling Green University

**Abhishek Tripathi**, Assistant Professor of Accounting, MS University of Nebraska, Ph.D. University of Nebraska

**Leeann Thornton**, Associate Professor of Biology, BS James Madison University; PhD Washington University in St. Louis

**Nicholas Toloudis**, Associate Professor of Political Science, BA John Hopkins University; MA, MPhil, PhD Columbia University

**Yuji Tosaka**, Librarian I/Associate Professor in the Library, BA Osaka University of Foreign Studies; MA University of Tokyo; MA, PhD Ohio State University; MLS Kent State University

**Louis A. Tucci**, Associate Professor of Marketing & Interdisciplinary Business, BBA, MBA, MS, PhD Temple University

**Valerie K. Tucci**, Librarian I/Associate Professor in the Library, BA Carlow College; MLS University of Pittsburgh

**Donald M. Vandegrift**, Professor of Economics, BA College of William and Mary; MA, PhD University of Connecticut

**Liselot van der Heijden**, Professor of Art and History, BFA The Cooper Union; MFA Hunter College

**Suriza van der Sandt**, Associate Professor of Mathematics and Statistics, BEd, MEd, PhD Potchefstroomse University

**David F. Venturo**, Professor of English, AB Rutgers College; PhD Harvard University

**Marchelo Vera**, Assistant Professor of Art, BFA, MFA Rochester Institute of Technology

**Eduardo Villanueva**, Assistant Professor of Art, BFA University of Wisconsin-Milwaukee; MA, MFA University of Wisconsin-Madison

**Jeanine M. Vivona**, Professor of Psychology, BS Union College; MS, PhD University of Massachusetts

**Christopher T. Wagner**, Associate Professor of Biomedical Engineering, BS University of Rochester, PhD Rice University

**Patricia E. Wallace**, Professor of Accounting & Information Systems, BS Shippensburg University; MA Rider College; MS Pennsylvania State University; EdD Temple University

**Chamont Wang**, Professor of Mathematics and Statistics, BS National Taiwan University; MA, PhD Michigan State University

**Yongming Wang**, Librarian I/Associate Professor in the Library, BS Kunming University of Science and Technology; MLS Rutgers University

**Yungfeng (Jennifer) Wang**, Professor of Mechanical Engineering, BS, MS Tian Jin University; ME National University of Singapore; MSE, PhD Johns Hopkins University

**Kathleen Webber**, Associate Professor of Journalism and Professional Writing, BBA Saint Mary's College of Notre Dame; MA New York University

**Xuefeng F. Wei**, Associate Professor of Biomedical Engineering, BE Huazhong University of Science and Technology; MS Zhejiang University; MS Case Western Reserve University; PhD Duke University

**Dara Whalen**, Assistant Professor of Nursing, AAS Orange County College; BSN Dominican College; MS University of North Carolina; PhD Barry University

**Thulsi Wickramasinghe**, Professor of Physics, BSc, MSc University of Peradeniya; MS, PhD University of Pennsylvania

**Jane Wong**, Dean, School of Humanities and Social Sciences and Professor of Psychology, BA Loyola University; MA, PhD Northern Illinois University

**Jean Wong**, Associate Professor of Special Education, Language, and Literacy, BA Connecticut College; MA, PhD University of California at Los Angeles

**Kortnay Woods**, Executive Director of Grants and Sponsored Research, BA Bates College, PhD Walden University

**Shawn Wiley**, Associate Professor of Psychology, BA Sarah Lawrence College; PhD CUNY

**Piper Williams**, Associate Professor of English, BA Spelman College; MA Rutgers University; PhD Rutgers University

**Melkamu Woldemariam**, Assistant Professor of Biology, BS, MS Addis Ababa University; PhD Friedrich-Schiller University

**Mark Woodford**, Professor of Counselor Education, BA, MEd College of William and Mary; PhD University of Virginia

**Gary Woodward**, Professor of Communication Studies, BA, MA California State University at Sacramento; PhD University of Pittsburgh

**Simona Wright**, Professor of World Languages and Cultures, Laureat, Ca'Foscari University, (Venice, Italy); PhD, Rutgers University.

**Yiqiang Wu**, Professor of Special Education, Language and Literacy, BA Hunan Teachers' University; MA, PhD Texas A&M University

**Matthew Wund**, Associate Professor of Biology, BS The College of New Jersey; MS PhD University of Michigan

**Chang Karen Yan**, Professor of Mechanical Engineering, BS University of Science and Technology of China, China; MS, PhD Drexel University

**Sejong Yoon**, Assistant Professor of Computer Science, BE, MS Sogang University, South Korea; PhD Rutgers University

**Qifu Zheng**, Associate Professor of Mathematics and Statistics, BS, MS Wuhan University; MS, PhD University of Vermont

**Melissa Zrada**, Assistant Professor of Integrative STEM Education, BS The College of New Jersey; MS, PhD Columbia University



**Emeriti Faculty****Stanley A. Aagaard II**, Chemistry**Thomas H. Adams**, Elementary Education**Seymour Adler**, Chemistry**Charlene Aldefer**, Counselor Education**Wayne Allen**, History**John Allison**, Chemistry**Robert Anderson**, Sociology**Norman Asper**, Engineering**George M. Balog**, Music**Patricia Baney**, English**Gerald W. Barnes**, Philosophy and Religion**Robert Bartoletti**, Education**Patricia A. Beaber**, Library**Bernard Bearer**, English**William Behre**, Education**Donald Benedetti**, Music**Joanne Billmers**, Chemistry**Mary Biggs**, English**Robert Bittner**, Engineering**Susan Blair-Larson**, Special Education, Language, and Literacy**Paola Belloch**, Modern Languages**Amelia E. Blyden**, Special Education**David E. Boliver**, Mathematics and Statistics**Susan Boughn**, Nursing**Selma K. Brandow**, Sociology and Anthropology**James Brazell**, English**Nancy Breland**, Psychology**Geraldine J. Bresler**, Library**James Bricker**, Biology**Edward F. Brink**, Health and Physical Education**Wendell Brooks**, Art and Art History**Clayton R. Brower**, President Emeritus**Eileen Burke**, Language and Communication Sciences**Linda Burroughs**, Elementary and Early Childhood Education**Patricia Butcher**, Library**Roosevelt Butler**, Management**Marion Cavallaro**, Counselor Education**Roger D. Chaffin**, Psychology**Dan Chandler**, Health and Exercise Science**Shou Chang**, Mechanical Engineering**Catherine B. Cheng**, Library**Tao Cheng**, Political Science**Aristomen Chilakos**, Health and Exercise Science**Roy Clouser**, Philosophy and Religion**Joyce Cochrane**, Health and Exercise Science**Alan Cohen**, Special Education, Language, and Literacy**Eugene Cohen**, Education**Elsie M. Collins**, Education**Roseann Conway**, Nursing**Phyllis Cooper**, Health and Physical Education**Eugene N. Copeland**, Music**Christina Craig-Kumnick**, Art**Daniel Crofts**, History**Norman E. Cromack**, Mathematics**Paul Cruser**, English**Wade Curry**, Dean Emeritus of Arts and Sciences**Alexander Czeto**, Electrical and Computer Engineering**William DeMeritt**, English**Lahna Diskin**, English**Patricia Duffy**, Business**Leon J. Durkin**, Education**Ralph Edelbach**, Technology Studies**Walter Ehrenpreis**, Mathematics**Harold Eickhoff**, President Emeritus**John Frank Erath**, English**John T. Ervin**, Music**Anthony Evangelisto**, Educational Administration and Secondary Education**Nelson Evans**, Library**Raymond F. Fangboner**, Biology**Richard Farber**, Educational Administration and Secondary Education**Clarice Feinman**, Law and Justice**Charles Fenwick**, Criminology**Keith Finkral**, Technological Studies**Shirley Fisher**, Health and Exercise Science**Joseph Flynn**, Mechanical Engineering**Hugh Ford**, English**Harlene F. Galen**, Elementary and Early Childhood Education**Neil A. Gaston**, Business**Franz G. Geierhaas**, Psychology**Richard A. Gellman**, Education**R. Barbara Gitenstein**, President Emerita**Jerome Goodkin**, Chemistry**Joseph Gorczynski**, Psychology**Anne V. Gormly**, Psychology**Robert Guarino**, Music**Siegfried Haenisch**, Mathematics and Statistics**Francis Hannold**, English**Elizabeth C. Hager**, Biology**Ruth Hall**, Psychology**Anthony W. Hantjis**, Dean Emeritus of Business**Barbara J. Harned**, Elementary and Early Childhood Education**Lee Harrod**, English**Lovena Haumann**, Nursing**Norman Heap**, Communication and Theatre**Otto A. Heck**, Biology**Hilda Hernandez**, Modern Languages**Harry Hess**, Mechanical Engineering**Gail A. Hilbert McAllister**, Nursing**Charles Hill**, Health and Exercise Science**Lewis Hofmann**, Management, Marketing, and Interdisciplinary Business**Harold Hogstrom**, Communication and Theatre**David Holmes**, Mathematics and Statistics**Timothy Hornberger**, Elementary and Early Childhood Education



**Andrew Hornyak**, Special Education, Language, and Literacy

**Karen Howe**, Psychology

**John Hutchinson**, Technological Studies

**Michael Iannone**, Mathematics and Statistics

**Jack Irwin**, Mathematics and Statistics

**Pauline Jenson**, Language and Communication Sciences

**Gwendolyn Jones**, Education

**William O. Jones**, Speech Pathology and Audiology

**John Karsnitz**, Technological Studies

**Elhannan L. Keller**, Chemistry

**Regina Kenen**, Sociology and Anthropology

**Sarah Kern**, Education

**Janice Kisthardt**, Library

**William Klug**, Biology

**Stuart Koch**, Political Science

**N. Franklin Kolp**, Physics

**Jean Konzal**, Elementary and Early Childhood Education

**Carole Krauthamer**, Psychology

**John Kruppa**, Technological Studies

**Charles Kumnick**, Art

**Allan K. Lazarus**, History

**Martin Le Beau**, Music

**Boo Sang Lee**, Mathematics and Statistics

**Linda Lengyel**, Criminology and Justice Studies

**Milton I. Levin**, English

**David Letcher**, Economics

**Claire Lindberg**, Nursing

**Chao-Nan Liu**, Economics

**James P. Liu**, Business

**Xinru Liu**, History

**Esther Lopez**, Modern Languages

**James Mahoney**, English

**James W. Mahoney**, Library

**Kathleen Malley**, Health and Exercise Science

**Lawrence Marcus**, Education

**Richard McCorkle**, Health and Exercise Science

**Jack W. McCullough**, Communication and Theatre

**David B. McGrail**, English

**Roger McKinney**, Music

**Jane Ann McLaughlin**, Mathematics and Statistics

**Robert Mehlman**, English

**Michael Mendoza**, Music

**Bruce Mericle**, Nursing

**Carolyn Metz**, Sociology and Anthropology

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**Susan Mitchell**, Nursing

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**Thomas J. Murray**, English

**James Nichols**, Industrial Arts

**Michael Nittoli**, Criminal Justice

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**Barry Novick**, English

**William Nyman**, Art and Art History

**Audrey O'Brien**, Speech Pathology, Audiology, and Education of the Hearing Impaired

**Priscilla O'Connor**, Nursing

**Sylvia T. O'Neill**, Psychology

**Frederick Oshel**, Health and Exercise Science

**Jere D. Paddack**, Counseling and Personnel Services

**Robert Parrish**, Music

**Suzanne Pasch**, Dean Emeritus of Education

**Martin W. Paulsson**, History

**George J. Pawlikowski**, Mathematics and Statistics

**Alfred Pelham**, Marketing

**Georgiana Peterson**, Music

**Raymond Pfeiffer**, Physics

**W. Daniel Phillips**, Psychology

**Jennie Prant**, Business

**Fred T. Pregger**, Physics

**Alfred Quinton**, Marketing

**Roger L. Rada**, Health and Physical Education

**Mary Lou Ramsey**, Counselor Education

**Harris C. Rawicz**, Engineering

**Leslie Rice**, Nursing

**Alois Riederer**, Electrical and Computer Engineering

**Bruce Rigby**, Art

**Howard Robboy**, Sociology and Anthropology

**James B. Robinson**, Business

**Edward G. Rockel**, Biology

**Francis A. Romano Jr.**, Media Communications Science

**Kathleen Rotter**, Special Education, Language, and Literacy

**Arno M. Safran**, Music

**Teresa San Pedro**, World Languages and Cultures

**Edward Sarafino**, Psychology

**George H. Saxton**, Psychology

**Ellen M. Seradarian**, World Languages and Cultures

**Joseph G. Shannon**, Art

**Morton Shenker**, Business

**Ann Shenkle**, Special Education

**Richard C. Shepherd**, Language and Communication Sciences

**Barbara J. Shiarappa**, Accounting

**Wei Tun Shih**, Engineering

**Anntarie Sims**, Communication Studies

**Jean Slobodzian**, Education

**David F. Smith**, Elementary and Early Childhood Education

**Eileen Smith**, Chemistry

**Joseph M. Smith**, Educational Administration and Secondary Education

**Robert C. Smith**, Religion and Philosophy

**David Smits**, History

**Kathryne Speaker**, Special Education, Language, and Literacy

**Francis G. Spera**, Elementary and Early Childhood Education

**Aura E. Star**, Biology

**Arthur M. Steinman**, Psychology

**Marianna Sullivan**, Political Science



**Bruce Stout**, *Criminology*

**Philip A. Tate**, *Music*

**Marcia Taylor**, *Art and Art History*

**Deborah Thompson**, *Elementary and Early Childhood Education*

**Robert G. Thrower**, *Dean Emeritus of Engineering*

**Kenneth G. Tillman**, *Health and Physical Education*

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**Henry Wang**, *Psychology*

**Lynn Waterhouse**, *English*

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**Robert Weber**, *Technology Education*

**William H. Wegner**, *Communications*

**Phyllis Weisberg**, *Special Education*

**Dent Williamson**, *Music*

**Peter A. Winkel**, *Modern Languages*

**Peter Wood**, *English*

**Edythe P. Woodruff**, *Mathematics and Statistics*

**Roland Worthington**, *Education*

**R. Donald Wright**, *Educational Administration and Secondary Education*

**Gloria Wuhl**, *Psychology*



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## Directions to the Campus

### From I-80

Take I-80 East to the U.S. 206/Route 183 exit. Keep right at the fork in the ramp. Merge onto U.S. 206. Take the I-287 South ramp toward Somerville (I-78)/Princeton. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. See directions below from \*Continue on U.S. 202 South.

### From the New York State Thruway

Take the New York State Thruway/I-87 South. Take the I-287 South/Route 17 South exit. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. \*Continue on U.S. 202 South. At the Flemington Circle, continue on U.S. 202/31 South. Exit U.S. 202/31 onto Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-95, left at the fourth traffic light).

### From I-95 South (Delaware/Philadelphia International Airport)

Using I-95 North, continue into Pennsylvania, through Philadelphia. Continue on I-95 North into New Jersey. Take exit 4 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

### From Route 78 (Easton, PA and the West)

Take Route 78 East into New Jersey. Continue to exit 17 (Route 31 South/Flemington and Trenton). Continue south on Route 31 into the Flemington Circle. Take Route 202/31 South. Exit at Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-95, left at the fourth traffic light).

### From the Pennsylvania Turnpike (Pittsburgh, PA and Ohio)

Take the Pennsylvania Turnpike/I-276 East to the Philadelphia/U.S. 1 exit. Keep left at the fork in the ramp. Merge onto U.S. 1 North Lincoln Highway. Stay straight to go onto U.S. 1 North. Take the I-95 North exit toward Trenton. Merge onto Delaware Expressway/I-95 North. Proceed into New Jersey. Take exit 4 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

### From Long Island

Take the Verrazano Bridge to Staten Island. Stay on 278 West to Goethals Bridge. After crossing the bridge, take first exit for 95 South (NJ Turnpike). Follow directions from New Jersey Turnpike.

### From the New Jersey Turnpike (Newark International Airport and North)

Using the New Jersey Turnpike, travel south to exit 7A, Trenton and Shore Points. Follow signs toward Trenton onto I-195 West. Follow signs marked 295 Princeton/Camden. Exit at "I-295 North/Route 1/95 South/Princeton." Continue on I-295 North (becomes I-95 South) to exit 4. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

### From the Atlantic City Expressway

Take the Atlantic City Expressway West (toward PA). The expressway ends at Route 42. Follow Route 42 North to I-295 North. Continue on I-295 North (becomes I-95 South) to exit 4. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

### From the College entrance

Make a right onto the main access loop around campus. The information booth is on the left in front of Paul Loser Hall.

### Railroad

From the Trenton AMTRAK station, take the NJ Transit Mercer "601 The College of New Jersey" bus directly to campus.

