

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-

demically 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.

Summer I

	6 cr.
EDUC 501/Exploring Teaching	3
EPSY 523/Psychology of Learning	3

Fall I

	12 cr.
HPEM 694/Internship I	3
RDLG 579/Content Area Literacy	3
HPEM 554/Curriculum and Program Construction in HPE	3
HPEM 590/Methods of Elementary and Secondary HPE	3

Spring I

	11 cr.
EDUC 614/Creating and Sustaining Classroom Communities	3
HPEM 695/Internship II (Student Teaching)	6
HPEM 698/Seminar in HPE	2
EDUC 615/Capstone Experience: The Teaching Professional	0

Summer II

	6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships	3
HPEM 653/Problems and Issues in HPE	3
HPEM 700/Comprehensive Examination	0

Special Education Specialization (SPEC_MAT01)

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: <https://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:

Senior Year of Undergraduate Program	6 cr.
DFHH 530/Speech Development in Deaf	
DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals	
Summer and Following Year	27 cr.
EDUC 513/Collaboration, Consultation, and Partnerships	
EDUC 614/Creating and Sustaining Classroom Communities	
ELEM 520/Multicultural Social Studies (2 credits)	
RDLG 579/Reading in the Content Areas	
and	
An approved course in English as a Second Language	6 cr.
*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> <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
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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 Supervisor Certificate should be aware that the curriculum is designed to comply with the State of New Jersey's Administrative Code. Consequently, the School of Education may have to alter graduation and/or certificate requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

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
- ESLM 588/ Internship
- *ESLM 688/Student Teaching

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

*ESLM 588 *Internship and 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: 6 cr.

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

Foundations and Multicultural Education: 3 cr.

EDFN 520/Social Problems and Education

Specialization: 18 cr.

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

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

Elective Option I (Complex Disabilities)

SPED 648/Positive Behavioral Supports for Extreme Behavior
SPED 647/Communication Development for Students with Significant Disabilities

Elective Option II (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/VI

Elective Option IV (Behavior)

SPED 648/Positive Behavioral Supports for Extreme Behavior
SPED 655/Advanced Topics: Social and Cultural Constructions of Behavior

Comprehensive Examination: SPED 700

Option II—Certified in Other Area (SPEC_MED02)

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

Admission Requirements:

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

Graduation Requirements:

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

Required Courses:

Research: 3 cr.

SPED 664/Research in Special Education

Specialization: 21 cr.

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

Field Experience: 3 cr.

SPED 617/Graduate Practicum in Special Education

Electives: 6 cr.

Track I-BVI Specialty

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

Track II-Literacy Specialty

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

Track III-Complex Disabilities

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

Track IV-Assessment

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

Track V-Behavior

SPED 648/Positive Behavioral Supports for Extreme Behavior
SPED 655/Advanced Topics: Social and Cultural Constructions of Behavior

Comprehensive Examination: SPED 700

Option III—Master of Education in Special Education with certification as a Teacher of Students who are Blind or have Visual Impairments: (SPEC_MED06)

This 33-credit program culminates in a Master's degree along with certification as a Teacher of Students who are Blind or have Visual Impairments.

Admission Requirements:

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

Graduation Requirements:

33-credit minimum
A grade of B or better in SPED 617/Graduate Practicum

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

Required Courses: 27 cr.

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

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
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(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	1 course unit
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