



THE COLLEGE OF NEW JERSEY
GRADUATE AND
CONTINUING EDUCATION

Graduate Bulletin
Academic Year 2023–2024

Contents

General Information	4
Graduate Academic Calendar.....	4
Degree Programs and Coordinators by Department.....	5
Accelerated Combined Bachelor’s to Master’s Programs and Coordinators by Department	7
Certificate Programs and Coordinators by Department.....	8
Directory of Graduate Services	10
Graduate Opportunities at The College of New Jersey.....	11
Financial Aid.....	13
Tuition and Fees	14
Registration Procedures and Degree Requirements	16
Academic Policies and Procedures.....	22
Academic Services and Support.....	24
Campus Services and Organizations	26
School of Arts and Communication	28
School of Business.....	29
School of Education	31
School of Engineering.....	53
School of Humanities and Social Sciences	55
School of Nursing and Health Sciences.....	59
Interdisciplinary Programs	68
Global Graduate Programs	70
Professional Development.....	76
Faculty and Staff.....	77
Emeriti Faculty	87
Directions to Campus.....	90

(this page intentionally blank)

General Information

President and President's Cabinet

Michael A. Bernstein, *Interim President*

Lisa Angeloni, *Vice President for Enrollment Management*

Sharon Blanton, *Vice President for Operations*

Michael Canavan, *Vice President and General Counsel*

John Donohue, *Vice President of College Advancement*

Heather Fehn, *Chief of Staff and Secretary to the Board of Trustees*

James Felton III, *Vice President for Inclusive Excellence*

Jeffrey M. Osborn, *Provost and Vice President for Academic Affairs*

Rich Schweigert, *Interim Vice President and Treasurer*

Sean Stallings, *Vice President for Student Affairs*

Lynarkah Stephen, *Assoc. Vice President for Human Resources*

TCNJ Board of Trustees

Rebecca A. Ostrov, *Chair*

Carl R. Gibbs, *Vice Chair*

Maria Falca-Dodson

Eleanor V. Horne

Rosie Hymerling

Brian Markison

Allen Silk

Tammy Tibbetts

Madeline Urbish

Treby Williams

Michael A. Bernstein, *Interim President, ex officio without vote*

Noelle Halikman, *Student Representative*

Deans of Schools Offering Graduate Programs

Pamela Barnett, *Dean, School of Arts and Communication*

Tabitha Dell'Angelo, *Interim Dean, School of Education*

Tammy Dieterich, *Interim Dean, School of Business*

Lisa Grimm, *Interim Dean, School of Humanities and Social Sciences*

Carole Kenner, *Dean, School of Nursing and Health Sciences*

Andrea L. Welker, *Dean, School of Engineering*

Graduate and Continuing Education

Suzanne McCotter, *Dean*

Michael Ellard, *Director*

The College of New Jersey is accredited by the Middle States Commission on Higher Education (www.msche.org). The Commission's most recent action on the institution's accreditation status in 2015 was to reaffirm accreditation. The next evaluation visit is scheduled for 2024-2025. MSCHE is an institution accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Programs at the bachelor's and master's level for the preparation of teachers are accredited by CAEP, The Council for the Accreditation of Educator Preparation. (Note: NCATE and TEAC consolidated to become CAEP.) Educator preparation programs are working toward accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP) under its standards with an anticipated Quality Assurance Review in Fall 2023.

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

- Commission on Collegiate Nursing Education

- Council for Accreditation of Counseling and

- Related Educational Programs

- Council for Education of the Deaf

- Council on Education for Public Health (CEPH)

- New Jersey Board of Nursing

- Programs in the School of Business are accredited by

- AACSB—The Association to Advance Collegiate

- Schools of Business

Graduate Academic Calendar

The academic calendar is now housed online at <https://academics.tcnj.edu/academic-calendars/>.

Degree Programs and Coordinators by Department

School of Business

Master of Business Administration

Business Analytics Specialization (BUSN_MBA01)
Strategy, Innovation, and Leadership (BUSN_MBA03)
Stephen Tomkiel – tomkiels@tcnj.edu

School of Education

Department of Educational Administration and Secondary Education

Master of Education in Educational Leadership

Flexible Option (EDAD_MED01)
Accelerated Option (EDAD_MED03)
Linda Mayger – maygerL@tcnj.edu

Department of Elementary and Early Childhood Education

Master of Education in Early Childhood and Elementary Education

Arti Joshi – ajoshi@tcnj.edu

Department of Special Education, Language and Literacy

Master of Arts in Special Education

SPEC_MAT01
Helene Anthony – anthonyh@tcnj.edu
David Bwire – bwired@tcnj.edu

Master of Education in Special Education

Certified in Special Education (SPEC_MED01)
Certified in Other Area (SPEC_MED02)
MEd with Cert. as Teacher of the Blind/VI
(SPEC_MED06)
Helene Anthony – anthonyh@tcnj.edu
David Bwire – bwired@tcnj.edu

Master of Education in Teaching

English as a Second Language

ESLA_MED02
Yiqiang Wu – wuyiqiang@tcnj.edu

Regional Training Center Partnership

Master of Education in Educational Leadership – Instruction (RTC)

EDAD_MED05
Alan Amtzis – amtzis@tcnj.edu

Other Education Programs

Master of Arts in Educational Studies

EDUC_MA_01
Linda Mayger – maygerL@tcnj.edu

Department of Counselor Education

Master of Arts in Counselor Education

School Counseling Option (COUN_MA_01)
Kathleen Grant – grant24@tcnj.edu

Clinical Mental Health Counseling (COUN_MA_07)

Atsuko Seto – seto@tcnj.edu

School of Engineering

Master of Education in Integrative STEM Education

STEM_MED01
Manuel Figueroa – figuerom@tcnj.edu

School of Humanities and Social Sciences

Department of English

Master of Arts in English

ENGL_MA_01
Jo Carney – carney@tcnj.edu

Department of Political Science

Master of Public Policy

POLS_MPP01
Daniel Bowen – bowend@tcnj.edu

School of Nursing and Health Sciences

Department of Nursing

Master of Science in Nursing

Adult/Gerontological Primary Care Nurse Practitioner
(NURS_MSN05)
Family Nurse Practitioner Option (NURS_MSN01)
Family Nurse Practitioner for Certified Nurse
Practitioners Option (NURS_MSN02)
Neonatal Nurse Practitioner Option (NURS_MSN03)
School Nurse Option (NURS_MSN15)
Judy Harkins – harkinsj@tcnj.edu

Department of Public Health

Master of Public Health

PBHL_MPH01

Epidemiology and Health Analytics Option

Global Health Option

Health Communication Option

Sylvia Twersky – twerskys@tcnj.edu

Interdisciplinary Programs

Master of Business Administration/

Master of Public Health

BUSN_MBA01, PBHL_2DG01

Stephen Tomkiel – tomkiels@tcnj.edu

Sylvia Twersky – twerskys@tcnj.edu

Global Graduate Programs

Primary Contact for Global Graduate Programs:

Off-Site Graduate Programs – osgp@tcnj.edu

Master of Education in

Elementary or Secondary Education

ELEC_MED03, SECE_MED01

Stuart Carroll – szcarrol@tcnj.edu

Master of Education in Teaching

English as a Second Language

ESLA_MED01

Yiqiang Wu – wuyiqiang@tcnj.edu

Global Master's Program in

Educational Leadership – Educational Studies

EDUC_MA_01 with EDAD_CER01 and EDAD_SCT01

Linda Mayger – maygerL@tcnj.edu

Accelerated Combined Bachelor's to Master's Programs and Coordinators by Department

These programs are only available to TCNJ students who begin at the undergraduate level.

School of Education

Department of Educational Administration and Secondary Education

Urban Secondary Education, BA or BS/MAT

USED_MAT01

Marissa Bellino (Interim) – bellinom@tcnj.edu

Department of Elementary and Early Childhood Education

Early Childhood/Urban Education and Elementary/Urban Education, BS/MAT

ELEU_MAT01

Shamaine Bertrand, bertrans@tcnj.edu

Greer Burroughs, burrougg@tcnj.edu

Department of Special Education, Language and Literacy

Early Childhood/Special Education, BS/MAT

ECSE_MAT01

Jody Eberly, jeberly@tcnj.edu

Nadya Pancsofar, pancsofa@tcnj.edu

Education of the Deaf and Hard of Hearing/Elementary Education, BS/MAT

DHHA_MAT01

Melanie Phillips

mphillip@tcnj.edu

Special Education/Elementary Education, BS/MAT

SPEC_MAT02

Helene Anthony – anthonyh@tcnj.edu

Secondary Special Education, BA or BS/MAT

SESP_MAT01

Anne Peel – peela@tcnj.edu

School of Humanities and Social Sciences

Department of English

English, BA/MA

ENGL_MA_01

Jo Carney – carney@tcnj.edu

Department of Political Science

Public Policy, BA/MPP

POLS_MPP01

Daniel Bowen – bowend@tcnj.edu

School of Nursing and Health Sciences

Department of Public Health

Public Health, BA or BS/MPH

PBHL_MPH01

Epidemiology and Health Analytics Option

Global Health Option

Health Communication Option

Sylvia Twersky – twerskys@tcnj.edu

Certificate Programs and Coordinators by Department

School of Arts and Communication

Department of Journalism and Professional Writing *Professional and UX/UI Writing Certificate*

Kim Pearson – kpearson@tcnj.edu

School of Business

Business Analytics Certificate

Strategy, Innovation, and Leadership Certificate

Stephen Tomkiel
tomkiels@tcnj.edu

School of Education

Department of Educational Administration and Secondary Education

Educational Leadership Graduate Certificate

Linda Mayger – maygerL@tcnj.edu

Educational Leadership Post-Master's Certificate

Linda Mayger – maygerL@tcnj.edu

Supervisor Certificate

Linda Mayger – maygerL@tcnj.edu

Teacher Leader Certificate

Linda Mayger – maygerL@tcnj.edu

Department of Elementary and Early Childhood Education

Early Childhood and Elementary Education

Post-Baccalaureate Dual Certification

Arti Joshi – ajoshi@tcnj.edu

Department of Special Education, Language and Literacy

Bilingual Endorsement Certification

Yiqiang Wu – wuyiqiang@tcnj.edu

Teacher of Students with Disabilities

Post-Baccalaureate Certificate

Helene Anthony – anthonyh@tcnj.edu
David Bwire – bwired@tcnj.edu

Teaching English as a Second Language Endorsement Certification

Yiqiang Wu – wuyiqiang@tcnj.edu

Teaching English as a Second Language Initial Certification

Yiqiang Wu – wuyiqiang@tcnj.edu

Regional Training Center Partnership *Brain-Based Teaching Certificate*

Alan Amtzis – amtzis@tcnj.edu

Classroom Climate Certificate

Alan Amtzis – amtzis@tcnj.edu

Differentiated Classroom Certificate

Alan Amtzis – amtzis@tcnj.edu

Other Education Programs

Environmental Sustainability Education Graduate Certificate

Lauren Madden – maddenL@tcnj.edu

Department of Counselor Education

Student Assistant Coordinator

Mark Woodford – woodford@tcnj.edu

School of Engineering

Integrative STEM Methods Graduate Certificate

Manuel Figueroa – figuerom@tcnj.edu

School of Humanities and Social Sciences

Department of African American Studies

Diversity, Equity, Inclusion, and Antiracism

Graduate Certificate

Leigh-Anne Francis – francisL@tcnj.edu

Department of Political Science

Public Policy Graduate Certificate

Daniel Bowen – bowend@tcnj.edu

Department of Women's, Gender, and Sexuality Studies

Gender and Sexuality Graduate Certificate

Marla Jaksch – jakschm@tcnj.edu

School of Nursing and Health Sciences

Department of Kinesiology and Health Sciences

Wellness Coaching Graduate Certificate

Anne Farrell – afarrell@tcnj.edu

Department of Nursing

Nurse Practitioner Post-Master's Certificate

Adult/Gerontological Primary Care Nurse Practitioner Option

Family Nurse Practitioner Option

Family Nurse Practitioner Option for Specialist NPs

Judy Harkins – harkinsj@tcnj.edu

School Nurse Instructional Certificate

Judy Harkins – harkinsj@tcnj.edu

Nurse Educator Certificate

Judy Harkins – harkinsj@tcnj.edu

Department of Public Health

Health Risk and Communication Graduate Certificate

Sylvia Twersky – twerskys@tcnj.edu

Public Health Graduate Certificate

Sylvia Twersky – twerskys@tcnj.edu

Global Graduate Programs

Primary Contact for Global Graduate Programs:

Off-Site Graduate Programs – osgp@tcnj.edu

Bilingual Endorsement Certification

Yiqiang Wu – wuyiqiang@tcnj.edu

Teacher Certificate for International Students: Elementary or Secondary Education

Stuart Carroll – szcarrol@tcnj.edu

Teaching English as a Second Language Certification Program

Yiqiang Wu – wuyiqiang@tcnj.edu

Global Educational Leadership Post-Master's Certificate

Linda Mayger – maygerL@tcnj.edu

Directory of Graduate Services

The Office of Graduate and Continuing Education

Green Hall 202 609.771.2300
<https://graduate.tcnj.edu/> graduate@tcnj.edu

Accessibility Resource Center

Roscoe L. West Hall 202 609.771.3199
<https://arc.tcnj.edu/> arc@tcnj.edu

Athletics

<https://tcnjathletics.com/index.aspx> 609.771.2238

AmIOK, 24/7 Victim Support and Trauma Resources

24/7 Confidential Hotline: 609.270.4524
<https://ciw.tcnj.edu/amiok/> Office: 609.771.2164

Aquatic Center

<https://aquaticcenter.tcnj.edu/> 609.771.3250

Brower Student Center

<https://bsc.tcnj.edu/> 609.771.2331

Career Center

Roscoe L. West Hall 102 609.771.2161
<https://career.tcnj.edu/> career@tcnj.edu

Certification Office

Education Building 106 609.771.2396
<https://certification.tcnj.edu/> certification@tcnj.edu

College Bookstore

Campus Town 609.637.5001
<https://tcnj.bncollege.com/>

Counseling and Prevention Services (CAPS)

Eickhoff Hall 107 609.771.2247
<https://caps.tcnj.edu/> caps@tcnj.edu

Information Desk

Brower Student Center 609.771.2331

Information/General College

<https://tcnj.edu/> 609.771.1855

Instructional Technology Services

Library 4 (Basement) 609.771.2114
<https://its.tcnj.edu/>

Information Technology Help Desk and User Support Services

Green Hall 6 (Basement) 609.771.2660
<https://it.tcnj.edu/> helpdesk@tcnj.edu

Telephone Support Hours

Mon.—Thurs. 7:30am - 9:00pm

Friday 7:30am - 5:00pm

Walk-In Hours

Mon.—Thurs. 7:30am - 5:00pm

Voicemail and Email Contact Available 24/7, answered during business hours

Library, R. Barbara Gitenstein

<https://library.tcnj.edu/> 609.771.2311

Police (Campus)

Admin. Services Building Dispatch: 609.771.2345
<https://campuspolice.tcnj.edu/> Available 24/7
 Admin.: 609.771.2171

Records and Registration

Green Hall 112 609.771.2141
<https://recreg.tcnj.edu/> recreg@tcnj.edu

Recreation Center

<https://recreation.tcnj.edu/facilities/rec-center/>
 609.771.2190

Recreation and Wellness

<https://recreation.tcnj.edu/> 609.771.2223
 recwell@tcnj.edu

Student Accounts

Green Hall 119 609.771.6000
<https://studentaccounts.tcnj.edu/> stuacct@tcnj.edu
 Card Services 609.771.3146
 Parking Services 609.771.3144

Student Financial Assistance

Green Hall 101 609.771.2211
<https://financialaid.tcnj.edu/> osfa@tcnj.edu

Student Health Services

Eickhoff Hall 107 609.771.2889
<https://health.tcnj.edu/> health@tcnj.edu

Student Life

<https://studentlife.tcnj.edu/> 609.771.2466
 studentlife@tcnj.edu

Graduate Opportunities at The College of New Jersey

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

Admission to Graduate Study

Admission Standards

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

Admissions Procedures

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

Application Deadlines

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

Admission Categories

Graduate Degree Program/Matriculation

Most students entering The College of New Jersey at the graduate level are candidates for a master's degree. The institution offers seven degrees: the Master of Arts, Master of Business

Administration, the Master of Education, the Master of Arts in Teaching, the Educational Specialist, Master of Public Health, and the Master of Science in Nursing. Master's programs and program options are outlined throughout the Graduate Bulletin.

Individuals applying for matriculation are expected to hold a bachelor's degree from a regionally accredited institution in the United States or proof of equivalent preparation from a foreign college or university, and are required to provide official transcripts (or document evaluation in the case of foreign schools). Applicants should have a 2.75 cumulative grade point average or a 3.0 in the major at the undergraduate level, although some programs may have a higher requirement; must submit letters of recommendation from individuals who can evaluate their academic performance, relevant work experience, and/or ability to pursue graduate studies; must submit an essay/ statement of professional goals indicating interest in the program and college; must pay the stated application fee; and must provide scores from the general standardized test appropriate to the discipline. Some programs require scores from specialized sections of standardized tests, other evidence of competence to pursue graduate study, or other documentation as detailed by the specific program requirements.

Applicants to Initial Teacher Certification Programs must provide proof of meeting the State of New Jersey Basic Skills Requirement. For test waiver and Basic Skill information, please visit <http://graduate.tcnj.edu/apply/>. Additional materials are required from international students (see "Students from Foreign Countries"). Some programs require interviews or portfolios (see specific program for requirement details). Graduate program candidates are considered and approved for admission by the program admissions committee and endorsed by the Office of Graduate Studies.

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

Non-Matriculation

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

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

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

Status Change from Non-Matriculation to Matriculation

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

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

TCNJ Pre-Entrance Health Requirements

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

Students from Foreign Countries

Students from countries in which English is not the native language must submit the results of the Test of English as a Foreign Language (TOEFL) with the graduate program application. All students who attend a non-U.S. institution must have all of their educational documents translated into English and evaluated on a course-by-course basis by an accredited agency as to the U.S. equivalency of their course work. Course descriptions may be required. For information on other documentation required along with the graduate application, including documents needed for a student visa application, see <http://iss.tcnj.edu/>.

Assistantships

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

Financial Aid

Financial Aid Application Process

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

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

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

Semester Enrollment Requirements for Graduate Students Receiving Financial Aid

Full-time status: 9 or more credit hours

Half-time status: 5 credit hours

Note: the above enrollment requirements pertain to individual summer session enrollment as well.

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

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

Federal Loans

Graduate students are eligible for the unsubsidized Federal Direct Loan Program. The maximum loan limit for most graduate students in a degree program is \$20,500 per academic year. The current interest rate can be found at <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>

Private/Alternative Loans

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

Veteran's Assistance

TCNJ participates in federal and state assistance programs for veterans. Please contact Dionne Hallback, Associate Directors in the Office of Student Financial Assistance at dhallbac@tcnj.edu.

Important Information

Phone: 609-771-2211

Fax: 609-637-5154

Email: osfa@tcnj.edu

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

Location: Green Hall 101

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

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

FAFSA School Code: 002642

Summer School

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

Tuition and Fees

Application Fee

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

Enrollment Deposit

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

Costs per Semester

Costs are charged per credit hour (*2022-2023).

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

	NJ Resident	Out-of-State Resident
Tuition	\$863.63	\$863.63
Graduate Fees	\$78.84	\$78.84
Total Cost Per Semester Hour	\$942.47	\$942.47
Additional Fees		
Card Services Fee	\$10.00 per semester	
Lost ID card Fine	\$10.00	
PrintSense Fees	\$0.05 per page for printing	
Late Graduation Filing Fine	\$35.00	
Bad Check Fine – Insufficient Funds	\$25.00	
Returned ACH Payment – Acct Not Found	\$10.00	
Late Payment Fine for Balances over \$1,000	1.5% of balance or \$25.00, whichever is greater	

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

*Costs reflect 2022-2023 academic year rates and are subject to change at any time. Rates are usually higher during the next academic year. Check with the Office of Student Accounts for current charges after July 15 of each year.

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

Health Insurance Fee

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

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

Special Fees

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

Parking/Vehicle Registration Fee

The fee for the 2023-2024 academic year is \$105 plus New Jersey sales tax. Rates are subject to change each academic year. For more information on current vehicle registration procedures and fees, please visit the Parking Services website, <http://parking.pages.tcnj.edu/>.

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

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

Payment

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

Identification Cards

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

Withdraw or Leave of Absence

Refunds of Tuition and Fees

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

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

1. A student withdrawing from the College on or before the official last day of Add/Drop shall receive a 100 percent refund of applicable tuition and fees* paid.
2. A student reducing their course load in a manner that results in a decrease in billable tuition and applicable fees* on or before the last official day of Add/Drop shall receive a 100 percent refund of the reduced amount. Reductions in load after the last official day of Add/Drop will not result in 100 percent refunds.
3. A student withdrawing from the College after the official end of Add/Drop but before the end of the third week of classes in the fall and spring semesters shall receive a 75 percent refund of applicable tuition and fees* paid.
4. A student withdrawing from the College after the official end of Add/Drop but before the end of the fifth week of classes in the fall and spring semesters shall receive a 50 percent refund of applicable tuition and fees* paid.
5. A student withdrawing from the College after the fifth week of classes shall receive no refund.

6. Summer and Winter withdrawal policies are different. Please consult the College's website at <https://summer.tcnj.edu/course-withdrawal/>.
7. Students receiving federal Title IV financial aid funds must contact the Office of Student Financial Assistance, Green Hall 101, prior to withdrawing.

** Only General Services and Student Center*

Refunds for Students Receiving Federal Title IV Funds

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

For additional information concerning the refund process at TCNJ, we invite you to visit our website at <https://studentaccounts.tcnj.edu/tuition-fees-archive/tuition-fees/tuition-refund-and-repayment/>.

Residency for Tuition Purposes

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

Financial Obligations to the College

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

Registration Procedures and Degree Requirements

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

TCNJ offers students an online registration system. PAWS (Primary Academic Web Services) is a web-based application accessible worldwide at <https://today.tcnj.edu/>.

For assistance or more information, please visit our PAWS tutorials at <https://pawshelp.tcnj.edu/>.

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

Change of Registration

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

Change of Program of Study

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

Graduate Enrollment in Undergraduate Courses

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

Undergraduate Enrollment in Graduate Courses

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

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

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

Double-Counting Graduate Courses

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

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

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

Credit and Grading Guidelines

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

Any grades earned in TCNJ graduate courses that are counted toward a TCNJ undergraduate degree will only be factored into the undergraduate GPA. When these courses are double-counted toward a TCNJ graduate degree, they will be listed as "T" on the graduate transcript, and the grade will not be factored into the graduate GPA.

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

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

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

For more on Undergraduates Enrolling in and Double-Counting Graduate Courses, please see the TCNJ Policy Manual online at <https://policies.tcnj.edu/>.

Summer Session

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

For further information, contact the Office of Records and Registration, Green Hall 112, 609.771.2141.

Release of Transcripts

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

TCNJ Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day that TCNJ receives a request for access. Students should submit to the director of records and registration written requests that identify the record(s) they wish to inspect. The TCNJ official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the TCNJ official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the TCNJ official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including campus police and campus-wellness center persons); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official school committee such as the All-College Academic Integrity Board; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by TCNJ to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, S.W.
 Washington, DC 20202-4605

For further information, students may view the College's student privacy rights (FERPA) website at <https://recreg.tcnj.edu/student-privacy-rights/>.

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

Name
 TCNJ e-mail address
 Campus address
 Hometown (city and state)
 Telephone listing(s)
 Degrees and dates received
 Honors and awards received (including Dean's List)
 Major(s) and minor(s) field of study
 Classification (freshman, sophomore, junior, senior, graduate)
 Date of birth
 Dates of attendance
 Photograph
 Previous educational institution/agency attended
 Weight/height of athlete
 Participation in officially recognized activities and sports
 Enrollment status

To prevent the release of the above-referenced directory information, the student must file the Directory Information Release Form with the Office of Records and Registration each year: <https://recreg.tcnj.edu/student-privacy-rights/>.

Cancellations

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

Degree Requirements

Academic Advisement/Supervision

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

Prerequisites

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

Academic Load

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

Grading System

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

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

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

Incomplete Grades

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

A grade of Incomplete may be awarded during the grading cycle where appropriate but must be removed by the following semester. Incomplete grades granted in May or August must be completed by October 15 of the following fall semester.

Incomplete grades granted in December must be completed by March 15 of the following spring semester. Incomplete grades granted in the summer session must be completed by the end of the fall semester. If these deadlines are not met, the grade automatically becomes an F.

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

Calculation of GPA

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

At the end of each semester, a student can view and print a grade report showing a cumulative grade point average as well as a grade point average for that semester on PAWS.

Transfer of Credit

A maximum of 12 graduate credits may be accepted pending departmental approval. Individual graduate programs may have lower transfer limits due to accreditation or licensing requirements. Transfer courses must be applicable to the student's current program of study, and have been completed at an institutionally accredited graduate institution within the last six years with a grade of B or higher. The Course Authorization Form is available at <https://recreg.tcnj.edu/forms/> and completed forms should be submitted to the Office of Records and Registration in Green Hall 112.

Transfer of Prior Coursework

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

Approval of Future Coursework for Transfer of Credit

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

Course Auditing

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

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

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

Withdrawing from a Course

Students may withdraw from a course up to the end of the ninth week of the fall and spring semesters. The Records and

Registration website documents specific dates for each semester and for summer school.

To withdraw, a student must complete the withdrawal process online via PAWS. Instructions can be found at <https://recreg.tcnj.edu/course-withdrawal/>. Students withdrawing from courses within the withdrawal period will automatically receive a grade of W, which has no effect on the student's grade point average.

It is the student's responsibility to withdraw officially from a course. Failure to withdraw formally may result in failing grades and dismissal. Failure to withdraw from a course during the 100-percent-refund period will result in financial obligations.

Withdrawing from the College

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

Students who withdraw from the College before the midpoint of the semester will be given a grade of WD in all courses. Withdrawal after that will result in the instructors' assigning the grade of WP (which does not affect a student's GPA) or WF (which is calculated as an F in a student's GPA). A student may not withdraw from the College in the last three weeks of a semester.

The College Withdraw form is available online at <https://recreg.tcnj.edu/student-withdrawal-process/>. Eligibility for refunds will be determined by the date on which the completed Intent to Withdraw form is received. The amount of the refund is based on the date of withdrawal. Dates for the end of each semester's withdrawal period are listed on the Office of Records and Registration website, <https://academics.tcnj.edu/academic-calendars/>.

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

Readmission

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

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

Independent Study

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

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

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

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

Department Project

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

Thesis or Creative Project

In the Master of Arts, Master of Education, or Master of Science in Nursing programs, a thesis or creative project may be required or elected, based on program-specific criteria. A student must be registered to receive thesis advisement. Students planning to write a thesis should consult with their program's coordinator and department chair.

Program Completion

Students have a maximum of six years from the time of matriculation to complete a graduate program. Petitions for an extension will be considered by the dean of the student's academic school on merit. *Note:* length of years may vary by program due to accreditation requirements.

Retention Standards

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

Comprehensive Examinations and Other Culminating Experiences

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

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

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

Candidates who fail the examination on the second attempt may appeal the outcome of the second attempt. If the appeal is unsuccessful, the candidate will be dismissed from the program. Candidates who fail any other type of culminating experience may appeal per the Student Complaint and Grade Appeals policies, with the graduate coordinator serving as the faculty member in step A of the process.

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

Application for Conferral of Degree

Candidates for the master's degree must apply for graduation via PAWS. Additional instructions may be found at <https://pawshelp.tcnj.edu/undergraduate-students/graduate-students/>. The application is managed by the Office of Records and Registration.

Degrees are conferred in December, January, May, and August. For deadlines, please consult the Academic Calendar at <https://academics.tcnj.edu/academic-calendars/>, or contact the Office of Records and Registration.

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

Graduation

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

Obligations and Holds

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

Academic Policies and Procedures

Orientation and Responsibility to Inform and Keep Informed

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

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

For the most current policy information, please visit the Policy Manual online at <https://policies.tcnj.edu/>. The following are a list of key policies related to graduate students and graduate programs.

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

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

Class Recording by Students
<https://policies.tcnj.edu/?p=185>

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

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

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

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

Participating in Graduation
<https://policies.tcnj.edu/?p=170>

Student Complaints Policy
<https://policies.tcnj.edu/?p=168>

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

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

TCNJ Policy Prohibiting Discrimination in the
Workplace/Educational Environment
<https://policies.tcnj.edu/?p=454>

Undergraduates Enrolling in and Double-Counting
Graduate Courses
<https://policies.tcnj.edu/?p=478>

Student Complaints Policy

I. INTRODUCTION

This document outlines the procedure students should follow for complaints. This procedure should not be used for complaints about areas for which there is a separate complaint policy, such as academic integrity appeals, grade appeals, or complaints involving discrimination or sexual harassment. Students who are uncertain about which complaint procedure to use should ask their department chair.

II. DEFINITIONS N/A

III. POLICY

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

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

1. Clarification and potential resolution of the issue: A student should begin by discussing the issue with an appropriate faculty member or College staff person. In many cases, this may be the student's academic advisor. If the student is unsure where to direct the complaint, the student may consult with the chair of the department or assistant dean of the school most closely associated with the issue. If the issue is resolved through discussion, no further action is necessary. Step 1 should happen as soon as possible, but no later than thirty days after the issue occurred.
2. Formal complaint: If the issue is not resolved at Step 1, the student may articulate a formal complaint in writing via email to the faculty or staff member most closely associated with the issue. Appropriate documentation

must be submitted as necessary to support the complaint. The faculty or staff person receiving the complaint will issue a written decision to the student within thirty calendar days. If the student does not receive a written response within thirty calendar days, the student should follow the procedure outlined in Step 3.

3. Appeal to the Chair or Director: Upon receipt of the decision in Step 2, the student may appeal the decision to the chairperson of the department or director of the relevant office or program. The appeal must be in written form and include appropriate documentation to support appeal of the previous decision. A student who wishes to file a written appeal must inform the department chair or director within a period of fifteen calendar days after receiving the decision at Step 2. It is the responsibility of the student to submit a written statement outlining the basis and grounds of the complaint, and supporting documentation must be included as necessary to support the appeal. The chair or director may choose to review the appeal, refer it to a designee or committee within the department or, if it is about an issue outside the department, refer it to the appropriate administrator. A review would include contacting appropriate individuals, as necessary. The Chair or Director must respond to the appealing party within thirty calendar days.
4. Appeal to the Dean's Office: Upon receipt of the decision in step 3, either party may appeal the decision to the office of the dean of the student's school. The dean or dean's designee will determine whether to consider the appeal or to refer it to another office. It is the responsibility of the appealing party to file a written appeal with appropriate documentation within thirty calendar days after receiving the decision at Step 3. The office reviewing the appeal must respond to the appealing party within thirty calendar days.

5. Appeal to the Provost: Either party may appeal the decision at step 4 to the Office of Academic Affairs (the Provost or a provost-level designee). An appeal at this level may only be made 1) on the grounds that the decision did not follow established College policy or 2) if new information is available. Neither party may appeal a decision made at Step 4 simply because of dissatisfaction with the decision. A party who has grounds for an appeal to the Provost must submit this appeal in writing within thirty calendar days after receiving the decision in Step 4 and must specifically outline either how appropriate College policies were not followed or that new information is available. The Office of Academic Affairs has the authority to decide if the appeal has merit, in which case it may choose to review the matter further and then present a final decision regarding the case in question. The decision of the Office of Academic Affairs is final and not subject to appeal. If the Office of Academic Affairs denies the basis of the appeal, then the decision at Step 4 is final.

Students with complaints should begin the complaint process as soon as possible but no later than thirty days after an issue occurs. Records of formal complaints from Step 3 or higher will be kept for a period of five years in the department, school, or administrative office where the complaint is resolved.

Academic Services and Support

Accessibility Resource Center

Guided by the Americans with Disabilities Act (ADA) of 1990 & Section 504 of the Rehabilitation Act of 1973, the Accessibility Resource Center collaborates with the campus community in regard to access and accommodations for students, faculty, staff and guests. ARC promotes an awareness of disability as a facet of diversity with underpinnings of collaborative efforts being rooted in social justice.

For more information about ARC, please see: <https://arc.tcnj.edu/>. Any follow-up inquiries can also be sent to arc@tcnj.edu.

Bookstore

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

Most college programs require adherence to APA writing styles. This reference book is also available in the bookstore.

You can check store hours and order books online at <https://tcnj.bncollege.com/>.

Certification Office

Upon recommendation of the respective program chair/coordinator, the TCNJ Certification Office provides and processes application documents for students seeking New Jersey certification in the area of their completed college and state-approved program. Inquiries concerning certification should be directed to the TCNJ Certification Office by e-mail at certification@tcnj.edu or by phone at 609.771.2318.

Computer Labs

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

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

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

For weekly lab hours and lab locations, visit <https://computerlabs.tcnj.edu/>.

Instructional Technology Services (ITS) Center

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

R. Barbara Gitenstein Library

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

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

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

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

The library provides interlibrary loan and document delivery services to supplement the collections. Any student or faculty member may request document delivery of periodical articles not

owned by the library; the average delivery time for articles is nine hours. Books not owned by the library may be borrowed through the nationwide interlibrary loan network of academic libraries and research centers; the average delivery time for books is five business days. The library maintains cooperative arrangements with many regional academic libraries, from which students and faculty may borrow materials directly. All floors of the library are easily accessible to users with differing abilities, and an assortment of adaptive technological and additional services are available for patrons with special needs. The library is open to the public 98 hours per week; a reduced schedule applies during vacations. For additional information concerning access to the library and its collections, consult the library's website, <https://library.tcnj.edu/>, also available via the library link on the TCNJ homepage.

Campus Services and Organizations

Alumni Association

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

Athletics Events

The College participates in NCAA Division III sports. Graduate students may attend all regular season events free of charge with a student ID card. For additional ticket information and a schedule of events, see the Department of Athletics website at <https://tcnjathletics.com/index.aspx>.

Athletics Facilities

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

Clayton R. Brower Student Center

The Brower Student Center is at the heart of the campus community offering services, activities, and event planning assistance and management for the convenience and enjoyment of students and guests.

Campus Police Services

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

Fully commissioned, armed police officers and civilian security officers patrol the campus on foot, on bicycles, and in vehicles. Police officers are fully trained and empowered with the responsibility and authority to enforce criminal and motor vehicle laws. Officers are available to conduct crime prevention awareness

presentations on a number of specific topics through "CAP"—Crime Awareness Program.

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

To view online the College's Annual Security Report, please visit the College website at <https://campuspolice.tcnj.edu/resources/stats/>.

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

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

Career Center

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

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

- Dining Out in Professional Style teaches students professional and dining etiquette.

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

For further information, visit the Career Center at TCNJ's website at <https://career.tcnj.edu/>. The office can be reached via e-mail at career@tcnj.edu or by phone at 609.771.2161.

Counseling and Prevention Services (CAPS)

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

In addition to providing direct clinical care, Mental health services offers a formal training program for advanced graduate students studying to become clinicians. Through practicum and/or internship placement, this experience provides opportunity to apply classroom knowledge in a challenging and rewarding setting. Interviews for training positions are conducted during the spring semester (typically during March) for anticipated start in September.

CAPS is located in Eickhoff Hall 107 and shares a reception area with Student Health Services. The front office is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. For further information, please contact us at 609.771.2247 or <https://caps.tcnj.edu/>.

Dining Services

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

Please see <https://tcnj.sodexomyway.com/dining-near-me/around-campus> for a full list of campus locations and offerings.

Student Health Services

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

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

To schedule an appointment, call 609.771.2889 or log on to OWL (Online Wellness Link) at <https://health.tcnj.edu/appointments/>.

Emergency medical assistance can be obtained by calling 9-1-1, or Campus Police at 609.771.2345. Blue-light call boxes and telephones are available for use in key locations across campus.

Student Campus Employment

Student campus employment is overseen by the Office of Human Resources. Please see the student employment website (<https://studentemployment.tcnj.edu/>) for policies, procedures, opportunities, and related information.

Student Conduct and Off-Campus Services

Please see the office website (<https://conduct.tcnj.edu>) for policies, assistance, and community support efforts.

School of Arts and Communication

Pamela Barnett, Dean

Graduate Certificate in Professional and UX/UI Writing

12 credits

Program code: JOPW_CER01

Kim Pearson, Professor (kpearson@tcnj.edu)

The Certificate in Professional and UX/UI Writing prepares graduates to design and publish content across media platforms tailored to specific audience needs and organizational objectives. The certificate provides students with an introduction to foundational concepts in the theory, method and ethics of digital rhetoric along with immersion in the practical application of these theories in professional communications settings. This certificate is designed for seniors, recent graduates and professionals seeking enhanced skills and credentials in such applied communications fields as technical writing, user experience research, social media marketing, public relations, and online community management. The program can also benefit journalists seeking to broaden their skills and prepare for emerging career opportunities. The program emphasizes fundamental skills that can be applied to a variety of professional contexts.

Admission Requirements

- Online application through the Office of Graduate and Continuing Education.
- Bachelor's degree from an accredited or approved institution.

Completion Requirements

- 12 credits.
- Satisfactory completion of all program requirements/prerequisites.

Required Courses

- JPW 500/Foundations of Professional Writing
- JPW 502/Writing and Production for Digital Media
- JPW 503/Audience and Community Engagement
- JPW 504/UX/UI Writing

School of Business

Tammy Dieterich, Interim Dean

Mission Statement

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

Master of Business Administration (MBA)

42 credits

Program codes: BUSN_MBA01, BUSN_MBA03

Stephen Tomkiel, MBA Director (tomkiel@tcnj.edu)

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

The MBA degree requires 42 academic credits (14 courses). Our curriculum can be completed in as little as one year of full-time study or two-years of part-time study. The two-year, part-time program is designed to accommodate working professionals and utilizes an innovative T-Style curriculum which delivers a focused specialization in the first year of study followed by the MBA Core in year two. The program combines synchronous, online learning with face-to-face instruction, all led by accomplished faculty. Students participate in two on-campus Saturday residencies each Fall, Spring, and Summer term. Winter courses are completed entirely online.

Admission Requirements

- Online application through the Office of Graduate and Continuing Education.
- An earned bachelor's degree from an accredited college or university; official transcript.
- Two years or more of professional, full-time work experience; current resume.
- Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.
- Application fee (\$75, non-refundable)
- One letter of recommendation
- Personal essay
- Enrollment deposit

Graduation Requirements

- 42 credits.
- Successful completion of all core and specialization required courses.

Specializations

Business Analytics (BUSN_MBA01)

The Business Analytics specialization will provide contemporary analytic skills for complex business decision-making.

Strategy, Innovation, and Leadership (BUSN_MBA03)

The Strategy, Innovation, and Leadership specialization is designed to create leaders of change. Organizations survive and prosper by challenging the status quo and by finding new ways to deliver value. Students will explore organizational and individual processes that lead to innovative ideas, products, and services.

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

Required Specialization Courses – Year 1 **21 cr.**

Business Analytics

Courses listed in recommended enrollment sequence.

- ISTG 605/Foundations of Business Analytics
- ISTG 610/Business Analytics – Regression Modeling I
- ISTG 650/Machine Learning
- ISTG 615/Business Analytics – Regression Modeling II
- ISTG 640/Text Mining
- ISTG 620/Relational Database Systems
- ISTG 670/Data Analytics Practicum

Strategy, Innovation, and Leadership

Courses listed in recommended enrollment sequence.

- BUSG 610/Innovation
- MGTG 600/Strategy and Sustained Competitive Advantage
- MGTG 650/Strategic Human Resource Management
- MGTG 635/Leading Organizational Change
- MGTG 640/Negotiations and Dispute Resolution
- MGTG 620/The Art of Persuasion: Communication for Business
- MGTG 670/Management Practicum: New Product Development

Required Core Courses **21 cr.**

Courses listed in recommended enrollment sequence.

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

**Master of Business Administration (MBA)/
Master of Public Health (MPH)
Dual-Degree Program**

63 credits

Program code: BUSN_MBA01, PBHL_2DG01

Sylvia Twersky, Associate Professor (twerskys@tcnj.edu)

Stephen Tomkiel, MBA Director (tomkiel@tcnj.edu)

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

For more information, including admissions requirements and curriculum, please see Interdisciplinary Programs.

Graduate Certificate in Business Analytics

15 credits

Program code: BUSN_CER03

Stephen Tomkiel, MBA Director (tomkiel@tcnj.edu)

Required Courses

ISTG 605/Foundations of Business Analytics

ISTG 610/Business Analytics – Regression Modeling I

ISTG 650/Machine Learning

ISTG 615/Business Analytics – Regression Modeling II

ISTG 640/Text Mining

Graduate Certificate in Strategy, Innovation, and Leadership

15 credits

Program code: BUSN_CER04

Stephen Tomkiel, MBA Director (tomkiel@tcnj.edu)

Required Courses

BUSG 610/Innovation

MGTG 600/Strategy and Sustained Competitive Advantage

MGTG 650/Strategic Human Resource Management

MGTG 635/Leading Organizational Change

MGTG 640/Negotiations and Dispute Resolution

School of Education

Tabitha Dell'Angelo, Interim Dean

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

classroom and in the field, in a social-constructivist perspective of learning and its implications for student-centered planning, scaffolded learning experiences, and the use of a wide repertoire of instructional strategies, including appropriate use of current technology. We believe that our professional candidates should appreciate the importance of a productive learning environment in which teachers and children communicate effectively and respectfully.

Principle Three: Demonstrating a Commitment to ALL Learners.

We believe that our professional candidates should have the skill and the will to help all learners reach their full potential. Our candidates must believe in the ability of all students to learn and grow, must be able to implement the principles of culturally responsive teaching and differentiated instruction, and must understand the importance of partnerships with families, community members, and other professionals to address children's diverse needs. We believe our candidates need to experience diverse teaching/clinical settings in their programs at TCNJ and that students should be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

Principle Four: Demonstrating a Strong, Positive Effect on Student Growth.

We believe that our professional candidates must see their success in terms of the progress made by their students. We are supportive of the underlying principle that all children should make progress in school. Our candidates must understand how to accurately assess their learners' strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data-driven instruction or interventions. Our candidates must also demonstrate an ability to effectively communicate information to a variety of audiences, including parents and guardians.

Principle Five: Demonstrating Professionalism, Advocacy, and Leadership.

We believe that our professional candidates need to continue to develop their theoretical knowledge and practical skills well after they complete their program and enter their chosen career. As we strive to admit highly capable, high-achieving candidates into our program, we believe that our candidates are in a unique position to become future leaders, advocating not only for the needs of children and youth in New Jersey, but also for the educational professions at large. Our programs focus on developing reflective thinking skills, as well as providing opportunities for our candidates to participate in various field experiences that require them to see themselves as professionals and to take on leadership roles.

Accreditation

The College of New Jersey School of Education is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national organization recognized by the Council for Higher Education Accreditation. The School of Education has submitted its Quality Assurance Report (QAR) and is working toward accreditation of its educator preparation programs under the AAQEP standards with a scheduled quality assurance review in Fall 2023.

Programs at the bachelor's and master's level for the preparation of teachers are accredited by CAEP, The Council for the Accreditation of Educator Preparation. (Note: NCATE and TEAC consolidated to become CAEP.)

State Regulation

Students taking part in programs which lead to state-issued licensures and other credentials 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 be required to alter graduation and/or certification requirements to meet any and all changes mandated by the New Jersey Department of Education and other regulatory bodies.

Education and Teacher Preparation

Education and teacher preparation at the graduate level are 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]
3. Candidates for all types of certificates must also demonstrate proficiency in basic skills as evidenced 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).

4. In order to become certified, students successfully completing a teacher preparation program which lead to licensure eligibility must take and pass the Praxis Content Knowledge exam in their area of specialization.

Additional information can be found on the TCNJ Certification Office website: <https://certification.tcnj.edu/>

Elementary and Early Childhood Education

Early Childhood/Urban Education and Elementary/Urban Education, Accelerated Bachelor's to Master's Programs

Leads to (P-3 or K-6) and English as a Second Language (PreK-12) certification eligibility.

Only available to TCNJ students who begin at the undergraduate level.

Program code: ELEU_MAT01

Shamaine Bertrand, Assistant Professor (bertrans@tcnj.edu)

Greer Burroughs, Associate Professor (burrougg@tcnj.edu)

The Department of Elementary and Early Education offers programs that prepare students to be teachers in with historically marginalized populations. These five-year programs, featuring a dual major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certification eligibility 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 content area major and elementary or early childhood education. The course of study continues through the following summer and academic year and culminates in a Master of Arts in Teaching degree.

Graduates of the program are considered "highly qualified" teachers and therefore meet current requirements for obtaining employment in New Jersey school districts.

Admission to Graduate Program 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 cumulative GPA of 3.0 or higher to matriculate into the MAT portion of the program.

Students must have satisfied the basic skills requirement through qualifying scores on a Commissioner-approved test of basic skills (SAT, ACT, GRE, or Praxis Core).

GRE and application fees are waived.

Graduation Requirements

30 graduate credits.

Cumulative GPA of 3.0 or higher in the MAT program and completion of all program requirements/prerequisites.

Grade of B- or better in Clinical Practice II/Student Teaching.

Grade of B- or better in any methods courses.

Required Courses

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 one)

SPED 525/Inclusive Practices
 ELEM 515/Conflict Resolution
 EDUC 614/Creating and Sustaining Classroom Communities

Field Practicums

EDUC 694/Clinical Practice I
 ELEM 695/Clinical Practice II: Student Teaching/ESL Practicum

Post-Baccalaureate Dual Certification Program in Early Childhood and Elementary Education

with option to add MEd.

This program is for those who do not hold a prior teaching certificate.

27 credits

Program code:

Arti Joshi, Professor (ajoshi@tcnj.edu)

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.

Additionally, students who successfully complete the dual certification program can continue their studies and pursue an MEd degree with the completion of an additional 9 credits of graduate coursework.

Admission Requirements

Note: the dual certification program uses a cohort-based model, wherein admissions are made only in the summer.

Bachelor's degree from an accredited or approved institution with an undergraduate major (or 30 semester hours) in a liberal arts and science major OR 60 semester-hour credits in liberal arts/science coursework. 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)

Demonstrated 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).

Completion Requirements

27 credits.

Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.
 Grade of B- or better in Internship II/Student Teaching.
 Grade of B- or better in any methods course(s).

Required Courses

Summer

ECED 504/ Teaching Young Children: Creating and Sustaining Classroom Communities
 EPSY 523 Advanced Child and Adolescent Development

Fall

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

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

Spring

ELEM 690/Student Teaching Seminar
 ECED 695/Internship II

Optional: MEd (add-on)

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

Admission Requirements

Successful completion of the Post-Baccalaureate Dual Certification Program in Early Childhood and Elementary Education with a minimum 3.0 GPA.

Graduation Requirements

36 credits.

Successful completion of all program requirements/prerequisites.

Required Courses

ESLM 577/Sociolinguistics and Cultural Foundations

One of the following courses approved by the department:

EDFN 508 Research Methods

ECED 687 Faculty-Student Mentored Research

SPED Elective (One of the following courses with department consent)

EDUC 513 Collaboration, Consultation and Partnerships

EDUC 614 Creating and Sustaining Classroom Communities

Comprehensive Exam

ELEM/ECED 700 Comprehensive exam

Special Education, Language and Literacy**Early Childhood/Special Education,****Accelerated Bachelor's to Master's Program**

Only available to TCNJ students who begin at the undergraduate level.

Program code: ECSE_MAT01

Jody Eberly, Professor (jeberly@tcnj.edu)

Nadya Pancsofar, Professor (pancsofa@tcnj.edu)

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 (PreK-12). The program meets the standards and requirements of the Council for the Accreditation of Educator Preparation (CAEP), New Jersey 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 to Graduate Program 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 cumulative GPA of 3.0 or higher to matriculate into the MAT portion of the program.

Students must have satisfied the basic skills requirement through qualifying scores on a Commissioner-approved test of basic skills (SAT, ACT, GRE, or Praxis Core).

Early Childhood Praxis Content Knowledge Exam (5025) (Must be completed in the final semester of the fourth year).

GRE and application fees are waived.

Retention Standards

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.

Graduation Requirements

30 graduate credits.

Cumulative GPA of 3.0 or higher in the MAT program and completion of all program requirements/prerequisites.

Grade of B or better in Clinical Practice II/Student Teaching. Pass SPED 700/Comprehensive Exam.

Required Courses (Graduate Level)

SPED 621/Assessment Young Children with Disabilities

ELEM 520/Multicultural Social Studies Methods

ECED 530/Culturally Responsive Practices with Children & Parents

SPED 622/Intervention Strategies – Young Children with Disabilities (with field experience)

ECED 670/Current Issues and Trends in Early Childhood Education

EDUC 513/Collaboration & Consultation

SPED 521/Assistive Technology

*SPED 695/Student Teaching (Preschool SPED)

SPED 648/Positive Behavior Supports for Students with Extreme Behaviors

SPED 535/Seminar in Professional Practice

SPED 700/Comprehensive Exam

** Student Teaching Eligibility: students must 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.

- Have taken Early Childhood Praxis Content Knowledge Exam (5025)

Education of the Deaf and Hard of Hearing/ Elementary Education,

Accelerated Bachelor's to Master's Programs

Only available to TCNJ students who begin at the undergraduate level.

Program code: DHHA_MAT01

Melanie Phillips, Clinical Specialist (mphillip@tcnj.edu)

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.

The program meets the standards and requirements of

The Council for the Accreditation of Educator Preparation (CAEP)

New Jersey 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 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 education. 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 coursework and examinations passed, candidates may be eligible for additional endorsements (certifications), 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 to Graduate Program Requirements

Only students who have completed a bachelor's degree in the Education of the Deaf and Hard of Hearing/Elementary Education program at TCNJ may matriculate into the MAT.

Students must have a cumulative GPA of 3.0 or higher to matriculate into the MAT portion of the program.

Demonstrated proficiency in basic skills as evidenced 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).

Students are required to take the Praxis Content Knowledge exam prior to student teaching. Students who do not meet the cut-off score for licensure will be permitted to participate in student teaching but will need to retake the exam and earn the NJ minimum score or higher to be eligible for certification.

GRE and application fees are waived.

Retention Standards

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.

Graduation Requirements

33 graduate credits with no more than three credits accepted from another institution as transfer credit and a grade of "B" or better must have been earned.

Cumulative GPA of 3.0 or higher in the MAT program and completion of all program requirements/prerequisites.

Grade of B or better in Clinical Practice II/Student Teaching (cannot be taken as a transfer course).

Pass DFHH 700/Comprehensive Exam.

Required Courses

Senior Year of Undergraduate Program

DFHH 530/Speech Development in Deaf

DFHH 522/ Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals

Summer and Graduate Year

EDUC 513/Collaboration, Consultation, and Partnerships

EDUC 614/Creating and Sustaining Classroom Communities

ELEM 520/Multicultural Social Studies

RDLG 579/Reading in the Content Areas

Approved course in English as a Second Language

*DFHH 690/Culminating Field Experience DHH

SPED 535/Special Topics in Special Education

ELEM 695/Culminating Field Experience Elementary Ed.

DFHH 700/Comprehensive Exam

** Student Teaching Eligibility: students must meet the following criteria:*

- Minimum GPA of 3.0 or higher.
- Demonstrate acceptable levels of teaching performance/proficiency in DHH 423. Minimum grade of “B” required in DHH 423.
- Overall satisfactory performance on the Teaching Performance Assessment in DHH 423. 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 DHH 423. 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.
- Have taken Elementary Praxis Content Knowledge Exam (5001).

Master of Arts in Teaching Special Education

39 credits

Program code: SPEC_MAT01

Helene Anthony, Assistant Professor (anthonyh@tcnj.edu)

David Bwire, Associate Professor (bwired@tcnj.edu)

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 The Council for the Accreditation of Educator Preparation (CAEP)

New Jersey Department of Education
Council for Exceptional Children (CEC)

Admission Requirements

Bachelor’s degree from an accredited or approved institution with an undergraduate major (or 30 semester hours) in a liberal arts and science major OR 60 semester-hour credits in liberal arts/science coursework. 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)

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

Demonstrated proficiency in basic skills as evidenced 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).

Graduation Requirements

39 credits.

Cumulative GPA of 3.0 or higher in the MAT program and completion of all program requirements/prerequisites.

Grade of B or higher in Internship I and Internship II.

Pass SPED 700/Comprehensive Exam.

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 (SPED Elementary)

EDUC 615/Capstone Experience: The Teaching Professional

SPED 700/Comprehensive Examination

** Internship II Eligibility: students must 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 Content Knowledge exam for Elementary Education (5001).

Special Education/Elementary Education, Accelerated Bachelor's to Master's Program

Only available to TCNJ students who begin at the undergraduate level.

Program code: SPED_MAT02

Helene Anthony, Assistant Professor (anthonyh@tcnj.edu)

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 eligibility in special education and elementary education.

The program meets the standards and requirements of
The Council for the Accreditation of Educator
Preparation (CAEP)
New Jersey 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 to Graduate Program Requirements

Only students who have completed a bachelor's degree in the Special Education/Elementary Education program at TCNJ may matriculate into the MAT.

Students must have a cumulative GPA of 3.0 or higher to matriculate into the fifth-year portion of the program.

Demonstrated proficiency in basic skills as evidenced 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).

Elementary Education Praxis Content Knowledge exam (5001, must be completed in the senior year).

GRE and application fees are waived.

Retention Standards

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.

Graduation Requirements

31 credits.

Cumulative GPA of 3.0 or higher in the MAT program and completion of all program requirements/prerequisites.

Grade of B or higher in Internship II.

Pass SPED 700/Comprehensive Exam.

Required Courses

SPED 664/Research in Special Education

SPED 522/Remedial Instruction

SPED 515/ Multicultural Social Studies Instruction for
Students

with Disabilities

SPED 521/Assistive Technology

EDUC 513/Collaboration, Consultation, and Partnership

Field Practicum

*SPED 695/Internship II

SPED 597/Special Topics: Seminar

Electives: Specialty Sequences

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 Specialty

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 Specialty

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

** Internship II Eligibility: students must 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 Content Knowledge for Elementary Education (5001).

Secondary Special Education, Accelerated Bachelor’s to Master’s Programs

Only available to TCNJ students who begin at the undergraduate level.

Program codes: SESP_MAT01

Anne Peel, Associate Professor (peela@tcnj.edu)

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’s 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
The Council for the Accreditation of Educator
Preparation (CAEP)

New Jersey Department of Education
Council for Exceptional Children (CEC)

At the end of the fourth year, students earn a bachelor’s degree 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 to Graduate Program Requirements

Only students who have completed a bachelor’s degree in the Secondary Special Education program at TCNJ may matriculate into the MAT.

Students must have a cumulative GPA of 3.0 or higher to matriculate into the fifth-year portion of the program.

Demonstrated proficiency in basic skills as evidenced 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).

GRE and application fees are waived.

Retention Standards

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.

Graduation Requirements

33 credits.

Cumulative GPA of 3.0 or higher in the MAT program and completion of all program requirements/prerequisites.

Grade of B or higher in Internship II.

Pass SPED 700/Comprehensive Exam.

Required Courses

SPED 522/Remedial Instruction

SPED 664/Research Trends in Special Education

EDUC 513/Collaboration

SPED 521/Assistive Technology

SPED 631/Transition & Community-Based Instruction

SPED 648/Positive Behavior Supports for Students with
Extreme Behaviors

Advanced Elective Course on Diverse Learners (one)

Advanced Literacy Elective Course (one)

SPED 695/Internship-Special Education

SCED 667/Current Issues in Secondary Education

(Capstone) (cross-listed with *SED 498*)

Comprehensive Exam

SPED 700

** Internship II Eligibility: students must 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 Content Knowledge that pertains to their subject area certification.

Master of Education in Special Education

33 credits

Program codes: SPEC_MED01, SPEC_MED02, SPEC_MED06
Helene Anthony, Assistant Professor (anthonyh@tcnj.edu)
David Bwire, Associate Professor (bwired@tcnj.edu)

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, please visit <https://graduate.tcnj.edu/apply/>.
- Standard New Jersey teaching certificate or equivalent in special education.

Graduation Requirements

- 33 credits.
- Cumulative GPA of 3.0 or higher in the MEd program and completion of all program requirements/prerequisites.
- Pass SPED 700/Comprehensive Exam.

Required Courses

Research

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

Foundations and Multicultural Education

- EDFN 520/Leadership for Social Justice

Specialization

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

Electives (Select any one track.)

Track I (Complex Disabilities)

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

Track II (Literacy)

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

Track III (Blindness and Visual Impairments)

- SPED 675/ Research on Implications of Blindness and Visual Impairment
- SPED 672/Strategies for Teaching Students Who are B/VI

Track IV (Behavior)

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

Comprehensive Exam

- 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) – for test waiver information,
 please visit <https://graduate.tcnj.edu/apply/>.
 A CEAS or standard New Jersey teaching certificate or
 equivalent in elementary or secondary education with a
 teachable major or content area.
 A course in child psychology.
 A course in teaching reading.

Graduation Requirements

33 credits.
 Cumulative GPA of 3.0 or higher in the MEd program and
 completion of all program requirements/prerequisites.
 A grade of B or better in SPED 617/Graduate Practicum in
 Special Education.
 Pass SPED 700/Comprehensive Exam.

*Required Courses*Research

SPED 664/Research Trends in Special Education

Specialization

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

Field Experience

SPED 617/ Graduate Practicum in Special Education

Electives (Select any one track.)*Track I (Blindness and Visual Impairments)*

SPED 675/ Research on Implications of Blindness
 and Visual Impairment
 SPED 672/Strategies for Teaching Students Who
 are B/VI

Track II (Literacy)

RDLG 672/Advanced Methods in the Teaching of
 Reading: Theory, Research, and
 Practice
 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

Track IV (Assessment)

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

Track V (Behavior)

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

Comprehensive Exam

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.

Graduation Requirements

33 credits.
 Cumulative GPA of 3.0 or higher in the MEd program and
 completion of all program requirements/prerequisites.
 A grade of B or better in SPED 617/Graduate Practicum in
 Special Education.
 Pass SPED 700/Comprehensive Exam.

Required Courses

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
Elective Course (must be approved by department)

Field Experience

SPED 617/ Graduate Practicum in Special Education

Comprehensive Exam

SPED 700

**Post-Baccalaureate Certificate Program:
Teacher of Students with Disabilities**

May be completed as part of the Master of Arts in Educational Studies.

24 credits

Program code: SPEC_SCT02

Helene Anthony, Assistant Professor (anthonyh@tcnj.edu)

David Bwire, Associate Professor (bwired@tcnj.edu)

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 New Jersey teaching certificate or equivalent in elementary or secondary education with a teachable major or content area.
- A course in child psychology.
- A course in teaching reading.

Graduation Requirements

- A minimum total of 24 graduate credits with no fewer than 18 credits earned at The College of New Jersey.
- Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.
- A grade of B or better in SPED 617/Graduate Practicum in Special Education.

Required Courses

- SPED 501/Students with Disabilities in Our Schools
- SPED 522/Remedial Instruction
- EDUC 513/Collaboration
- EDUC 614/Creating and Sustaining Classroom Communities
- SPED 624/Advanced Study of Learning Disabilities
- SPED 626/Curriculum Design for Individuals with Severe Disabilities
- Elective Course* (one of the following)
 - SPED 648/Positive Behavior Supports for Extreme Behaviors
 - RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research, and Practice
 - RDLG 673/ The Writing Process in Literacy Development Reading
 - SPED 521/Assistive Technology
- Field Experience*
 - SPED 617/ Graduate Practicum in Special Education

Master of Education in Teaching English as a Second Language

30 credits

Program codes: ESLA_MED01 (Global), ESLA_MED02 (On-Campus)

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

The program consists of coursework leading to the Master of Education in Teaching English as a Second Language (MEd in TESL). Certified teachers may complete this program to obtain the ESL and Bilingual endorsements. Students who do not hold a

standard or CEAS New Jersey teaching certification must complete an initial teaching certification program prior to seeking the MEd in TESL. It is recommended that students complete the TESL Initial Certification program and then continue on to the MEd in TESL to expedite eligibility for the ESL and Bilingual endorsements. Students who elect to pursue the MEd in TESL without completing the TESL Initial Certification program first will only be eligible for the ESL and Bilingual endorsements after completion of the MEd program.

Admission Requirements

- Bachelor's degree from an accredited or approved institution.
- A standard or CEAS New Jersey teaching certification.

Graduation Requirements

- 30 credits.
- Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.
- Pass ESLM 700/Comprehensive Exam.

Certification Process and Requirements

Please see the Certification Office website for further details: <https://certification.tcnj.edu/>.

Required Courses

Research

EDFN 508/Introduction to Research

Specialization

- † *ESLM 525/Second Language Acquisition
- † *ESLM 545/English Structure and Proficiency Assessment
- † *ESLM 577/ Sociolinguistics/Cultural Foundations of Second Language Education
- † *ESLM 578/Theory and Practice of Teaching ESL
- † ESLM 587/ Curriculum, Methods, and Assessment for Second Language Education
- ESLM 579/Language and Literacy for ESL
- † Courses required for the ESL endorsement
- * Courses required for the Bilingual endorsement

Electives

9 cr.

For on-campus students: ESLM 555/The Intersection of Culture, Language, and (dis)Abilities

For on-campus students: ESLM 687/Faculty/Student Research

Other courses chosen with advisement.

Comprehensive Exam

ESLM 700

Teaching English as a Second Language Endorsement Certification Program

May be completed as part of the Master of Arts in Educational Studies.

15 credits

Program code: ESLA_SCT01

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

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. This program 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 (below) and passing ACTFL Oral Proficiency Interview & Writing Proficiency Test in both English and a target language.

Admission Requirements

Bachelor's degree from an accredited or approved institution. Standard or CEAS New Jersey teaching certificate or equivalent certification issued by another state.

If candidate holds an out-of-state certificate, the candidate must demonstrate proficiency in basic skills as evidenced by a passing score on a New Jersey 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).

Completion Requirements

15 credits.

Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.

Pass ESLM 700/Comprehensive Exam.

Achieve passing scores (minimum Advanced Low) on ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT).

Certification Process and Requirements

Please see the Certification Office website for further details:

<https://certification.tcnj.edu/>.

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 587/Curriculum, Methods, and Assessment for Second Language Education

* Courses required for the Bilingual endorsement

Comprehensive Exam

ESLM 700

Bilingual Endorsement Certification

May be completed as part of the Master of Arts in Educational Studies.

12 credits

Program code: ESLA_SCT02

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

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.).

Admission Requirements

Bachelor's degree from an accredited or approved institution. Standard or CEAS New Jersey teaching certificate in a subject area (general elementary or secondary math, science, social studies, etc.) or equivalent certification issued by another state.

If candidate holds an out-of-state certificate, the candidate must demonstrate proficiency in basic skills as evidenced 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).

Proven proficiency in English and another instructional language.

Certification Process and Requirements

Please see the Certification Office website for further details:

<https://certification.tcnj.edu/>.

Completion Requirements

12 credits.

Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.

Required Courses

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 Exam

ESLM 700

Teaching English as a Second Language Initial Certification Program

21-24 credits

Program code: ESLA_SCT05

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

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.

Admission Requirements

Bachelor's degree from an accredited or approved institution with an undergraduate major (or 30 semester hours) in a liberal arts and science major OR 60 semester-hour credits in liberal arts/science coursework. 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 of human development or learning—one college-level course on any college transcript

Proven oral and written proficiency in the English language.

Demonstrated proficiency in basic skills as evidenced 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).

Certification Process and Requirements

Please see the Certification Office website for further details: <https://certification.tcnj.edu/>.

Completion Requirements

21-24 credits.

Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.

Pass ESLM 700/Comprehensive Exam.

Achieve passing scores (minimum Advanced Low) on ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Students who have satisfied the basic skills requirement through the Praxis Core exam are exempt from WPT.

Pass an exam of physiology, hygiene, and substance abuse issues.

Completion of HIB/Bullying Training.

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 of human development or learning (on any college transcript)

* ESLM 588/Internship and ESLM 688/Student

Teaching are arranged as a full-year or two consecutive semester practicum experience (175 hours the first semester, 650 hours the second semester) in a PreK–12 school. In order to be eligible for student teaching, the candidate must meet the following criteria: minimum GPA of 3.0 or higher and a minimum grade of B in ESLM 578 OR ESLM 587 AND ESLM 545.

Comprehensive Exam

ESLM 700

Secondary Education

Urban Secondary Education,

Accelerated Bachelor's to Master's Programs

Only available to TCNJ students who begin at the undergraduate level.

Program code: USED_MAT01

Marissa Bellino, Interim Coordinator

Associate Professor (bellinom@tcnj.edu)

Jonathan Davis, Coordinator (Sabbatical AY23-24)

Associate Professor (davisj@tcnj.edu)

The Department of Educational Administration and Secondary Education offers an accelerated bachelor's to master's 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 five required courses. Program courses are guided by the Conceptual Framework of The School of Education, the New Jersey Administrative Code and State Standards, and national accrediting organizations.

Admission to Graduate Program Requirements

Only students who have completed a bachelor's degree in the Urban Secondary Education program at TCNJ may matriculate into the MAT.

Students must have a cumulative GPA of 3.0 or higher to matriculate into the MAT portion of the program.

Students must have satisfied the basic skills requirement through qualifying scores on a Commissioner-approved test of basic skills (SAT, ACT, GRE, or Praxis Core).

GRE and application fees are waived.

Graduation Requirements

Cumulative GPA of 3.0 or higher in the MAT program and completion of all program requirements/prerequisites. Grade of B– or better in Internship II.

Required Courses

During the first and second years

SED 099/College Seminar

SED 224/Adolescent Learning and Development

EFN 299/Schools, Communities and Culture

SPE 103/ Social and Legal Foundations of Special Education (prerequisite SED 224 with B- or better OR EFN 299 with B– or better; recommended spring sophomore or fall junior)

During the third year

EFN 398/Historical and Political Context of Schools

EFN 357/Investigating Systems Inequalities Impacting Urban Education

During the fourth year

EFN 311/Working within Urban Communities

ELE 302/Introduction to Teacher Research

SED 399/Pedagogy in Secondary Schools (minimum 3.0 GPA or better to register)

XXX 390/A discipline-specific methods course

English and mathematics candidates take a second discipline-specific methods course (XXX 380) prior to student teaching.

RAL 328/Reading in Secondary Education

During the fifth year

SCED 695/Internship II*

SCED 667/Capstone

EDFN 627/Critical Pedagogies

* Internship II requirements: overall GPA of 3.0 or better, minimum grade of B– or better in SED 399, the methods course (XXX 390), RAL 328.

Additional concentration courses (must select one concentration)

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

Other Education Programs**Master of Arts in Educational Studies**

30+ credits, varies by certificates selected

Program code: EDUC_MA_01 plus relevant certificate codes

Linda Mayger, Associate Professor (maygerL@tcnj.edu)

The flexible Master of Arts in Educational Studies (MAES) allows students to tailor their degrees to their specific needs by completing two or more of the graduate certificate programs approved for the degree. To consolidate their knowledge, degree candidates complete an independent integrative action research project in the culminating capstone course.

Admission Requirements

An earned bachelor's degree from an accredited university or college, or other approved institution.

Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) taken within the last five years – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

A completed online application.

Current resume.

Two strong letters of recommendation (e.g., unequivocal endorsements and letters from supervisors familiar with the applicant's work are weighted favorably).

Personal essay.

Test of English as a Foreign Language (TOEFL) for applicants for whom English is a second language and who have limited experience working/learning in an English language environment.

Applicants must also meet the specific admission requirements of their selected certificate programs.

Graduation Requirements

A minimum of 30 credits.

A cumulative GPA of 3.0 or better.

Satisfactory completion of all courses included in the selected certificate programs.

Completion of all departmental requirements for the associated certificates.

Note: Individual courses may fill the requirements of more than one certificate programs, but will only be counted as the stated credit amount toward the overall degree.

Required Courses

Select two or more certificates from the following list. See individual certificates for courses and other requirements.

* Leads to NJ Certification eligibility.

† online program

^ not a standalone certificate, can only be completed as part of the MAES

TCNJ-Based Certificates

Bilingual Endorsement Certification *

Graduate Certificate in Educational Leadership †

Graduate Certificate in

Environmental Sustainability Education

Inclusive Literacy Emphasis ^

Graduate Certificate in Integrative STEM Methods †

Post-Baccalaureate Certificate Program:

Teacher of Students with Disabilities *

Supervisor Certificate Program *†

Teacher Leader Certificate Program *†

Teaching English as a Second Language Endorsement
Certification Program *

RTC-Based Certificates

Brain-Based Teaching Certificate †

Classroom Climate Certificate †

The Differentiated Classroom Certificate †

Inclusive Literacy Emphasis

12 credits

Required Courses

RDLG 579/Content Area Literacy

RDLG 673/The Writing Process in Literacy Development

SPED 624/Advanced Topics in Learning Disabilities

Elective Course (Choose one.)

EDUC 513/Collaboration, Consultation, and
Partnerships

EDUC 614/Creating and Sustaining Classroom
Communities

Graduate Certificate in Environmental Sustainability Education

May be completed as part of the Master of Arts in Educational Studies.

12 credits

Program code: EDUC_CER01

Lauren Madden, Professor (maddenL@tcnj.edu)

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 offered using a variety of formats including remote (both synchronous and asynchronous), hybrid, and face-to-face.

Admission Requirements

Bachelor's degree from an accredited or approved institution.

Transcript(s) from previous institution(s).

Letter of recommendation.

Current resume.

Optional

Copy of teaching certificate.

Graduate Record Exam (GRE) – for test waiver
information, please visit

<https://graduate.tcnj.edu/apply/>.

Personal essay.

Completion Requirements

12 credits.

Successful completion of all program requirements/
prerequisites.

Required Courses

12 cr.

Select any three of the following courses:

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

AND select one of the courses above or:

EDUC 510/Exploration of Reflective Teaching
(offered through the RTC program)

PBHG 504/Environmental and Occupational Health
(offered through the graduate program in
Public Health)

PBHG 678/Water, Land, and Air: Critical issues in Global
Environmental Health

(offered through the graduate program in
Public Health)

ELEM/SCED 663/Advanced Trends in Education

(offered by Off-Site Graduate Programs)

Educational Leadership

Master of Education in Educational Leadership

36 credits

Program code: EDAD_MED01

Linda Mayger, Associate Professor (maygerL@tcnj.edu)

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: †

Admission Requirements

Undergraduate degree from an accredited college or university with a competitive GPA.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

Valid provisional or standard certification issued by New Jersey or out-of-state equivalent 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 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 a 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 TCNJ's Certification Office.

Graduation Requirements

36 credits.

Cumulative GPA of 3.0 or higher in the program and satisfactory completion of all program requirements/prerequisites.

Pass EDAD 700/Comprehensive Exam.

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

Comprehensive Exam

EDAD 700

Post-Master's Certification Program in Educational Leadership

30 credits

Program code: EDAD_SCT02

Linda Mayger, Associate Professor (maygerL@tcnj.edu)

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: †

Admission Requirements

Undergraduate degree from an accredited college or university with a competitive GPA.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

Valid provisional or standard certification issued by New Jersey or out-of-state equivalent 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 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 TCNJ's Certification Office.

Completion Requirements

30 credits.
Cumulative GPA of 3.0 or higher in the program and satisfactory completion of all program requirements/prerequisites.

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 Adolescence
†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

Graduate Certificate in Educational Leadership

May be completed as part of the Master of Arts in Educational Studies.

15 credits
Program code: EDAD_CER01
Linda Mayger, Associate Professor (maygerL@tcnj.edu)

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 with a competitive GPA.
Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.
Valid provisional or standard certification issued by New Jersey or out-of-state equivalent 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 to apply).

Completion Requirements

15 credits.
Cumulative GPA of 3.0 or higher in the program and satisfactory completion of all program requirements/prerequisites.

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

May be completed as part of the Master of Arts in Educational Studies.

12 credits
Program code: EDAD_SCT01
Linda Mayger, Associate Professor (maygerL@tcnj.edu)

TCNJ offers the appropriate courses necessary to obtain certification as a supervisor in public schools in the State of New Jersey. This coursework can be completed on a non-matriculant basis. A student must complete 12 credits of coursework—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.

Admission Requirements

Master's degree from an accredited or approved institution.
Valid certificate in teaching or student services.
Current resume showing two years of full-time teaching.
Two strong letters of recommendation.
Essay demonstrating readiness to pursue leadership.
Competitive GPA or GMAT scores.

Completion Requirements

12 credits.
Cumulative GPA of 3.0 or higher in the program and satisfactory completion of all program requirements/prerequisites.

Required Courses

CURR 514/Curriculum Theory and Practice
SUPV 520/Staff Supervision
EDAD 617/Organizational Leadership and Supervision
CURR 555 or ELEM555/ Contextual issues in Curriculum Development for Children and Adolescence

Teacher Leader Certificate Program

May be completed as part of the Master of Arts in Educational Studies.

15 credits
Program code: EDAD_SCT04
Linda Mayger, Associate Professor (maygerL@tcnj.edu)

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 five-course (15 graduate credits) sequence they will obtain a Teacher Leader Certificate and this program leads to the NJ Teacher Leader Endorsement.

Admission Requirements

Valid certificate in teaching.
Current resume showing two years of full-time teaching.
Two strong letters of recommendation.
Essay demonstrating readiness to pursue leadership.
Competitive GPA or GMAT scores.

Completion Requirements

15 credits.
Cumulative GPA of 3.0 or higher in the program and satisfactory completion of all program requirements/prerequisites.
Satisfactory completion of practicum course and portfolio.

Required Courses

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

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

in partnership with The Regional Training Center (RTC).
30 credits
Program code: EDAD_MED05
Alan Amtzis, Director (amtzis@tcnj.edu)

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 and classroom inquiry provide a thematic curricular link to instructional methodology throughout the program.

Classroom-based inquiry 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 with a cumulative GPA of 3.0 or better.
Teaching certification issued by New Jersey or out-of-state equivalent instructional or educational services certificate.
Field Setting Report (2 parts)
Two letters of recommendation.
Personal essay.

Graduation Requirements

30 credits comprised of
Five 3-credit Instructional Core courses
Three 3-credit Concentration Option Area courses
Two 3-credit Elective courses chosen from RTC course offerings
Cumulative GPA of 3.0 or better with no grades lower than B-.
Successful completion of EDUC 700, a presentation-based culminating experience.

Required Courses

Instructional Core: Provide the 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: Choose one of the following five areas of emphasis, then select three courses from the area's course list.

Teaching Strategies

- 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: Moving Across the Standards
- EDIN 573 Technology with Ease: Enhancing the Modern Classroom

The Diverse Classroom

- 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

- 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

- 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

- 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: Students must complete two additional elective RTC-NJ courses. Transfer courses may be accepted, pending pre-approval.

Culminating Experience Requirement

- EDUC 700/Inquiry Presentation – Capstone Project

Brain-Based Teaching Certificate

in partnership with The Regional Training Center (RTC).

May be completed as part of the Master of Arts in Educational Studies.

15 credits

Program code:

Alan Amtzis, Director (amtzis@tcnj.edu)

The five 3-credit courses in this certificate look closely at the mind-body connection and how learning and teaching are both enhanced by an educational approach that integrates academic work with the physical sciences of learning, kinesthetics and brain activity.

Required Courses

- EDIN 560/Brain-Based Teaching and Learning
- EDIN 540/The Mindful Classroom
- EDIN 553/ The Kinesthetic Classroom: Teaching and Learning through Movement
- EDIN 554 The Kinesthetic Classroom II: Moving Across the Standards
- EDIN 545/Encouraging Skillful, Critical, and Creative Thinking

Classroom Climate Certificate

in partnership with The Regional Training Center (RTC).

May be completed as part of the Master of Arts in Educational Studies.

15 credits

Program code:

Alan Amtzis, Director (amtzis@tcnj.edu)

The five 3-credit courses in this certificate explore the social-emotional learning dimensions of the K-12 classroom focusing on

student engagement, teacher as cultural agent, and the connections between teaching, learning, and curricular experience for all.

Required Courses

- EDIN 565/Cooperative Discipline
- EDIN 544/ Increasing Student responsibility and Self-Discipline in Learning Communities
- EDIN 548/Styles of Teaching: Personality Styles in the Classroom
- EDIN 556/ Motivation: The Art and Science of Inspiring Classroom Success
- EDIN 559/The Bully Proof Classroom

The Differentiated Classroom Certificate

in partnership with The Regional Training Center (RTC).

May be completed as part of the Master of Arts in Educational Studies.

15 credits

Program code:

Alan Amtzis, Director (amtzis@tcnj.edu)

The five 3-credit courses in this certificate explore the social-emotional learning dimensions of the K-12 classroom focusing on student engagement, teacher as cultural agent, and the connections between teaching, learning, and curricular experience for all.

Required Courses

- EDIN 570/Differentiated Instruction
- EDIN 536/UDL: Transforming Learning Through Technology and Design
- EDIN 528/Skills for Building the Collaborative Classroom
- EDIN 546/The Culturally Distinctive Classroom
- EDIN 552/Strategies for EDHD, LD, and a Spectrum of Learners

Counselor Education

Sandy Gibson, Professor (gibsonc@tcnj.edu)

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).

Master of Arts in Counselor Education

Admission Requirements

- An earned bachelor's degree from an accredited or approved institution.
- Graduate Record Exam (GRE) – for test waiver information, please visit <https://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.

Retention Standards

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.

A minimum grade of B or better in COUN 501, 670, 675, 690, and 693 (or 694/695) is required. With department 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.

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.

Graduation Requirements

- Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.

School Counseling

48 credits

Program code: COUN_MA_01

Kathleen Grant, Assistant Professor (grant24@tcnj.edu)

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 (one term) or COUN 694 and COUN 695/Internship (two terms)

* The requirements of 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 6 cr.

Chosen with advisement

Comprehensive Exam

COUN 700

Clinical Mental Health Counseling

60 credits minimum

Program code: COUN_MA_07

Atsuko Seto, Associate Professor (seto@tcnj.edu)

Required Core Courses

36 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 545/Community Agency Counseling
 COUN 670/Counseling Theory and Techniques
 COUN 675/Group Counseling
 COUN 690/Practicum Seminar

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

* The requirements of COUN 693 may be met by taking
 COUN 694 and COUN 695, which are
 each 3 credit Internship Seminar courses.

Other Required Courses

Clinical Mental Health Specialization 12 cr.

COUN 551/Substance Abuse and Addiction:
 Individual, Family and Society
 COUN 555/Differential Diagnosis and Treatment
 Planning
 COUN 600/Introduction to Marriage, Couple, and
 Family Counseling and Therapy
 COUN 605/Ethical, Legal and Professional Issues in
 Counseling and Marriage and Family
 Therapy

Electives 12 cr.

General Practice Electives: Any four elective courses in
 counseling,

OR

Substance Abuse and Addiction Electives

COUN 552/ Prevention Strategies for Schools and
 Communities
 COUN 553/ Treating Addiction and Co-
 Occurring Disorders

Two elective courses in counseling
 (300 hours of the total 600 hours of clinical work
 for the internship experience must be
 specific to substance abuse and
 addiction counseling work.)

Student Assistance Coordinator Program

Graduate Certificate

21 credits

Program code: COUN_CER_02

Sandy Gibson, Professor (gibsonc@tcnj.edu)

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 Coursework

Coursework in introductory counseling, including pre-practicum 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/master's degrees where applicable from an accredited or approved institution.

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 degree or higher from a regionally accredited college or university.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

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
Elective course (one) chosen from the following:

EPSY 520/Fundamentals of Human Growth and
Development

COUN 600/ Introduction to Marriage, Couple, and
Family Counseling and Therapy

Clinical course (one) to be chosen from the following:

COUN 690/Practicum Seminar (completed at a SAC
site)

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.

School of Engineering

Andrea L. Welker, Dean

A focus on Integrative STEM education has been building nationally, with recent emphasis on “design pedagogy,” which utilizes the Technology and Engineering components of STEM to engage students in a highly integrative, intradisciplinary fashion with deeply authentic teaching and learning experiences. Recently, the Next Generation Science Standards (NGSS) recognized the value of the T&E of STEM and explicitly included engineering design into both their framework and detailed standards for preK–12 education.

The School of Engineering at TCNJ has substantial experiences and expertise in K–12 Technology and Engineering education, as well as Integrative STEM education. The School of Engineering’s Department of Integrative STEM Education has had strong STEM-oriented education programs since approximately 1987, when a strong shift towards design pedagogy occurred in the department’s teacher preparation curriculum.

The Department of Integrative STEM Education started the country’s first Integrative STEM teacher preparation program in 1998: the preK–6(8) iSTEM program (originally named “Math/ Science/ Technology”). For the past several years, the iSTEM undergraduate program has been the largest disciplinary content area for teacher education candidates at TCNJ. Additionally, TCNJ has been strongly involved nationally, serving on important national committees on PK–12 Technology and Engineering Education, and has led the development of STEM teaching methods and has published substantially in the field.

Master of Education in Integrative STEM Education

36 credits

Program code: STEM_MED01

Manuel Figueroa, Associate Professor (figueroam@tcnj.edu)

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

1. **Integrative:** Substantial emphasis on Integrative (cross-curricular) methods, between STEM components but also, and as importantly, includes valuable connections with non-STEM content areas.
2. **Design Pedagogies:** Design pedagogies can be described as design-centric Problem/Project-Based Learning (PBL) methods and are covered extensively within the program. Design processes (the “T&E” of STEM) require higher levels of cognitive thinking, and importantly, often include highly contextualized frameworks.

3. **Content Area Knowledge:** Content in individual STEM areas is covered throughout the program within both Methods and Content courses, yielding valuable content/context specific applicability. Additional NJ State content endorsements may be possible depending on individual’s background.
4. **Practical Approach:** Gives teachers practical skills and knowledge, including curricular writing, inclusive practices, and deep connections to educational standards (Next Generation Science Standards, Common Core, 21st Century skills, etc.). TCNJ college certificates or NJ State certification paths are possible.

Admission Requirements

Bachelor’s degree with a valid teacher certification.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

Submission of Graduate Application materials, including a Field Setting Report. (See the Graduate Studies website for more detailed descriptions and the most current requirements: <https://graduate.tcnj.edu/>.)

Graduation Requirements

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

Required Courses

- I. *Teaching & Learning Core* 15 cr.
 - STEM 510/Foundations in Integrative STEM
 - STEM 520/Integrative STEM Pedagogy
 - STEM 530/Integrative STEM Curriculum
 - STEM 610/Emerging Trends & Issues in Integrative STEM Education
 - STEM 660/Creativity & Systems/Critical Thinking in Education
 - STEM 700/Integrative STEM Education Capstone
- II. *STEM Education Content & Research* 9 cr.
 - STEM 631/Math & Statistics for Integrative STEM Education
 - EDFN 508/Introduction to Education Research
 - Any STEM Education elective course (see Design pathway below for options)
- III. *STEM Education Electives* 12 cr.

Complete the four courses outlined in any of the following pathways.

A. Supervisor Certification

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

B. Design

Select any four courses not already taken from the following.

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

C. Research

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

D. Inclusive Practice/Special Education (three pathways)**i. Inclusive Practice: English Language Learners**

ESLM 577
 ESLM 579
 ESLM 587

ii. Inclusive Practice: Students with Disabilities

EDUC 513
 EDUC 614
 SPED 501
 Choose one: RDLG 579, SPED 624, or
 SPED 648

iii. Inclusive Practice: Literacy

RDLG 579 (prerequisite: a course in teaching
 reading at the undergraduate or
 graduate level)
 SPED 624
 Choose one: EDUC 613, EDUC 614, or
 SPED 624

E. Middle School Math

Select any four courses of the following courses.

MATH 591/Number Theory & Systems
 MATH 594/Patterns, Functions, Algebra
 MATH 595/Geometry

MATH 597/Discrete Math
 MATH 598/Calculus
 STEM 635/Data Visualization & Analytical
 Information Design

F. Environmental Sustainability Education

Yields Env. Sustainability Edu. Certificate

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 for Educators

G. Self-Defined

Four courses approved by the program coordinator.

Graduate Certificate in Integrative STEM Methods

15 credits

Program code: STEM_CER01

Manuel Figueroa, Associate Professor (figueroa@tcnj.edu)

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

Required Courses

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

School of Humanities and Social Sciences

Lisa Grimm, Interim Dean

African American Studies

Graduate Certificate in Diversity, Equity, Inclusion, and Antiracism

15 credits

Program code: AFAM_CER01

Leigh-Anne Francis, Associate Professor (francisL@tcnj.edu)

The Graduate Certificate in Diversity, Equity, Inclusion, and Antiracism offers students the opportunity to understand and interrogate the historical, structural, cultural, and psychosocial sources of intersecting oppressions in all the courses. It also affords students the opportunity to think critically about existing solutions to these problems and develop novel, effective, context-specific strategies to resist and transform them. The certificate is especially appropriate for students who are already working in organizations (e.g., schools, companies, government, non-profits, etc.) and who would like to advocate for greater diversity, equity, and inclusion.

Admission Requirements

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

Completion Requirements

15 credits.
Successful completion of all program requirements/
prerequisites.

Required Courses

PSYG 555/Social Psychology of Power, Oppression, and Privilege (cross-listed with PSY 355)
AASG/SOCG 581/Sociology of Race in the US (cross-listed with AAS/SOC 281)
AASG 699/Capstone: Diversity, Equity, Inclusion, & Anti-Racism Graduate Practicum

Gender-Focused Elective (Choose one)

AASG 576/HISG 565 African American Women's History
AASG 575/WGST 565 Black Feminist Thought
WGST 543/Queer Studies
WGST 510/Feminist Theories
WGST 520/Gender Equity in the Classroom
WGST 530/Men and Masculinities: Literary Perspectives

Other Elective Course (Choose one)

AASG/WGST 562/History of Black Lives Matter
AASG 553/CRMG 552/Race, Crime, and Justice

English

Master of Arts in English

30 credits

Program code: ENGL_MA_01

Jo Carney, Professor (carney@tcnj.edu)

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

Admission Requirements

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

Graduation Requirements

30 credits
Successful completion of all program requirements/
prerequisites.

Required Courses

3 cr.
ENGL 505/Contemporary Literary Theory and Methods

Elective Courses

27 cr.
At least 21 elective credits must be from department offerings.

Comprehensive Examination

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

English, Accelerated Bachelor's to Master's Program

Only available to TCNJ students who begin at the undergraduate level.

Program code: ENGL_MA_01

Jo Carney, Professor (carney@tcnj.edu)

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

Admission to Graduate Program Requirements

TCNJ English majors apply in the fall semester of the junior year to the English Department through the MA Graduate Program in English website—<https://englishgrad.tcnj.edu/>. Minimum GPA requirements are 3.0 cumulative, 3.4 in the English major. GRE requirements and application fees are waived.

Students must have completed 16 courses (through their 4th semester), including required foundational literature courses and one upper-level (300- and 400-level) course. Students take their first two graduate courses in the spring semester of the senior year. These courses are not included in the undergraduate degree or GPA.

GRE and application fees are waived.

Required Courses: Senior Year **6 cr.**
ENGL 505/Contemporary Literary Theory and Methods
Elective (must be from departmental offerings that do not require special permission)

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

Students then begin post-bachelor's graduate coursework in the summer following commencement. Students complete the remaining eight elective courses in one academic year of full-time study.

Required Courses: Fifth Year **24 cr.**
At least 21 elective credits must be from department offerings.

Comprehensive Examination

ENGL 700

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

Women's, Gender, and Sexuality Studies Graduate Certificate in Gender and Sexuality Studies

15 credits

Program code: WGST_CER01

Marla Jaksch, Professor (jakschm@tcnj.edu)

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

Admissions Requirements

Bachelor's degree from an accredited or approved institution.

Completion Requirements

15 credits

Required Courses (three options) **6 cr.**

Option A: Students pursuing careers in education who have not previously taken Feminist Theory.
WGST 510/Feminist Theory
WGST 520/Gender Equity in the Classroom OR
EDFN 627/Critical Pedagogies

Option B: Students who have previously taken Feminist Theory or are not pursuing careers in education.
WGST 510/Feminist Theory OR
WGST 520/Gender Equity in the Classroom
One WGST 570 or 670 Topics course. Any WGS course at the 300 level or above may be cross-listed as WGST 570 or 670. See the WGS course list for options.

Option C: Students who have previously taken Feminist Theory and have either taken Gender Equity in the Classroom or are not pursuing careers in education. Two WGST 570 or 670 Topics courses.

Electives**9 cr.**

Gender and Sexuality Studies Certificate as Standalone

WGST 570 or 670 Topics courses

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

COUN 560/Counseling Girls and Women

COUN 561/Counseling Boys and Men

The following WGST 570 or 670 Topics courses are recommended for those pursuing the Gender, Sexuality, and Disability Studies track; contact coordinator for schedule of offerings:

Feminist Disability Studies

LGBTQ Issues in K-12 Education

Queer Studies

Trans Studies

LGBTQ History

Queer Literature

Gender and Disability in Literature

English MA + Gender and Sexuality Studies Certificate

ENGL 505/Contemporary Literary Theory and Methods (required)

ENGL courses approved for Gender and Sexuality Studies

Counseling MA + Gender and Sexuality Studies Certificate

COUN 560/Counseling Girls and Women (required)

COUN 561/Counseling Boys and Men (required)

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

Public Policy**Master of Public Policy (MPP)**

36 credits

Program code: POLS_MPP01

Daniel Bowen, Associate Professor (bowend@tcnj.edu)

The Master of Public Policy (MPP) degree program equips students to be effective policy analysts, researchers, advocates, and managers by providing high quality methodological training, individualized and group research opportunities, and interdisciplinary public policy expertise. The MPP seeks to serve the public interest in the Trenton-Mercer area, the state of New Jersey, and the Mid-Atlantic region through its teaching and applied research.

Admission Requirements

Bachelor's degree from an accredited or approved institution.

Transcripts.

Letters of recommendation.

Writing sample.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

Graduation Requirements

36 credits

Required Courses**21-24 cr.**

PUBG 501/The Policy Process in Theory & Practice

PUBG 502/Public Budgeting & Management

PUBG 503/Microeconomics & Public Policy

PUBG 510/Quantitative Methods for Policy Research I*

PUBG 511/Program Evaluation & Casual Inference

PUBG 512/Quantitative Methods for Policy Research II

PUBG 696/Thesis (6 credits, 2 semesters)

*Most five-year program students are exempt from this and then must take one methods elective.

Policy Electives**12 cr.**

At least 12 elective credits must be from approved course offerings.

Public Policy,**Accelerated Bachelor's to Master's Program**

Only available to TCNJ students who begin at the undergraduate level.

Program code: POLS_MPP01

Daniel Bowen, Associate Professor (bowend@tcnj.edu)

This accelerated program offers candidates the opportunity to graduate in five years with a BA in Political Science and a Master of Public Policy.

Admission Requirements

TCNJ Political Science students may apply in the fall semester of the junior year to the Political Science Department through the Master of Public Policy website. Minimum GPA requirement of 3.0 or higher with a 3.4 or higher in the Political Science major. GRE requirements and application fees are waived. Accepted students take their first three graduate courses in the spring semester of their senior year.

Required Courses: Senior Year**9 cr.**

PUBG 501 The Policy Process in Theory and Practice

PUBG 503 Microeconomics & Public Policy

PUBG 511 Program Evaluation & Causal Inference for Policy Analysis

Formal admission to the Master of Public Policy program occurs after conferral of the bachelor's degree and the successful completion of the three graduate-level courses.

Students then begin post-bachelor's graduate coursework in the summer following commencement, taking 1-2 courses. Students complete the remaining 7-8 required courses in one academic year of full-time study.

Graduate Certificate in Public Policy

15 credits

Program code: POLS_CER01

Daniel Bowen, Associate Professor (bowend@tcnj.edu)

The Graduate Certificate in Public Policy is designed for students pursuing training in related fields like public health, education and education administration, and business for whom additional training in public and policy making would be advantageous.

Admission Requirements

Bachelor's degree from an accredited or approved institution.

Completion Requirements

15 credits

Required Courses

15 cr.

PUBG 501 The Policy Process in Theory and Practice

PUBG 502 Public Budgeting and Management

PUBG 503 Microeconomics & Public Policy

PUBG 511 Program Evaluation and Causal Inference for
Policy Analysis

PUBG 605 Health Politics and Policy* OR

PUBG 610 Environmental Policy*

*Would serve as certificate capstone

School of Nursing and Health Sciences

Carole Kenner, Dean

Mission Statement

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

Revision Advisory

The School of Nursing and Health Sciences maintains the right and responsibility to revise content as appropriate in response to changes to accreditation requirements or other professional standards in the field.

Nursing

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

The MSN program offers five options: four nurse practitioner options (Family Nurse Practitioner [with variation for BSN-prepared nurse midwives and nurse practitioners], Adult/Gerontological Primary Care Nurse Practitioner, and Neonatal Nurse Practitioner) and a School Nurse option. MSN programs begin in the fall.

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

Most classes are offered during the evening, although some required classes and activities may be offered during the day. All MSN and certificate options include clinical practicum experiences. Clinical practicum hours are during the day, usually on weekdays. Clinical experiences take place under the guidance of experienced advanced practice nurses, school nurses, clinical nurse leaders, physicians, or other advanced nursing practitioners as appropriate to the area of specialization and to the program.

Required practicum hours for each course are listed in the course descriptions. Most MSN options may be completed in two years and two summers of full-time study. Students may take up to six years of part-time study to complete any of the options. Faculty advisers work closely with each student to plan an appropriate course of study and to ensure progress through the program.

The master's degree programs in nursing at The College of New Jersey are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202.887.6791.

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

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

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

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

Master of Science in Nursing (MSN) Programs

Credits by program option

Program codes: NURS_MSN01, NURS_MSN02,
NURS_MSN03, NURS_MSN05, NURS_MSN15

Judy Harkins, Assistant Professor (harkinsj@tcnj.edu)

Admissions Requirements

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

Graduate Record Exam (GRE) – for test waiver information,
please visit <https://graduate.tcnj.edu/apply/>.

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

Successful completion of an undergraduate health assessment
course or approved equivalent.

Preadmission interview may be required.

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

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

Additional Requirements

Program entry

License to practice as a registered nurse in New Jersey

License to practice in Pennsylvania

Pre-clinical requirements

CPR certification (BLS or ACLS)

Criminal Background Check

Drug Test

Health and immunization requirements

Liability Insurance for student nurse practitioner

For more detailed information, please contact Deirdre

Jackson, clinical site coordinator (jacksond@tcnj.edu).

Graduation Requirements

Credits as determined by program option.

Successful completion of all program requirements/
prerequisites.

Program Options

Family Nurse Practitioner Option (NURS_MSN01)

47 credits

Required Courses

NURS 506/Theoretical Foundations of Advanced Nursing
Practice and Research

NURS 501/Perspectives in Advanced Practice Nursing

NURS 503/Pharmacology for Advanced Nursing Practice

NURS 504/Advanced Human Pathophysiology

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

NURS 603/Individual, Family, and Community Systems

NURS 633/Advanced Holistic Health Assessment

NURS 636/Primary Care I

NURS 638/Primary Care II

NURS 637/Primary Care III

NURS 643/Primary Care of the Childbearing Family

NURS 690/Practicum in the Nurse Practitioner Role

NURS 694/Capstone Seminar

NURS 705/Capstone Project in Nursing

Family Nurse Practitioner for Certified Nurse Practitioners Option (NURS_MSN02)

30-credit minimum

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

Required Courses

NURS 506/ Theoretical Foundations of Advanced Nursing
Practice and Research

NURS 501/Perspectives in Advanced Practice Nursing

NURS 503/Pharmacology for Advanced Nursing Practice

NURS 504/Advanced Human Pathophysiology

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

NURS 603/Individual, Family, and Community Systems

NURS 633/Advanced Holistic Health Assessment

NURS 643/Primary Care of the Childbearing Family

NURS 690/Practicum in the Nurse Practitioner Role

NURS 694/Capstone Seminar

NURS 705/Capstone Project in Nursing

Clinical Courses*

NURS 636/Primary Care I

NURS 638/Primary Care II

NURS 637/Primary Care III

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

Adult/Gerontological Primary Care Nurse Practitioner Option (NURS_MSN05)

43 credits

Required Courses

NURS 506/ Theoretical Foundations of Advanced Nursing
Practice and Research

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

NURS 504/Advanced Pathophysiology
 NURS 694/Capstone Seminar
 NURS 705/Capstone Project

Instructional School Nurse Certificate (required) 23 cr.
 NURS 524 Assessment and Management of School Age
 Children and Adolescents
 NURS 525 School Nurse Practicum I
 NURS 526 School Nurse Practicum Seminar
 HLED 554 Curriculum Program Construction in Health
 and Safety Education or NURS 506
 NURS 603 Individual, Family and Community systems
 NURS 625 School Nursing/Teaching Practicum II

Neonatal Nurse Practitioner Option (NURS_MSN03)

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

Required Courses at TCNJ

NURS 506/ Theoretical Foundations of Advanced Nursing
 Practice and Research
 NURS 501/Perspectives in Advanced Practice Nursing
 NURS 504/Advanced Human Pathophysiology
 NURS 604/ Research and Evidence-Based Nursing for
 Advanced Nursing Practice
 NURS 603/Individual, Family, and Community Systems
 NURS 633/Advanced Holistic Health Assessment
 NURS 690/ Practicum in the Neonatal Nurse Practitioner
 Role (didactic sessions only 3 cr.)
 NURS 694/Capstone Seminar
 NURS 705/Capstone Project in Nursing

Required Courses at Thomas Jefferson University

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

School Nurse Option (NURS_MSN15)

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

Required Courses

17 cr.

NURS 506/ Theoretical Foundations of Advanced Nursing
 Practice and Research
 NURS 604/Research and Evidence Based Nursing
 NURS 503/Advanced Pharmacology
 NURS 633/Advanced Health Assessment

Post-Master's Nurse Practitioner Certificate Programs

Credits by program option
 Program codes: NURS_SCT02, NURS_SCT03, NURS_SCT04
 Judy Harkins, Assistant Professor (harkinsj@tcnj.edu)

Admission Requirements

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

Additional Requirements

Program entry

License to practice as a registered nurse in New Jersey.
 License to practice in Pennsylvania.

Pre-clinical requirements

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

Completion Requirements

Credits as determined by program option.
 Successful completion of all program requirements/
 prerequisites.

Program Options

Family Nurse Practitioner Option (NURS_SCT02)
 37 credits

Required Courses

NURS 503/Pharmacology for Advanced Nursing Practice
 NURS 504/Advanced Human Pathophysiology
 NURS 603/Individual, Family, and Community Systems

NURS 633/Advanced Holistic Health Assessment
 NURS 636/Primary Care I
 NURS 638/Primary Care II
 NURS 637/Primary Care III
 NURS 643/Primary Care of the Childbearing Family
 NURS 690/Practicum in the Nurse Practitioner Role

Adult/Gerontological Primary Care Nurse Practitioner Option
 (NURS_SCT03)

33 credits

Required Courses

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

Family Nurse Practitioner Option for Specialist NPs

(NURS_SCT04)

Up to 18 credits

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

Admission Requirements

Master of Science in Nursing from an NLN- or CCNE-accredited program that prepares nurse practitioners.
 National certification as an adult, geriatric, or adult/gerontological primary care nurse practitioner.
 At least 500 documented clinical practicum hours in an MSN program
 A graduate-level health assessment course that includes all ages and both genders
 A graduate-level general pharmacology course
 A graduate-level general pathophysiology course

Additional Requirements

Program entry

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

Pre-clinical requirements

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

Required Courses

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

School Nurse Instructional Certificate

10 credits

Program code: NURS_SCT09

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

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

150 Practicum hours are included in the curriculum.

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

Required Courses

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

Nurse Educator Certificate

14 credits

Program code: NURS_CER09

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

Admission Requirements

License to practice as a registered nurse in New Jersey.
 CPR certification (BLS or ACLS)

Criminal Background Check
 Drug Test
 Health and immunization requirements
 Liability Insurance for student nurse practitioner
 For more detailed information, please contact Deirdre Jackson, clinical site coordinator (jacksond@tcnj.edu).

Required Courses

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

Public Health

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

The Public Health program's vision is to address emerging concerns in public health in order to create a more equitable and healthier world. The program's mission is to promote critical thinking, leadership, and evidence-based practice in order to create improvement and equity in health outcomes for domestic and global populations.

Master of Public Health (MPH)

45 credits

Program code: PBHL_MPH01

Sylvia Twersky, Associate Professor (twerskys@tcnj.edu)

The TCNJ MPH offers specialization tracks:

1. Epidemiology and Health Analytics focuses on the determinants and distribution of health as well as building the skill set to interpret and apply data for understanding population level health and the design and implementation of public health initiatives
2. Health Communication explores state-of-the-art social marketing and communication strategies and innovative ways to motivate healthy behavior and reduce health risk. Interpersonal communication, social marketing campaigns and mass communication theories, strategies, and methods are explored as health changes are possible via institutions and agencies throughout the nation

3. Global Health concentrates on the impact of culture, social structure, economics and politics on health and illness trends, social determinants of health, health disparities and public health policies worldwide.

The program is offered as a full-time, 2-year program or part-time as an up to 6-year program. In-person classes are offered on the TCNJ campus. Some courses also can be taken online or as hybrid (online/on-site). To accommodate working professionals, classes are scheduled in two-and-a-half (2 ½) hour blocks during the evening (5:30 pm and after).

Additionally, the department offers a dual-degree program which yields an MBA and MPH in two years of full-time study.

For undergraduate students, TCNJ also offers a "4+1" program accelerated program for upper-class TCNJ undergraduates wanting to pursue a combined Bachelor of Science and Master of Public Health degree and a 5-year option for incoming first-year students who want to pursue a combined Master's and Bachelor's degree.

Notice: Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2023-2024 academic year. Students returning to the College after an absence of two consecutive regular-session semesters (not including summer or winter) follow the requirements in effect at the time of their return.

Admission Requirements

For entry into full-time or part-time (up to six years) programs

Bachelor's degree by the time of matriculation with an overall GPA of 3.0 or higher from an accredited or approved institution. As Public Health is an interdisciplinary field, students from all backgrounds are welcome to apply. Depending on background, some undergraduate coursework may be required before full matriculation into the MPH program. Students who have no prior statistics course (equivalent to STA 115 or 215) may need to take an orientation to statistics and SPSS and/or take an introductory statistics course prior to beginning the Epidemiology/Biostatistics sequence.

Online application through the Office of Graduate and Continuing Education

Student essay

Curriculum vitae or resume

Official transcript

Two letters of recommendation, one of which must be from a previous professor or an academic center.

Application fee (\$75)

International students:

Must have score reports submitted for the Test of English as a Foreign Language (TOEFL) if their native language is not English.

All students who attend a non-US institution for their undergraduate degree must have all educational documents translated into English and evaluated on a course-by-course basis by an accredited agency.

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

Applying students must be in good standing as a rising junior with a GPA of 3.0 or higher from TCNJ or an accredited or approved institution (transfer students only).

Students interested in the 4+1 program are encouraged to consult with their advisor as early as possible so that their schedule can be to best take advantage of graduate classes to be taken in the junior and senior years of study. Under current TCNJ policies, undergraduates in the 4+1 or five-year programs are allowed to double count up to five courses (5 units/15 credits) that meet the minimum graduate grade requirements and are applied to both the BS and MPH degree requirements. Students are fully matriculated into the MPH program after successful completion of their Bachelor's degree. Students will follow the MPH requirements in effect at the time of their graduate matriculation.

Online application through the Department of Public Health
Student essay

Curriculum vitae or resume

Unofficial transcript

Two letters of recommendation, one of which must be from a previous professor or an academic center.

Additional Requirements for All Applicants

In some cases, an interview may be requested.

Graduation Requirements

Cumulative GPA of 3.0 or higher

Completion of the non-credit course PBHG 500 Public Health Orientation

45 graduate credits consisting of 15 courses (5 core/5 specialization track/3 electives/2 capstone) within six years of graduate matriculation

Required Core Courses and Capstones

21 cr.

Minimum grade of B- is required for successful completion of a course.

PBHG 504/Environmental and Occupational Health

PBHG 521/Health Systems and Policy

PBHG 540/Intermediate Epidemiology

PBHG 652/Biostatistics for Public Health

PBHG 685/Health Promotion for Individuals, Families, and Communities

PBHG 705/Capstone Internship in Public Health

PBHG 706/MPH Capstone Paper/Portfolio

Specialization Tracks

15 cr.

Five courses/15 credits are needed to complete the specialization track. Minimum grade of C+ is required for successful completion of a course.

Health Communication Track (PBHL_SUBM1)

PBHG 603/Health and Risk Communication Theory

PBHG 615/International Communication

PBHG 650/Health Education in Practice

PBHG 660/Global Health and Risk Communication Campaigns

Choose one of the following:

PBHG 530/Sexual Communication and Health

PBHG 535/Interpersonal Health Communication

PBHG 545/New Media Innovations in Health Communication

PBHG 578/Cancer from a Public Health Perspective: Prevention to Survival

PBHG 677/Disclosure, Stigma, Privacy, and Health

Epidemiology and Health Analytics Track (PBHL_SUBM2)

PBHG 501/Research Methods for Public Health

PBHG 602/Health Analytics: Identifying, Collecting, and Analyzing Big Data

PBHG 620/Health Economics

Choose two of the following:

PBHG 566/Epidemiology of Dental Public Health

PBHG 577/Epidemiology and Intervention in Violence and Injury

PBHG 578/Cancer from a Public Health Perspective: Prevention to Survival

PBHG 667/Public Health Genomics

PBHG 689/Epidemiology and Aging

Global Health Track (PBHL_SUBM3)

PBHG 565/Social Determinants and Health Inequities

PBHG 572/Program Planning and Evaluation in Global Health

PBHG 620/Health Economics OR

PBHG 678/Water, Land, and Air: Critical issues in Global Environmental Health

PBHG 675/Critical Issues in Global Health

Choose 1 of the following:

PBHG 615/International Communication

PBHG 620/Health Economics OR

PBHG 678/Water, Land, and Air:

Critical issues in Global Environmental Health

PBHG 689/Epidemiology and Aging

Elective Courses

9 cr.

Three elective courses are needed to complete the MPH degree.

Minimum grade of C+ is required for a course to count as an elective.

Students can choose from the list below or any concentration classes that are a) not part of the student's chosen specialization track or b) specialization classes above the 5 required. Relevant courses from other graduate programs at TCNJ may be accepted on a case-by-case basis based on review by the Graduate Director.

PBHG 503/Health Informatics
 PBHG 551/Substance Abuse and Addiction: Individual, Family, and Society
 PBHG 560/Counseling Girls and Women* OR
 PBHG 561/Counseling Boys and Men*

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

PBHG 591/Graduate Independent Study
 PBHG 606/Grant Writing in Public Health
 PBHG 610/Public Health Leadership for a Changing World
 PBHG 651/Stress Management
 PBHG 670/Topics in Public Health

Master of Business Administration (MBA)/ Master of Public Health (MPH) Dual-Degree Program

63 credits

Program code: BUSN_MBA01, PBHL_2DG01
 Sylvia Twersky, Associate Professor (twerskys@tcnj.edu)
 Stephen Tomkiel, MBA Director (tomkiel@tcnj.edu)

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

For more information, including admissions requirements and curriculum, please see Interdisciplinary Programs.

Graduate Certificate in Public Health

15 credits

Program code: PBHL_CER01
 Sylvia Twersky, Associate Professor (twerskys@tcnj.edu)

The graduate certificate in Public Health at TCNJ aims to address the growing population health needs at the local, state, national, and global level. The program prepares graduates to meet the complex health needs of populations and individuals by: 1) assessing the social and political determinants of health; 2) critically analyzing data to determine health trends; 3) evaluating policy implications of health trends and health care delivery; and 4) synthesizing current population health practices to make

recommendations for improvement. The certificate is designed for both working professionals and students preparing for further graduate study, beginning with a broad overview of population health.

Notice: Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2023-2024 academic year. Students returning to the College after an absence of two consecutive regular-session semesters (not including summer or winter) follow the requirements in effect at the time of their return.

Admission Requirements

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

Completion Requirements

Cumulative GPA of 3.0 or higher.
 Completion of all required coursework with qualifying grades.
 For students who complete the certificate and matriculate into the MPH program, courses with grades meeting MPH criteria (B- or higher for core courses, C+ or higher for specialization courses) may be applied to the MPH graduation requirements.

Required Core Courses

9 cr.

PBHG 521/Health Systems and Policy
 PBHG 540/Intermediate Epidemiology
 PBHG 685/Health Promotion for Individuals, Families, and Communities OR
 PBHG 504/Environmental and Occupational Health

Additional Courses

6 cr.

Select two from the following:

PBHG 501/Research Methods for Public Health
 PBHG 503/Health Informatics
 PBHG 504/Environmental and Occupational Health
 PBHG 530/Sexual Communication and Health
 PBHG 535/Interpersonal Health Communication
 PBHG 545/New Media Innovations in Health Communication
 PBHG 565/Social Determinants and Health Inequities
 PBHG 572/Program Planning and Evaluation in Global Health
 PBHG 566/Epidemiology of Dental Public Health
 PBHG 577/Epidemiology and Intervention in Violence and Injury
 PBHG 578/Cancer from a Public Health Perspective: Prevention to Survival
 PBHG 603/Health and Risk Communication Theory
 PBHG 606/Grant Writing in Public Health
 PBHG 610/Public Health Leadership for a Changing World

PBHG 615/International Communication
 PBHG 620/Health Economics
 PBHG 650/Health Education in Practice
 PBHG 652/Biostatistics for Public Health (3 credit)
 PBHG 655/Social Inequalities in a Developing Context
 PBHG 660/Global Health and Risk Communication
 Campaigns
 PBHG 667/Public Health Genomics
 PBHG 670/Topics in Public Health
 PBHG 675/Critical Issues in Global Health
 PBHG 677/Disclosure, Stigma, Privacy, and Health
 PBHG 678/Water, Land, and Air: Critical issues in Global
 Environmental Health
 PBHG 685/Health Promotion for Individuals, Families, and
 Communities
 PBHG 689/Epidemiology and Aging

Graduate Certificate in Health and Risk Communication

12 credits

Program code: PBHL_CER02

Sylvia Twersky, Associate Professor (twerskys@tcnj.edu)

The Health and Risk Communication certificate will train individuals in the necessary tools and knowledge to persuade others to pursue healthier, less risky lives. The program prepares students to craft the most appropriate health and risk communication strategies for convincing target audiences to improve their life chances through coursework in issue research, program design, and program testing.

Students gain skills in taking a three-pronged approach to health and risk communication: Issue Research, Program Design, and Program Testing. This program will assist working professionals who want to gain a background in health and wellness communication in order to pursue employment with biotechnology firms, social advocacy organizations, non-profits, hospitals and health departments, state and federal health agencies, health foundations, community health centers, pharmaceutical companies, medical research facilities, and health and wellness-related businesses.

Admission Requirements

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

Completion Requirements

Cumulative GPA of 3.0 or higher.
 Completion of all required coursework with qualifying grades.
 For students who complete the certificate and matriculate into the MPH program, courses with grades meeting MPH criteria (B- or higher for core courses, C+ or

higher for specialization courses) may be applied to the MPH graduation requirements.

Required Core Courses

9 cr.

PBHG 603/Health and Risk Communication Theory
 PBHG 615/International Communication
 PBHG 660/Global Health and Risk Communication
 Campaigns: A Social Marketing Approach

Additional Course

3 cr.

Select one from the following:

PBHG 545/New Media and Health Communication
 PBHG 650/Health Education in Practice
 PBHG 677/Disclosure, Stigma, Privacy, and Health

Kinesiology and Health Sciences

Graduate Certificate in Wellness Coaching

18 credits

Program code: HESC_CER01

Anne Farrell, Professor (afarrell@tcnj.edu)

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

The program follows a three-pronged approach:

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

Admissions Requirements

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

Completion Requirements

18 credits.

Successful completion of all program requirements/
 prerequisites.

Required Courses

18 cr.

KHSG 501/Current Health & Wellness
KHSG 509/Functional Personal Conditioning
KHSG 525/Personal Nutrition
KHSG 551/Stress Management
KHSG 675/Coaching Leadership
KHSG 695/Wellness Coaching Internship

Interdisciplinary Programs

Master of Business Administration (MBA)/ Master of Public Health (MPH) Dual-Degree Program

63 credits

Program code: BUSN_MBA01, PBHL_2DG01

Sylvia Twersky, Associate Professor (twerskys@tcnj.edu)

Stephen Tomkiel, MBA Director (tomkiel@tcnj.edu)

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

Admission Requirements

Fall admission. Full-time only.

A Bachelor's degree from an accredited or approved institution.

Online application through the Office of Graduate and Continuing Education.

Application fee (\$75, non-refundable).

Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/> and see below.

Target range GRE 310+ or GMAT 540+.

Current resume.

Two letters of recommendation.

Additional GRE/GMAT Waiver Information

In addition to the information found on the Graduate and Continuing Education website, students who graduated with a business degree with a cumulative GPA of 3.4 or above, or have completed an advanced degree, or served in the military are exempt from taking the required GRE/GMAT. Waivers submitted by other applicants will be considered case-by-case, based on the applicant's undergraduate record, professional experiences, and documented certifications.

Graduation Requirements

Cumulative GPA of 3.0 or higher.

Completion of the non-credit course PBHG 500 Public Health Orientation.

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

MBA/MPH Program Curriculum

Students select one MBA specialization and one MPH specialization.

MBA specializations: Business Analytics or Strategy, Innovation, and Leadership

MPH specializations: Epidemiology and Health Analytics, Health Communication, or Global Health

Core Curriculum

MPH Required Core Courses and Capstones

Minimum grade of B- is required for successful completion of a course.

PBHG 504/Environmental and Occupational Health

PBHG 521/Health Systems and Policy*

PBHG 540/Intermediate Epidemiology

PBHG 652/Biostatistics for Public Health*

PBHG 685/Health Promotion for Individuals, Families, and Communities

PBHG 705/Capstone Internship in Public Health

PBHG 706/MPH Capstone Paper/Portfolio

** Double counts toward MBA*

MBA Required Core Courses

Minimum grade of B is required for successful completion of a course.

ACCG 610/Accounting for Managers

MGTG 690/Managing in the Global Environment

BUSG 680/Global Operations & Supply Chain

BUSG 620/Corporate Responsibility and Business Ethics

MKTG 650/Strategic Marketing Management

PBHG 521/Health Systems and Policy

PBHG 615/International Communication OR PBHG 620/Health Economics

MPH Specialization

Epidemiology and Health Analytics Track (PBHL_SUBM2)

PBHG 501/Research Methods for Public Health

PBHG 602/Health Analytics: Identifying, Collecting, and Analyzing Big Data

PBHG 620/Health Economics

Requirement based on MBA track:

Analytics: ISTG 610/Regression Modeling

Leadership: BUSG 610/Innovation

Choose one of the following:

PBHG 566/Epidemiology of Dental Public Health

PBHG 577/Epidemiology and Intervention in Violence and Injury

PBHG 578/Cancer from a Public Health
 Perspective: Prevention to Survival
 PBHG 667/Public Health Genomics
 PBHG 689/Epidemiology and Aging

Health Communication Track (PBHL_SUBM1)

PBHG 603/Health and Risk Communication Theory
 PBHG 615/International Communication
 PBHG 650/Health Education in Practice
 PBHG 660/Global Health and Risk Communication
 Campaigns

Requirement based on MBA track:

Analytics: ISTG 640/Text Mining
Leadership: BUSG 610/Innovation

Global Health Track (PBHL_SUBM3)

PBHG 565/Social Determinants and Health Inequities
 PBHG 572/Program Planning and Evaluation in Global
 Health
 PBHG 620/Health Economics OR
 PBHG 678/Water, Land, and Air:
 Critical issues in Global Environmental
 Health

PBHG 675/Critical Issues in Global Health

Requirement based on MBA track:

Analytics: BUSG 680/Global Operations
Leadership: BUSG 610/Innovation

MBA Specializations

Minimum grade of B is required for successful completion of a course.

Business Analytics

ISTG 605/Foundations of Business Analytics
 ISTG 610/Business Analytics – Regression Modeling I
 ISTG 650/Machine Learning
 ISTG 640/Text Mining
 ISTG 615/Business Analytics – Regression Modeling II
 PBHG 652/Biostatistics for Public Health
 PBHG 705/Graduate Capstone

Strategy, Innovation, and Leadership

BUSG 610/Innovation
 MGTG 600/Strategy and Sustained Competitive
 Advantage
 MGTG 650/Strategic Human Resource Management
 MGTG 635/Leading Organizational Change
 MGTG 640/Negotiations and Dispute Resolution
 PBHG 685/Health Promotion
 PBHG 705/Graduate Capstone

Global Graduate Programs

Overview

The mission of The College of New Jersey Global Programs is to create exemplary professionals by providing focused professional graduate studies in education, grounded in current best practices, in preparation for our students to take instructional or leadership positions in international schools throughout the world.

Coordinated by Off-Site Graduate Programs (OSGP), our programs in professional education comprise an extensive, integrated, and focused collection of experiences that are recognized worldwide and serve to expand the influence of the College and its mission. Through its global graduate programs, TCNJ offers a number of degrees, certificates, and professional development options to educators throughout the world at international sites. Additionally, students enrolled in any of our on-campus (Ewing, NJ) graduate programs are welcome to participate in summer global graduate studies.

General Site Information

Students may enroll in courses during the summer sessions at OSGP's global site in Portugal or online, and also during winter/spring/fall sessions online. Please visit <https://offsitegrad.tcnj.edu/> or contact the office via email (osgp@tcnj.edu) for more information.

Master of Education in Elementary or Secondary Education

30 credits

Program codes: ELEC_MED03, SECE_MED01

Stuart Carroll, Associate Professor (szcarrol@tcnj.edu)

The Master of Education in Elementary or Secondary Education programs are designed to increase the professional competence of elementary and secondary education school teachers. Courses include current trends and practices in contemporary education.

Admission Requirements

A Bachelor's degree from an accredited or approved institution.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

Graduation Requirements

30 credits.

Required Courses

Research

EDFN 508/Introduction to Education Research

Foundations and Multicultural Education

EDFN 521/Cultural Foundations of Education

Specializations

SPED 501/Students with Disabilities in Our Schools

EPSY 523/Advanced Child and Adolescent Development

ELEM 663 or SCED 663/ Advanced Trends in Elementary/ Secondary Education

ELEM 696 or SCED 696/ General Seminar in Elementary/ Secondary Education

ELEM 694 or SCED 694/Introduction to Teaching and Planning

ELEM 695 or SCED 695/Internship II

For Elementary Students: VCPD 530/Foundations of Literacy Online

For Secondary Students: VCPD 590/Secondary Content Methods Online

RDLG 579/Content Area Literacy

CURR 514/Curriculum Theory and Practice

Electives

Chosen with advisement.

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

Comprehensive Exam

REGS 999

Teacher Certificate for International Schools: Elementary or Secondary Education

25 credits

Program codes: ELEC_SCT01, SECE_SCT01

Stuart Carroll, Associate Professor (szcarrol@tcnj.edu)

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

Admission Requirements

A Bachelor's degree from an accredited or approved institution.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

ELEC_SCT01: 60 semester-hour credits in liberal arts/science coursework. 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)

SECE_SCT01: 30 undergraduate credits in core content.

Completion Requirements

25 credits

Grade of B- or better in Internship II

Required Courses*Foundations and Multicultural Education*

EDFN 520/Leadership for Social Justice OR

EDFN 521/Cultural Foundations of
Education*Core Courses*

SPED 501/Students with Disabilities in Our Schools

RDLG 579/Content Area Literacy

EPSY 523/Advanced Child and Adolescent
Development*Specialization*Elementary Education

VCPD 530/Learning to Read

ELEM 663/Advanced Trends

ELEM 694/Introduction to Teaching and Planning

ELEM 695/Internship II

(with earned grade of B- or better)

Secondary Education

VCPD 590/Content Area Methods

SCED 663/Advanced Trends

SCED 694/Introduction to Teaching and Planning

SCED 695/Internship II

(with earned grade of B- or better)

Master of Education in**Teaching English as a Second Language**

30 credits

Program code: ESLA_MED01

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

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

Admission Requirements

A Bachelor's degree from an accredited or approved institution.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

Proven oral and written proficiency in the English language.

For those seeking certification eligibility through this program (available to students located in New Jersey, USA):

Bachelor's degree from an accredited or approved institution with an undergraduate major (or 30 semester hours) in a liberal arts and science major OR 60 semester-hour credits in liberal arts/science coursework. 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)

Educational psychology—one college-level course

Demonstrated 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).

For those seeking only the endorsement through this program: an initial teaching credential in another field.

Graduation Requirements

30 credits.

Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.

Pass ESLM 700/Comprehensive Exam.

Required Courses*Research*

EDFN 508/Introduction to Research

Specialization

† *ESLM 525/Second Language Acquisition

† *ESLM 545/English Structure and Proficiency
Assessment† *ESLM 577/ Sociolinguistics/Cultural Foundations of
Second Language Education

† *ESLM 578/Theory and Practice of Teaching ESL

† ESLM 587/ Curriculum, Methods, and Assessment for
Second Language Education

ESLM 579/Language and Literacy for ESL

† Courses required for the ESL endorsement

* Courses required for the Bilingual endorsement

Electives

9 cr.

9 credits chosen with advisement.

Comprehensive Exam

ESLM 700

**Teaching English as a Second Language
Certification Program**

15-24 credits

Program code: ESLA_SCT03

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

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

completing the indicated courses and the ACTFL Oral Proficiency Interview and Writing Proficiency in a target language.

Admission Requirements

A Bachelor's degree from an accredited or approved institution.

For those seeking certification eligibility through this program (available to students located in New Jersey, USA):

Bachelor's degree from an accredited or approved institution with an undergraduate major (or 30 semester hours) in a liberal arts and science major OR 60 semester-hour credits in liberal arts/science coursework. 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)

Educational psychology—one college-level course
 Demonstrated 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).

Certification Process and Requirements

Please see the Certification Office website for further details: <https://certification.tcnj.edu/>.

Completion Requirements

15-24 credits.

Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.

Pass ESLM 700/Comprehensive Exam.

Achieve passing scores (minimum Advanced Low) on ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Students who have satisfied the basic skills requirement through the Praxis Core exam are exempt from WPT.

Pass an exam of physiology, hygiene, and substance abuse issues.

Completion of HIB/Bullying Training.

International students: please seek advisement from program coordinator for individual completion requirements.

Required Courses

^ † *ESLM 525/Second Language Acquisition

^ † *ESLM 577/ Sociolinguistics/Cultural Foundations of Second Language Education

^ † *ESLM 578/Theory and Practice of Teaching ESL

^ † *ESLM 587/ Curriculum, Methods, and Assessment for Second Language Education

^ † ESLM 545/English Structure and Proficiency Assessment

^ ESLM 579/Language and Literacy for ESL

^ ESLM 588/Internship

^ ESLM 688/Student Teaching

Note: ESLM 588/Internship and ESLM 688/Student Teaching are arranged as a full-year or two consecutive semester practicum experience (175 hours the first semester, 650 hours the second semester) in a PreK–12 school. In order to be eligible for student teaching, the candidate must meet the following criteria: minimum GPA of 3.0 or higher and a minimum grade of B in ESLM 578 OR ESLM 587.

^ Courses required for initial certification

† Courses required for the ESL endorsement

* Courses required for the Bilingual endorsement

^ EPSY 523/Advanced Child and Adolescent Development (if not otherwise fulfilled at the undergraduate level and confirmed by transcript)

Comprehensive Exam

ESLM 700

Bilingual Endorsement Certificate

12 credits

Program code: ESLA_SCT02

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

The Bilingual Endorsement Program provides the necessary courses for certification as a bilingual teacher in the state of New Jersey. This certificate is only for certified teachers who hold a teaching credential in a subject area (general elementary or secondary math, science, social studies, etc.).

Admission Requirements

A Bachelor's degree from an accredited or approved institution.

Teaching certificate or eligibility thereof in a subject area (general elementary education or secondary math, science, or social studies).

Proven proficiency in English and another instructional language.

Graduate Record Exam (GRE) – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

Certification Process and Requirements

Please see the Certification Office website for further details: <https://certification.tcnj.edu/>.

Completion Requirements

12 credits.

Cumulative GPA of 3.0 or higher in the program and completion of all program requirements/prerequisites.

Required Courses

ESLM 525/Second Language Acquisition

EDFN 577/Sociolinguistics and Cultural Foundations of ESL

ESLM 578/Theory and Practice of Teaching ESL

ESLM 587/ Curriculum, Methods, and Assessment for ESL/Bilingual Education

Comprehensive Exam

ESLM 700

Global Master's Program in Educational Leadership—Educational Studies

30-33 credits, varies by leadership experience

Program codes: EDUC_MA_01 with EDAD_CER01 and EDAD_SCT01

Linda Mayger, Associate Professor (maygerL@tcnj.edu)

The Master of Arts in Educational Studies (MAES) for global students allows students to combine certificates in Educational Leadership and Supervision along with a capstone requirement to earn a master's degree. This MAES program of study requires a minimum of 30 credits and is designed to provide global educators with the knowledge and skills needed for a leadership position in a school setting. Courses include concepts of leadership administration, supervision, and curriculum development.

Admission Requirements

An earned bachelor's degree from an accredited university or college, or other approved institution.

Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) taken within the last five years – for test waiver information, please visit <https://graduate.tcnj.edu/apply/>.

A completed online application.

Current resume.

Two strong letters of recommendation (e.g., unequivocal endorsements and letters from supervisors familiar with the applicant's work are weighted favorably).

Personal essay.

Test of English as a Foreign Language (TOEFL) for applicants for whom English is a second language and who have limited experience working/learning in an English language environment.

Applicants must also meet the specific admission requirements of their selected certificate programs.

Graduation Requirements

Completion of credits based on leadership experience:

Those who currently serving in an educational administrative capacity: 30 credits.

Those who are NOT YET serving in an educational administrative capacity: 33 credits.

A cumulative GPA of 3.0 or better.

Satisfactory completion of all courses included in the selected certificate programs.

Completion of all departmental requirements for the associated certificates.

Note: Individual courses may fill the requirements of more than one certificate programs, but will only be counted as the stated credit amount toward the overall degree.

Required Courses

CURR 514/Curriculum Theory and Practice

CURR 555/Contextual Issues in the Development of Curriculum

EDAD 525/ Introduction of Educational Leadership

EDAD 540/School Finance and Resource Management

EDAD 572/School Law

EDAD 617/Organizational Leadership and Supervision

SUPV 520/Staff Supervision

EDFN 508/Introduction to Research

EDAD 530/Group Dynamics for Educational Leaders

EDAD 702/Capstone

Students who are NOT YET serving in an educational administrative capacity must complete the following:

EDAD 688/Practicum in School Administration

Post-Master's Certificate in Global Educational Leadership

27 credits

Program code: EDAD_SCT03

Linda Mayger, Associate Professor (maygerL@tcnj.edu)

The Post-Master's Certificate in Global Educational Leadership is an intensive graduate program designed to provide global educators with the knowledge and skills needed for a leadership position in an international school setting. This program seeks to prepare exemplary school leaders and is explicitly aligned with the Professional Standards for Educational Leaders and the standards from the Association for Advancing Quality in Educator Preparation (AAQEP) to prepare school leaders who:

1. Demonstrate knowledge regarding social, emotional, and academic dimensions of P-12 learners.
2. Develop the knowledge, skills, and dispositions to engage in culturally responsive educational practices with diverse learners and in diverse cultural and socioeconomic community contexts.
3. Explain how to create and develop positive learning and working environments in a variety of school contexts.
4. Collect and use data and research to inform their practice.

5. Enable their own professional growth through goal setting, self-assessment, and reflection.
6. Develop skills and dispositions to collaborate with colleagues to support professional learning.

Admission Requirements

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

Completion Requirements

27 credits.
 Cumulative GPA of 3.0 or higher in the program and satisfactory completion of all program requirements/prerequisites.

Required Courses

CURR 514/Curriculum Theory and Practice
 CURR 555/Contextual Issues in the Development of Curriculum
 EDAD 525/ Introduction of Educational Leadership
 EDAD 540/School Finance
 EDAD 572/School Law
 EDAD 617/Organizational Leadership and Supervision
 SUPV 520/Staff Supervision

Elective Courses (Select two from the following)

*EDAD 688/Practicum/Seminar in School Administration
 EDFN 520/Leadership for Social Justice
 EDFN 521/Cultural Foundations of Education
 EDAD 530/Group Dynamics for Educational Leaders

** Required for students who are not currently employed in an administrative role.*

Principals' Training Center (PTC)

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

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

Performance Learning Systems (PLS)

Off-Site Graduate Programs and Performance Learning Systems (PLS) work together to offer innovative, online graduate courses to meet the academic and professional needs of those who wish to take advantage of the benefits of an online learning experience. At present, students may enroll in the following graduate courses: Learning to Read (VCPD 530), Reading to Learn (VCPD 540) and Secondary Content Methods (VCPD 590), which are offered in the fall and spring terms.

To learn more about content and schedules for the courses, see the PLS website at <https://www.plsclasses.com/>.

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

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

- Apply a balanced and integrated approach:
 - Teach phonemic decoding, comprehension strategies, and literature appreciation.
 - Encourage independent reading, using a variety of types of texts.
 - Explore relationships among words to teach vocabulary.
 - Use writing to foster greater understanding of text.
- Develop effective practices for teaching reading proficiency skills:
 - Phonemic awareness
 - Phonological awareness
 - Decoding
 - Fluency
 - Comprehension
- Prevent reading failure through intervention and assessment:
 - Screen students using informal assessments.
 - Monitor students' progress.
 - Establish an effective intervention system.

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

Discover the best ways to help your students construct meaning from what they read. Examine scientifically based comprehension strategies and learn how to adapt them to your classroom and/or content area. Assess student progress and adjust your teaching to become more effective.

- Understand how to teach reading comprehension:
 - Analyze the latest reading comprehension research.

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

VCPD 590/Secondary Content Method (Online) 3 cr.

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

Professional Development

Regional Training Center

Professional Development for Teachers

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

All courses carry graduate credit in teacher education from TCNJ. Students who are interested in applying for matriculation into the Master of Education program and transfer/use of previous coursework should review <https://graduate.tcnj.edu/regional-training-center/>. Students who apply for matriculation into one of TCNJ's other Master of Education programs may apply a maximum of 6 credits as elective credit, pending approval by the graduate program coordinator. Elective credit requirements vary by specialization, and students must contact their graduate program coordinator prior to registration for course approval.

For a full listing of courses (including new courses in English Language Learning Education and Technology in the Classroom) and to register for these courses please contact:

Regional Training Center
486 Route 10 West
Randolph, NJ 07869
800.433.4740
<https://www.thertc.net/main.php>

A Selection of Courses Available through RTC

EDIN 528/Skills for Building the Collaborative Classroom
EDIN 536/Universal Design for Learning: Reaching All Learners in the Digital Age

EDIN 539/Creating Health and Balance in Today's Classroom
EDIN 540/The Mindful Classroom
EDIN 542/Assessment Techniques: Assessing for Student Learning
EDIN 544/Increasing Student Responsibility and Self-Discipline in Learning Communities
EDIN 545/ Encouraging Skillful, Critical, and Creative Thinking
EDIN 559/The Bully-Proof Classroom
EDIN 546/The Culturally Distinctive Classroom
EDIN 548/ Styles of Teaching: Personality Type in the Classroom
EDIN 552/Strategies for ADHD, LD and a Spectrum of Learners
EDIN 553/The Kinesthetic Classroom: Teaching and Learning through Movement
EDIN 554/The Kinesthetic Classroom II: Moving Across the Standards
EDIN 555/Skills and Strategies for Inclusion and Disability Awareness
EDIN 556/Motivation: The Art and Science of Inspiring Classroom Success
EDIN 560/Brain-Based Teaching and Learning
EDIN 564/ Movement and Technology Balance: Classroom Strategies for Student Success
EDIN 565/Cooperative Discipline
EDIN 570/Differentiated Instruction
EDIN 573/ Technology with Ease: Enhancing the Modern Classroom

Faculty and Staff

Samira Abdur-Rahman, Assistant Professor of English

BA Rutgers, The State University of New Jersey; MA New York University; MA Rutgers, The State University of New Jersey; PhD Rutgers, The State University of New Jersey

Heba Abourahma, Professor of Chemistry

BSc Saint Mary's University; MSc University of Ottawa; PhD University of South Florida

Erin Ackerman, Interim Assistant Director in the Library/

Associate Professor in the Library
BA The American University; MLIS Rutgers, The State University of New Jersey; PhD Johns Hopkins University

Zakiya Adair, Assistant Professor of Women's, Gender, and Sexuality Studies and African Studies

BA San Jose State University; PhD University of Washington

Ambrose Adegebe, Professor of Electrical and Computer Engineering

BSc Obafemi Awolowo University; MSc, PhD University of Manchester

Sunita Ahlawat, Professor of Accounting and Information Systems

MComm University of Delhi; MBA University of Massachusetts; PhD Pennsylvania State University

Mohammed Alabsi, Assistant Professor of Mechanical

Engineering
BS King Fahd University of Petroleum and Minerals; MS King Abdullah University of Science and Technology University of Delhi; PhD University of Missouri Kansas City

Jason Alejandro, Assistant Professor of Design and Creative Technology

MFA Vermont College of Fine Arts

Eileen Alexy, Professor of Nursing

MS, PhD University of Pennsylvania

Anita Allyn, Professor of Art and Art History

BFA Kansas City Art Institute; MFA Tufts University

Nabil Al-Omaishi, Professor of Civil Engineering

BS University of Baghdad; ME University of Toronto; PhD University of Nebraska; Registered Professional Engineer, Nebraska and Ontario

Geralyn Altmiller, Professor of Nursing

BSN LaSalle University; MSN Widener University; EdD Widener University

Louise Ammentorp, Professor of Elementary and Early

Childhood Education
BA Rutgers University; MA Hunter College; PhD University of New York

Alan Amtzis, Director of MEd Program in Educational

Leadership: Instruction (RTC)
BA Hunter College; MA Columbia University; MS State University of New York at New Paltz; PhD Boston College

Helene Anthony, Assistant Professor of Special Education, Language, and Literacy

BA University of Delaware; MA University of Michigan; PhD Michigan State University

Rahshida Atkins, Assistant Professor of Nursing

BSN, MSN, PhD Rutgers, The State University of New Jersey College of Nursing; Post Doc: The University of Pennsylvania School of Nursing

Mekala Audain, Assistant Professor of History

BA Florida International University; PhD Rutgers, The State University of New Jersey

Christopher Ault, Associate Professor of Design and Creative Technology

BA University of Texas at Austin; MPS New York University

Sherlene I. Ayala, Assistant Dean, School of Education

BS, MA State University of New York at Plattsburgh; PhD Montclair State University

Joseph Baker, Associate Professor of Chemistry

BS University of Nevada, Las Vegas; PhD University of Arizona

Richard Baker, Associate Professor of Economics

BA Clemson University; MA, PhD Boston University

Jessica Barnack-Tavlaris, Professor of Psychology

BA State University of New York at Fredonia; MA Connecticut College; PhD University of Wisconsin at Milwaukee

Pamela Barnett, Dean, School of the Arts and Communication, Professor of Communication Studies

BA Barnard College, PhD Emory University

Diane Bates, Professor of Sociology and Anthropology

BA Humboldt State University; MA, PhD Rutgers, The State University of New Jersey

Nicholas Battista, Associate Professor of Mathematics

BS, MS Rochester Institute of Technology; PhD University of North Carolina, Chapel Hill

Jared Beatrice, Assistant Professor of Sociology and Anthropology

BA The Ohio State University; MA, PhD Michigan State University

Andrew Bechtel, Professor of Civil Engineering

BS Drexel University; MS University of Delaware; PhD Georgia Institute of Technology

Karen Becker, Associate Professor of Marketing and Interdisciplinary Business

BS Cedar Crest College; MS Pennsylvania State University; PhD Lehigh University

Patricia Becker, Assistant Professor of Criminology

BA La Salle University, MA, PhD University of Delaware

Marissa Bellino, Associate Professor of Educational

Administration and Secondary Education
PhD City University of New York

Matthew Bender, Professor of History

BA Washington University; MA, PhD Johns Hopkins University

Terrence Bennett, Librarian I/Associate Professor in the Library

BA The Catholic University of America; MBA Tulane University; MSLS University of Illinois at Urbana-Champaign

Shamaine Bertrand, Associate Professor of Elementary and Early Childhood Education

BS North Carolina State University; MEd University of Mary Washington; PhD George Mason University

- James Beyers**, Professor of Elementary and Early Childhood Education
BS Towson University; MEd, PhD University of Delaware
- Tamra Bireta**, Professor of Psychology
BS University of Florida; MS, University of Illinois; PhD Purdue University
- David Blake**, Professor of English
BA Colgate University; MA, PhD Washington University
- Michael E. Bloodgood**, Assistant Professor of Computer Science
BS The College of New Jersey; MS, PhD University of Delaware
- Dina Boero**, Associate Professor of History
BA University of California San Diego; MA, PhD University of Southern California
- Ashley Borders**, Professor of Psychology
BA Yale University; MA, PhD University of South Carolina
- Carolina Borges**, Associate Professor of Nursing/Public Health
MPH Federal University of Santa Catarina (USFC-Brazil); PhD Federal University of Minas Gerais, Brazil
- Elizabeth Borland**, Professor of Sociology and Anthropology
BA Smith College; MA, PhD University of Arizona
- Daniel Bowen**, Associate Professor of Political Science
BA Bethel University; PhD University of Iowa
- Lynn Bradley**, Professor of Chemistry
BA College of the Holy Cross; PhD Duke University
- Lynn M. Braender**, Associate Professor of Accounting and Information Systems
BS, MAB Trenton State College; PhD Drexel University
- Jean Brechman**, Associate Professor of Marketing and Interdisciplinary Business
BS The College of New Jersey; MA, PhD University of Pennsylvania, The Annenberg School for Communication
- Thomas M. Brennan Jr.**, Professor of Civil Engineering
BSCE Purdue University; MSCE George Mason University; PhD Purdue University; Registered Professional Engineer, New Jersey, Pennsylvania, Virginia
- Norma Brown**, Clinical Learning Laboratory Coordinator of Nursing
BSN Ball State University; MSN University of Pennsylvania
- Winnifred R. Brown-Glaude**, Professor of African American Studies
BA Hunter College; MA, PhD Temple University
- Vicki Brzoza**, Assistant Professor of Nursing
BSN Wilkes University; MSN Temple University; MBA St. Joseph's University, Philadelphia; PhD Wilkes University
- Laura Bruno**, Assistant Professor of Exercise Science
BA Rowan University; MS McDaniel College; EdD Wilmington University
- Michelle Bunagan**, Associate Professor of Chemistry
BA Rutgers, The State University of New Jersey; PhD University of Pennsylvania
- Greer Burroughs**, Associate Professor of Elementary and Early Childhood Education
BA Rutgers, The State University of New Jersey; MAT Montclair State University; EdD Rutgers, The State University of New Jersey
- Jill A. Bush-Wallace**, Professor of Health and Exercise Science
BS, Rutgers, The State University of New Jersey; MS, PhD, Pennsylvania State University
- Brett F. BuSha**, Professor of Biomedical Engineering
BS Boston University; PhD Rutgers, The State University of New Jersey and University of Medicine and Dentistry of New Jersey
- Luke Butler**, Associate Professor of Biology
BS Beloit College; PhD University of Washington
- David Bwire**, Associate Professor of Special Education, Language and Literacy
BEEd. Moi University; M.Litt., Middlebury College; PhD The Ohio State University
- Sharon Byrne**, Associate Professor of Nursing
BSN LaSalle University; MSN Widener University; DrNP Drexel University
- Mary Cannito-Coville**, Assistant Professor of Criminology and African American Studies
BA Nazareth College; MA, PhD Syracuse University
- Angela M. Capece**, Assistant Professor of Physics
BS Lehigh University; MS, PhD California Institute of Technology
- Alberto Carbonilla** Lecturer, Management
MA La Salle University
- Jo E. Carney**, Professor of English
BA, PhD University of Iowa
- Stuart Z. Carroll**, Associate Professor of Elementary and Early Childhood Education
BA, BEd, LLB University of Manitoba; MEd The College of New Jersey; PhD Syracuse University
- Chung Sum Chak**, Professor of Design and Creative Technology
BFA State University of New York, College at New Paltz; MFA University of Illinois
- Satyasikha Chakraborty**, Assistant Professor of History
BA, MA, Jadavpur University, PhD Rutgers, The State University of New Jersey
- Benny Chan**, Professor of Chemistry
BA Franklin and Marshall College; PhD Pennsylvania State University
- Sarah Chartock**, Associate Professor of Political Science
BS Cornell University; MA, PhD Princeton University
- Celia Chazelle**, Professor of History
BA University of Toronto; MA, PhD Yale University
- Mengxi Chen**, Assistant Professor of Finance
PhD Texas Tech University
- Bih-Horng Chiang**, Professor of Accounting and Information Systems
BS National Chen-chi University; MBA, PhD Drexel University
- Hyun-Binn Cho**, Assistant Professor of Political Science
BSc London School of Economics and Political Science; MA Seoul National University; MA Columbia University; PhD University of Pennsylvania
- Seung Hee Choi**, Professor of Finance
BA Ewha University; MBA, PhD Drexel University
- He Len Chung**, Professor of Psychology
BA Washington University; MS, PhD Temple University
- Karen E. Clark**, Associate Professor of Mathematics and Statistics
BS New York University; MS, PhD Courant Institute of Mathematical Sciences, New York University
- Wendy Clement**, Professor of Biology
BA Ithaca College; PhD University of Minnesota, Twin Cities

Andrew P. Clifford, Professor of Mathematics and Statistics
BS State University of New York at Binghamton; PhD State University of New York at Albany

Sharon Clugsten, Assistant Director of Nursing
BSN Niagra University, MSN Trenton State College

Timothy T. Clydesdale, Vice Provost and Professor of Sociology
BA Wheaton College; MA, PhD Princeton University

Maureen Connolly, Associate Professor of Educational Administration and Secondary Education
BA, MA, EdD St. John's University

Judi Cook, Executive Director, Center for Excellence in Teaching and Learning
BS Boston University; MA Florida Atlantic University; PhD Temple University

Amanda Cowell, Librarian I/Associate Professor in the Library
BS Stevens Institute of Technology; MBA Rutgers, Camden; MLIS Rutgers, The State University of New Jersey

Jarret T. Crawford, Professor of Psychology
BA The College of New Jersey; MA, PhD Rutgers, The State University of New Jersey

Cynthia Curtis-Budka, Professor of Mathematics and Statistics
BS Union College; PhD Yale University

Jason Dahling, Professor of Psychology
BA Virginia Polytechnic Institute and State University; MA, PhD The University of Akron

Paul D'Angelo, Professor of Communication Studies
MA, PhD Temple University

Jonathan Davis, Associate Professor of Educational Administration and Secondary Education
BA Washington University in St. Louis; MA Teachers College; PhD City University of New York

Marina De Souza, Associate Professor of Public Health
PhD Federal University Minas Gerais Brazil

Anthony S. Deese, Professor of Electrical and Computer Engineering
BS, PhD Drexel University

Uddipan Das, Assistant Professor of Computer Science
B.Tech West Bengal University of Technology; M.E. Jadavpur University; Ph.D. Wichita State University

Tabitha Dell'Angelo, Interim Dean, School of Education and Professor of Elementary and Early Childhood Education
BA Rowan University; MS, PhD University of Pennsylvania

Linda Dempf, Librarian I/Associate Professor in the Library
BM Mannes College of Music; MM Saint Louis Conservatory of Music; MLS, DM Indiana University Bloomington

Gary H. Dickinson, Professor of Biology
BS Binghamton University; PhD Duke University

Tammy L. Dieterich, Interim Dean, School of Business
BA East Stroudsburg University; MS Monmouth University

Maria S. Domingo, Associate Professor of School of Business
BS Rutgers, the State University of New Jersey; JD Rutgers School of Law; LL.M. New York University School of Law

Jingyi Duan, Associate Professor of Marketing and Interdisciplinary Business
BA National Taiwan University; MA The Chinese University of Hong Kong; Ph.D. University of Rhode Island

Mary Ann Dugan, Assistant Professor of Nursing
BSN York College of Pennsylvania; MSN Villanova University; Post-Master's MSN, DNP, La Salle University

Tao Dumas, Associate Professor of Political Science
BA Lamar University; MA, PhD Louisiana State University

Dolores Dzubyaty, Associate Professor of Nursing
Diploma in Nursing, Ann May School of Nursing; BS, Monmouth University; BSN Thomas Edison State College; MSN The College of New Jersey; PhD Capella University

Ewa Dziedzic-Elliott, Librarian 2/Assistant Professor in the Library
MLIS Rutgers, the State University of New Jersey; MA in Polish Language and Literature Jan Kochanowski University, Poland, EU

Jody Eberly, Professor of Elementary and Early Childhood Education
BA Muhlenberg College; EdM, PhD Rutgers, the State University of New Jersey

Levi A. Ekanger, Assistant Professor of Chemistry
BS Northern Michigan University; PhD Wayne State University

Curt Elderkin, Professor of Biology
BS Indiana University; MS Western Illinois University; PhD University of Louisiana at Lafayette

Kathryn T. Elliott, Associate Professor of Biology
BS University of Richmond; PhD University of Michigan

Jeffery Erickson, Associate Professor of Biology
BS Williams College; MS University of Miami; PhD University of North Carolina, Chapel Hill

George N. Facas, Professor of Mechanical Engineering
BME Villanova University; MSME, PhD Drexel University; Registered Professional Engineer, New Jersey

Avery Faigenbaum, Professor of Health and Exercise Science
BS, MS, EdD Boston University

Ann Fallon, Project Specialist, Nursing
BSN University of Kentucky, MSN Rutgers, the State University of New Jersey

Anne Farrell, Professor of Health and Exercise Science
BS Temple University; MS Canisius College; PhD University of New Mexico

Sharif Ferdous, Associate Professor of Computer Science
BS Bangladesh University of Engineering and Technology; PhD University of Texas at San Antonio

Lois Fichner-Rathus, Professor of Art and Art History
BA State University of New York at Albany; MA Williams College; PhD Massachusetts Institute of Technology

Gary Fienberg, Assistant Professor of Music
BFA, MFA Carnegie Mellon University; MA, PhD University of Pittsburgh

Manuel Alejandro Figueroa, Associate Professor of Technological Studies
BSE Tulane University; PhD Drexel University

Josh Fishburn, Assistant Professor of Design and Creative Technology
BS University of Illinois Urbana-Champaign; MA, MFA University of Denver

Christopher Fisher, Associate Professor of History
BA, PhD Rutgers, the State University of New Jersey

- Kathryn Foster**, President Emeritus
BA Johns Hopkins University; MS University of California at Berkeley; PhD Princeton University
- Lauren Foxworth**, Associate Professor of Special Education, Language, and Literacy
BS, MS, PhD Pennsylvania State University
- Marlena Frackowski**, Assistant Dean of the Library
BM, Szczecin College of Music; MA, Warsaw University; MA, MLS Indiana University
- Leigh-Anne Francis**, Assistant Professor of Women's, Gender, and Sexuality Studies and African American Studies
BFA Rochester Institute of Technology; MA SUNY College; PhD Rutgers, the State University of New Jersey
- Luis Gabriel-Stheeman**, Associate Professor of World Languages and Cultures
Licenciado Universidad de Salamanca; MA, PhD University of Cincinnati
- Alexander Garlick**, Assistant Professor of Political Science
BA Middlebury College, MA, PhD University of Pennsylvania
- Norma Garza**, Director of Administration for Academic Affairs
BS The College of New Jersey, MBA Louisiana State University in Shreveport
- J. Lynn Gazley**, Associate Professor of Sociology and Anthropology
BA Amherst College; MPH, PhD Northwestern University
- Jana Gevertz-Fiorelli**, Professor of Mathematics and Statistics
BA Rutgers, the State University of New Jersey; MA, PhD Princeton University
- Brenda E. Ghitulescu**, Associate Professor of Management
MS Polytechnic University of Bucharest; PhD University of Pittsburgh
- Cassandra Gibson**, Professor of Counselor Education
BA Susquehanna University; MSW, PhD University of Maryland
- Brian J. Girard**, Professor of Educational Administration and Secondary Education
BA Haverford College; MEd Arcadia University; MA, PhD University of Michigan
- Joseph J. Goebel**, Associate Professor of World Languages and Cultures
BA LaSalle College; MA Temple University; PhD Georgetown University
- James A. Graham**, Professor of Psychology
BA Miami University; MS, PhD University of Memphis
- Jean E. Graham**, Professor of English
BA, MA University of Akron; PhD Case Western Reserve University
- Shannon E. Graham**, Assistant Professor of Physics
BA Mount Holyoke College; MS Rensselaer Polytechnic Institute; PhD University of Wisconsin, Madison
- Kathleen Grant**, Assistant Professor of Counselor Education
BA Wagner College; MA The College of New Jersey; PhD Montclair State University
- Janet Gray**, Professor of Women's and Gender Studies
AB Earlham College; MA Middlebury College; PhD Princeton University
- Matthew Greenblatt**, Associate Professor of Economics
BA University of Pennsylvania; PhD University of Minnesota
- Lisa Grimm**, Interim Dean, School of Humanities and Social Sciences and Professor of Psychology
BA Grinnell College, MA, PhD University of Texas, Austin
- Diane E. Gruenberg**, Assistant Director, Tutoring Center
BA SUNY-Potsdam; MA Long Island University; EdS Rutgers, the State University of New Jersey
- Danielle Guarracino**, Professor of Chemistry
BS Cornell University; PhD Yale University
- Thomas R. Hagedorn**, Professor of Mathematics and Statistics
AB Princeton University; AM, PhD Harvard University
- Belinda Haikes**, Associate Professor of Art and Art History
BFA University of Alabama at Birmingham; MFA Pennsylvania Academy of the Fine Arts; PhD Virginia Commonwealth University
- Constance L. Hall**, Professor of Biomedical Engineering, BS
University of California San Diego; MS University of California San Diego; PhD University of Memphis
- Matthew Hall**, Associate Professor, Special Education, Language and Literacy
BS, MEd The College of New Jersey; PhD New York University
- Xu Han**, Associate Professor of Management
BA China Foreign Affairs University; PhD Guanghua School of Management at Peking University
- Judy Harkins**, Assistant Professor of Nursing
BSN Holy Family University; MSN, DNP Drexel University
- Holly Haynes**, Professor of Philosophy, Religion and Classics
BA, MA, PhD University of Washington
- Wayne Heisler**, Professor of Music
BA DePaul University; MM University of Wisconsin-Madison; MFA, PhD Princeton University
- Orlando Hernandez**, Associate Professor of Electrical and Computer Engineering
BS, MS University of South Florida; PhD Southern Methodist University
- Joanna Herres**, Associate Professor of Psychology,
AB Bryn Mawr College; MA, PhD University of Delaware
- Arthur V. Hohmuth**, Professor of Psychology
BA St. Francis College; MA, PhD University of Delaware
- Craig Hollander**, Assistant Professor of History
BA Columbia University; PhD John Hopkins University
- David Holleran**, Professor of Criminology
BS Trenton State College; MA East Tennessee University; PhD University of Nebraska at Omaha
- Katie Hooven**, Associate Professor of Nursing
BSN West Chester University; MSN, MBA LaSalle University
- Michael W. Horst**, Associate Professor of Civil Engineering
BS, ME, PhD Pennsylvania State University; Registered Professional Engineer, Pennsylvania
- Yifeng Hu**, Associate Professor of Communication Studies
BA Renmin University of China; MPhil Chinese University of Hong Kong; PhD Pennsylvania State University
- Tanner J. Huffman**, Associate Professor of Technological Studies
BS California University of Pennsylvania; MS St. Vincent College; PhD Purdue University
- Marimar Huguet-Jerez**, Associate Professor of World Languages and Cultures
BA Universidad Complutense de Madrid; MA, PhD University of Cincinnati

- Susan Hume**, Associate Professor of Finance
BA Douglass College, Rutgers University; MBA Rutgers, the State University of New Jersey; PhD The City University of New York and Baruch College
- David Hunt**, Professor of Chemistry
BS, MS Marshall University; PhD Duke University
- Rebecca A. Hunter**, Associate Professor of Chemistry
BA Hood College; PhD University of North Carolina, Chapel Hill
- Harriet Hustis**, Professor of English
BA Middlebury College; MA, PhD Brown University
- Deborah Hutton**, Professor of Art and Art History
BA Pennsylvania State University; MA, PhD University of Minnesota
- Aniefre Inyang**, Associate Professor of Marketing and Interdisciplinary Business
BBA University of Phoenix; MBA California State University; PhD University of Texas at Arlington
- Cassandra Jackson**, Professor of English
BA Spelman College; PhD Emory University
- Marla Lyn Jaksch**, Professor of Women's, Gender, and Sexuality Studies
BFA University of the Arts, MEd, PhD Pennsylvania State University
- Tami Jakubowski**, Associate Professor of Nursing
BSN, University of Delaware; MSN, University of Pennsylvania; Pediatric Primary Care, School Nurse Certification, West Chester University; DNP Duquesne University
- Rebecca Jefferson**, Librarian 3/Instructor,
MA University of Wisconsin-Madison; MD University of Minnesota-Twin Cities
- Lorna Ann Johnson-Frizell**, Professor of Communication Studies
BS Northwestern University; MFA University of Wisconsin
- Arti Joshi**, Professor of Elementary and Early Childhood Education
BS, MS University of Bombay; PhD Syracuse University
- Erica Kalinowski**, Assistant Dean, School of the Arts and Communication
BA, MA The College of New Jersey
- Richard Kamber**, Professor of Philosophy, Religion and Classics
BA Johns Hopkins University; PhD Claremont Graduate School
- Tomoko Kanamaru**, Associate Professor of Music
BA, MM Musashino Academia Musicae, Tokyo; DMA College-Conservatory of Music, University of Cincinnati; Advanced Certificate, The Juilliard School
- Jie Kang**, Professor of Health and Exercise Science
BS University of Sports Science and Physical Education; MS Queens College, City University of New York; PhD University of Pittsburgh
- Constance Kartoz**, Professor of Nursing
BSN University of Pennsylvania; MS Old Dominion University; PhD Seton Hall University
- Judit Kardos**, Associate Professor of Mathematics and Statistics
Eotvos Lorand University, Budapest; MS, PhD University of Missouri-Kansas City
- Allen Katz**, Professor of Electrical and Computer Engineering
BS, DSc Newark College of Engineering; MS Rutgers, the State University of New Jersey
- Carole Kenner**, Dean, School of Nursing and Health Sciences and Professor of Nursing
BSN University of Cincinnati; MSN, PhD Indiana University
- Mahrukh Khan**, Assistant Professor of Electrical and Computer Engineering
BSc MSc University of Engineering and Technology Lahore; PhD University of Missouri Kansas City
- alma khasawnih**, Associate Professor of Women's, Gender, and Sexuality Studies
BS University of Michigan; MA Rhode Island School of Design; PhD University of Washington
- MinSoo Kim-Bossard**, Associate Professor of Elementary Early Childhood Education
BA, MS, PhD Pennsylvania State University
- Jinsil Kim**, Associate Professor of Management
BA Cedarville University; MBA ESSEC Business School; MA Seoul National University; PhD University of Texas at Dallas
- June Kim**, Professor of Psychology
AB Brown University; MA, PhD University of Illinois at Urbana-Champaign
- Seung-yun Kim**, Associate Professor of Electrical and Computer Engineering
BS Saint Louis University; MS, PhD University of Dayton
- Tae-Nyun Kim**, Associate Professor of Finance
BBA Korea University, MS The Ohio State University; PhD Rutgers, the State University of New Jersey
- Jean Powell Kirnan**, Professor of Psychology
BA Immaculata College; PhD Fordham University
- Deborah Knox**, Associate Professor of Computer Science
BS Moravian College; MA, PhD Iowa State University
- Lincoln Konkle**, Professor of English
BS Indiana University; MA Kansas State University; PhD University of Wisconsin
- Roman Kovalev**, Associate Professor of History
PhD University of Minnesota
- Tracy Kress**, Professor of Biology
BS Rochester Institute of Technology; PhD Brown University
- Vedrana Krstic**, Associate Professor of Civil Engineering
BS, MS University of Zagreb; PhD Rutgers, the State University of New Jersey; Registered Professional Engineer, Maryland
- Sunita Kramer**, Dean, School of Science, and Professor of Biology
BA Franklin & Marshall College; PhD Stony Brook University
- John Kuiphoff**, Associate Professor of Design and Creative Technology
BFA The College of New Jersey; MPS New York University
- Lisa LaJevic**, Professor of Art and Art History
BS Pennsylvania State University; MEd Carlow University; PhD Pennsylvania State University
- Lauranne Lanz**, Assistant Professor of Physics
BS University of Maryland, College Park; MA, PhD Harvard University
- Eric Laprade**, Associate Professor of Music
BM Eastman School of Music; MM University of Michigan; DMA Eastman School of Music
- Nancy Lasher**, Professor of Marketing and Interdisciplinary Business
BA Rutgers, the State University of New Jersey; JD University of North Carolina

- Anthony G. Lau**, Professor of Biomedical Engineering
BSE Duke University; PhD University of Virginia
- Matthew Lawrence**, Assistant Professor of Communication Studies
MFA Boston University
- Salika Ann Lawrence**, Professor of Educational Administration and Secondary Education
BA Queens College; MA New York University; MA, PhD Fordham University
- George Leader**, Clinical Specialist in Anthropology
BA Gettysburg College; MSc, PhD University of Witwatersrand
- Brenda Leake**, Associate Professor of Elementary and Early Childhood Education
BA University of Toledo; MS, PhD The Ohio State University
- Donald Leake**, Associate Professor of Educational Administration and Secondary Education
BA University of Toledo; MS, PhD The Ohio State University
- Mary Lehr-Furtado**, Assistant Dean, School of Humanities and Social Sciences
BA Stockton University; MEd Monmouth University
- Margaret Leigey**, Professor of Criminology
BA Indiana University of Pennsylvania; MA, PhD University of Delaware
- Pierre Le Morvan**, Professor of Philosophy, Religion and Classics
BA, MA University of Manitoba; PhD Syracuse University
- John P. Leonard**, Professor of Music
BM University of Hartford; MM Temple University; DM Indiana University
- Chanelle Lester**, Assistant Dean, School of Science
BA Rutgers, the State University of New Jersey, Douglass College; JD Temple University Beasley School of Law
- Bozena Leven**, Professor of Economics
MA Central School of Planning and Statistics; PhD Cornell University
- P. Andrew Leynes**, Professor of Psychology
BS Virginia Polytechnic Institute and State University; MS, PhD University of Georgia
- Jikai Li**, Associate Professor of Computer Science
BS Wuhan University; ME Chinese Academy of Sciences; PhD The State University of New York at Buffalo
- Rebecca S. Li**, Professor of Sociology and Anthropology
BSS The Chinese University of Hong Kong; MA, PhD University of California, Riverside
- Yachao (Bruce) Li**, Assistant Professor of Communication Studies and Public Health
BA Communication University of China, MA Rutgers, the State University of New Jersey, PhD University of Georgia
- Cathy S. Liebars**, Associate Professor of Mathematics and Statistics
BS Kutztown University; MS, PhD Lehigh University
- Waheeda Lillevik**, Associate Professor of Management
BCom McMaster University; MBA University of Windsor; PhD McMaster University
- Claire Lindberg**, Professor of Nursing
BSN State University of New York; MS, PhD Rutgers, the State University of New Jersey
- Forrest E. Link**, Librarian I/Associate Professor in the Library
BA, MA, MLS Rutgers, the State University of New Jersey
- Solange Lopes-Murphy**, Professor of Special Education, Language and Literacy
BA Faculdade Ibero Americana de Ciencias Hu, San Paolo, Brazil; MA Radford University; PhD Virginia Polytechnic Institute and State University
- Emilie J. Lounsberry**, Professor of Journalism and Professional Writing
BA Temple University; MS Columbia University
- Donald Lovett**, Professor of Biology
BS University of Montana; MS University of Michigan; PhD University of Southwestern Louisiana
- Miriam Lowi**, Professor of Political Science
BA McGill University; MA, PhD Princeton University
- Elizabeth Mackie**, Professor of Art and Art History
AS Salisbury State College; BA University of Maryland; MFA University of Maryland
- Mariah MacDonald**, Assistant Professor of Physics
BS Florida Institute of Technology; MS, PhD Pennsylvania State University
- Lauren Madden**, Professor of Elementary and Early Childhood Education
BA University of New Hampshire; MS University of South Carolina; PhD North Carolina State University
- Nathan Magee**, Professor of Physics
BA Carleton College; PhD Pennsylvania State University
- Steffen Marcus**, Associate Professor of Mathematics and Statistics
B. Arts Sc. McMaster University; MS; PhD Brown University
- Michael P. Marino**, Professor of History
BA Pace University; MA SUNY at Stony Brook; AM, MPhil, PhD Teachers College, Columbia University
- Margaret Martinetti**, Professor of Psychology
BA The College of New Jersey; PhD Temple University
- Dave Marzan**, Clinical Lecturer, Biology
Ph.D. New York University School of Medicine
- Linda Mayger**, Associate Professor of Educational Administration and Secondary Education
MA University of Phoenix and EdD Lehigh University
- Nicholas McBride**, Associate Professor of Music
BM Westminster Choir College of Rider University; MM Northwestern University; EdD Teachers College, Columbia University
- David Mazeika**, Associate Professor of Criminology
BA Rowan University; MA, PhD University of Maryland, College Park
- John A. McCarty**, Associate Professor of Marketing and Interdisciplinary Business
BA Vanderbilt University; MA University of Chicago; MA, PhD University of Illinois at Urbana-Champaign
- Suzanne McCotter**, Dean of Graduate Studies and Professor of Educational Administration and Secondary Education
BA, MLS, Rutgers University; PhD University of Georgia
- David McGee**, Professor of Physics
BS, MS Temple University; PhD Bryn Mawr College
- Robert McGreevey**, Professor of History
BA Swarthmore College, PhD Brandeis University
- Mindi McMann**, Associate Professor of English
BA University of Nebraska-Lincoln, MA University of Kansas, PhD University of California, Davis

- Emily Meixner**, Professor of English
BA Loras College; PhD University of Wisconsin-Madison
- Jia Mi**, Librarian I/Associate Professor in the Library
BA Capital Normal University; MLS Rutgers, the State University of New Jersey; MBA/MIS Saint Peter's University
- Jia-Yan Mi**, Associate Professor of English and World Languages and Culture
BA, Sichuan Foreign Studies University; MA Peking University; PhD The Chinese University of Hong Kong; PhD University of California at Davis
- Kevin H. Michels**, Assistant Professor of Business Law and Ethics
BA Political Science and History, Rutgers, the State University of New Jersey; JD Rutgers Law School
- Donka Mirtcheva**, Associate Professor of Economics
BA American University in Bulgaria; MA, PhD University of Illinois at Chicago
- Michael Mitchell**, Assistant Professor of African American Studies and Criminology
BS Texas Southern University; MA University of Texas at Arlington
- Matthew Mizuhara**, Associate Professor of Mathematics
BS Bucknell University; PhD Pennsylvania State University
- Sarah Monaco**, Associate Professor of Special Education, Language and Literacy
BS Pennsylvania State University; MED Mercy College; PhD Pennsylvania State University
- Susanna Monseau**, Associate Professor of Marketing and Interdisciplinary Business
LB University of Exeter, Exeter, UK; LSF College of Law, Guildford, UK
- Sara Morell**, Assistant Professor of Political Science
BA Swarthmore College; MA, PhD University of Michigan
- Regina C. Morin**, Professor of World Languages and Cultures
BA University of Maryland; MA Middlebury College; PhD Georgetown University
- Janet A. Morrison**, Professor of Biology
BA Oberlin College; PhD State University of New York at Stony Brook
- Alexis Mraz**, Assistant Professor of Public Health
MS Drexel University; PhD The Ohio State University
- Christopher G. Murphy**, Associate Provost and Professor of Biology
AS Lewis and Clark Community College; BS University of Illinois; PhD Cornell University
- David Murray**, Librarian I/Associate Professor in the Library
BA University of Pittsburgh; MA University of New Mexico; MLIS Drexel University
- Teresa Nakra**, Professor of Design and Creative Technology and Music
BA Harvard University; MS, PhD Massachusetts Institute of Technology
- Michele Naples**, Professor of Economics
AB Princeton University; PhD University of Massachusetts, Amherst
- John Nardini**, Assistant Professor of Mathematics and Statistics
BS North Carolina State University; PhD University of Colorado, Boulder
- Sharon E. Navard**, Assistant Professor of Mathematics and Statistics
BS, MS, PhD University of Southwestern Louisiana
- Sudhir Nayak**, Professor of Biology
BA University of Delaware; PhD University of Pennsylvania
- Yolanda Nelson**, Associate Professor of Nursing
BSN College of New Jersey; MSNEd University of Phoenix; EDD Rowan University
- Nicholas Nesh**, Professor of Physics
BSc University of Belgrade; PhD Florida State University
- Joao S. Neves**, Professor of Management
BS, MS Portuguese Catholic University; PhD Wharton School, University of Pennsylvania
- Ahn-Tuan Nguyen**, Professor of Physics
BS, PhD University of California at Berkeley
- Steve O'Brien**, Professor of Technological Studies
BS Western Washington University; ME, PhD Cornell University
- Oscar (Romulo) Ochoa**, Professor of Physics
BS Universidad Catolica del Peru; MS, PhD Catholic University of America
- Marcia L. O'Connell**, Professor of Biology
BS College of William and Mary; PhD State University of New York at Stony Brook
- Abby O'Connor**, Professor of Chemistry
BS Lafayette College; PhD University of North Carolina, Chapel Hill
- Trevor O'Grady**, Associate Professor of Economics
BA Rutgers, the State University of New Jersey; MA, PhD University of California, Santa Barbara
- Holly Ogren**, Associate Professor of World Languages and Cultures
BA Earlham College; MA, PhD University of Texas
- John T. Oliver**, Librarian I/Associate Professor in the Library
BA The College of New Jersey; MLIS Rutgers, The State University of New Jersey; MA Teachers College, Columbia University
- Christa L. Olson**, Executive Director of Global Engagement
BA Washington State University; PhD Stanford University
- Adaurennaya Onyewuenyi**, Associate Professor of Psychology
BS University of California, Davis; MEd, PhD University of Washington, Seattle
- Jennifer M. Ortiz**, Assistant Professor of Criminology
BS, MA John Jay College of Criminal Justice; M. Phil., PhD The Graduate Center, City University of New York
- Lisa Ortiz-Vilarelle**, Professor of English
PhD Wayne State University
- Jeffrey M. Osborn**, Provost and Vice President for Academic Affairs, and Professor of Biology
BS, MS Texas State University; PhD The Ohio State University
- Augustin Otero**, Associate Professor of World Languages and Cultures
BA Universidad de Santiago de Compostela; MA Villanova University; PhD Temple University
- Cynthia J. Paces**, Professor of History
BA University of Richmond; MA, PhD Columbia University
- Manish Paliwal**, Professor of Mechanical Engineering
BE JNV University, India; MT Indian Institute of Technology, India; PhD Southern Illinois University at Carbondale; Registered Professional Engineer, Maryland

Jennifer Palmgren, Assistant Provost, Academic Affairs

BA College of the Holy Cross; MA, PhD University of Kansas

Chyuan-An Pan, Associate Professor of Elementary and Early

Childhood Education

BA National Kaohsiung Normal University; MA, PhD University of Illinois

Nadya Pancsofar, Professor of Special Education, Language and

Literacy

BA Vassar College; MA, PhD University of North Carolina, Chapel Hill

Dimitris Papamichail, Associate Professor of Computer Science

BS University of Patras, Greece; MS University of Arizona; PhD

Stony Brook University

Aigli Papantonopoulou, Professor of Mathematics and Statistics

BA Barnard College, Columbia University; MA, PhD University of California, Berkeley

Giovanni Parada, Assistant Professor of Chemistry

BS, MS National University of Colombia; PhD Uppsala University

Natasha Patterson, Associate Professor of Public Health

BA, MPH Temple University; PhD Capella University

Thomas M. Patrick, Professor of Finance

BA Syracuse University; MA, PhD University of Kentucky

Taras Pavlovsky, Dean of the Library

BS, MA Rutgers, the State University of New Jersey; MSLS

Columbia University

Larry Pearlstein, Associate Professor of Electrical and Computer

Engineering

BS Drexel University; MS, PhD Princeton University

Kim Pearson, Professor of Journalism and Professional Writing

AB Princeton University; MA New York University

Keith Pecor, Professor of Biology

BS University of Memphis; MS, PhD University of Michigan

Anne J. Peel, Associate Professor of Special Education, Language

and Literacy

BA Vassar College; MA University of Pennsylvania; EdD Rutgers, the State University of New Jersey

Nina Peel, Associate Professor of Biology

BA MSci University of Glasgow, UK; PhD University of Cambridge, UK

Tracy Perron, Professor of Nursing

BSN, MSN Kean University; PhD Rutgers, the State University of New Jersey

Jerry G. Petroff, Professor of Special Education, Language and

Literacy

BS, MEd Trenton State College; PhD Temple University

Ariane Pfenninger, Associate Professor of World Languages and

Cultures

BA University of Berne (Switzerland); Magistere, Université de Paris IV–Sorbonne; MA, PhD University of Cincinnati

John Pollock, Professor of Communication Studies and Public

Health

BA Swarthmore College; MPA Syracuse University; PhD Stanford University

Brian Potter, Associate Professor of Political Science

BA University of California Santa Barbara; MA, PhD University of California, Los Angeles

Consuelo Preti, Professor of Philosophy, Religion and Classics

BA George Washington University; PhD The City University of New York

Sarah Monisha Pulimood, Professor of Computer Science

BCS University of Pune; MS, PhD Tulane University

Shridevi Rao, Professor of Special Education, Language and

Literacy

BA, BE Calcutta University; MS, PhD Syracuse University

Nicholas Ratamess, Jr., Professor of Health and Exercise Science

BS, MS Bloomsburg University; PhD University of Connecticut

David Reimer, Associate Professor of Mathematics and Statistics

BA Colgate University; PhD Rutgers, the State University of New Jersey

Howard Reinert, Professor of Biology

BS Pennsylvania State University; MS Clarion University; PhD Lehigh University

Lee Ann Riccardi, Professor of Art and Art History

BA, MA Ohio State University; PhD Boston University

Alan J. (AJ) Richards, Associate Professor of Physics

BS The College of New Jersey; MS, PhD Rutgers, the State

University of New Jersey

Melinda Roberts, Professor of Philosophy, Religion and Classics

AB Vassar College; PhD Five-College PhD Program, Amherst, MA; JD University of Texas School of Law

Rayza Rosa Tavares Rodrigues, Lecturer, Chemistry

BS, MS Universidade Federal do Espirito Santo

Nelson Rodriguez, Associate Professor of Women's, Gender, and Sexuality Studies

BA University of Miami; PhD Pennsylvania State University

Stuart Roe, Professor of Counselor Education

BA Lycoming College; MEd, PhD Pennsylvania State University

Catherine Rosemurgy, Professor of English

BA Macalester College; MFA University of Alabama

John Ruscio, Professor of Psychology

BA University of Massachusetts; MA, PhD Brandeis University

Mark Russo, Senior Lecturer, Computer Science

PhD Rutgers, the State University of New Jersey

Susan Ryan, Professor of Communication Studies

BA University of Massachusetts; MA, PhD New York University

Subarna K. Samanta, Professor of Economics

BA, MA University of Burdwan; MA, PhD Southern Methodist University

Andrea Salgian, Professor of Computer Science

BS Babes-Bolyai University; MS, PhD University of Rochester

Zaara Sarwar, Associate Professor of Biology

BS Queen's University; PhD Syracuse University

Antonino M. Scarpatti, Assistant Dean, School of Nursing and Health Sciences

BA, MSW Rutgers, the State University of New Jersey

Jill Schwarz, Professor of Counselor Education

BS, MA The College of New Jersey; PhD Montclair State University

Brenda Seals, Professor of Public Health

MPH Emory University; PhD University of Iowa

Colleen Sears, Professor of Music

BM The College of New Jersey; MA Eastman School of Music, University of Rochester; EdD, Teachers College, Columbia University

- Stephanie Sen**, Professor of Chemistry
BA Bryn Mawr College; PhD State University of New York, Stony Brook
- Bijan Sepahpour**, Professor of Mechanical Engineering
BS Trenton State College; MSME New Jersey Institute of Technology; DOE New Jersey Institute of Technology; Registered Professional Engineer, Delaware
- Atsuko Seto**, Associate Professor of Counselor Education
BA, MA Chadron State College; PhD University of Wyoming
- Bethany Sewell**, Assistant Director in the Library
BA University of Northern Colorado; MLIS Indiana University Bloomington
- Abdus Shahid**, Professor of Accounting and Information Systems
B.Commerce, M.Commerce, University of Dhaka; MBA Indiana University; PhD Temple University
- Miriam Shakow**, Professor of Sociology and Anthropology
BA Swathmore College; PhD Harvard University
- Qin Shao**, Professor of History
BA Anhui Normal University; MA East China Normal University; PhD Michigan State University
- Ching-Tai Shih**, Assistant Professor of Mechanical Engineering
BS Cheng Kung University, Taiwan; MS, PhD University of Texas, Arlington
- Steven Singer**, Associate Professor of Special Education, Language and Literacy
BS Indiana University of Pennsylvania; MSSE National Technical Institute for the Deaf, Rochester Institute of Technology; CAS, PhD Syracuse University
- Lynn Smith**, Assistant Professor of Special Education, Language and Literacy
BS New York University; MEd Smith College; PhD City University of New York
- Michael D. Smith**, Associate Professor of Special Education, Language and Literacy
BA Elon College; MEd University of North Carolina; PhD University of South Florida
- Rachel B. Snider**, Assistant Professor of Mathematics
BS, MS, PhD University of Michigan
- Aimee Stahl**, Associate Professor of Psychology
BA University of Delaware; MA, PhD John Hopkins University
- Felicia Jean Steele**, Associate Professor of English
BA University of New Mexico; MA, PhD University of Texas at Austin
- Glenn Steinberg**, Professor of English
BA Southern Illinois University; MA, PhD Indiana University
- Martha H. Stella**, Assistant Dean, School of Engineering
BS Rider University; PhD Rutgers, the State University of New Jersey and University of Medicine and Dentistry of New Jersey
- Ting Sun**, Associate Professor of Accounting and Information Systems
BS Southwestern University of Finance and Economics (China); PhD Rutgers, the State University of New Jersey; PhD Southwestern University of Finance and Economics
- Eric Szabo**, Senior Lecturer, Finance
BS The College of New Jersey; MS Boston College
- Linghui (Lynn) Tang**, Professor of Economics
BA Peking University; PhD Syracuse University
- Michele Tarter**, Professor of English
BA Roanoke College; MA, PhD University of Colorado
- James Taylor**, Professor of Philosophy, Religion and Classics
MA, ML St. Andrews University; MA, PhD Bowling Green University
- Leeann Thornton**, Professor of Biology
BS James Madison University; PhD Washington University in St. Louis
- Nuriddin Tojiboyev**, Assistant Professor of Accounting and Information Systems
BBA University of Westminster, Uzbekistan; Master of Accountancy, West Virginia University; PhD Rutgers, the State University of New Jersey
- Nicholas Toloudis**, Professor of Political Science
BA John Hopkins University; MA, MPhil, PhD Columbia University
- Stephen Tomkiel**, MBA Director
BA University of Delaware; MA The College of New Jersey
- Yuji Tosaka**, Assistant Director in the Library
BA Osaka University of Foreign Studies; MA University of Tokyo; MA, PhD The Ohio State University; MLS Kent State University
- Rebecca Triano**, Lecturer, Chemistry
Ph.D. University of California, Berkeley
- Abhishek Tripathi**, Associate Professor of Accounting
MS University of Nebraska, Ph.D. University of Nebraska
- Louis A. Tucci**, Associate Professor of Marketing and Interdisciplinary Business
BBA, MBA, MS, PhD Temple University
- Sylvia Twersky**, Associate Professor of Public Health
BA Rutgers, the State University of New Jersey; MPH Tulane University; PhD Rutgers, the State University of New Jersey
- Donald M. Vandegrift**, Professor of Economics
BA College of William and Mary; MA, PhD University of Connecticut
- Liselot van der Heijden**, Professor of Art and History
BFA The Cooper Union; MFA Hunter College
- Suriza van der Sandt**, Professor of Mathematics and Statistics
BEd, MEd, PhD Potchefstroomse University
- David F. Venturo**, Professor of English
AB Rutgers, the State University of New Jersey; PhD Harvard University
- Marchelo Vera**, Associate Professor of Art
BFA, MFA Rochester Institute of Technology
- Eduardo Villanueva**, Associate Professor of Art
BFA University of Wisconsin, Milwaukee; MA, MFA University of Wisconsin, Madison
- Jeanine M. Vivona**, Professor of Psychology
BS Union College; MS, PhD University of Massachusetts
- Christopher T. Wagner**, Associate Professor of Biomedical Engineering
BS University of Rochester; PhD Rice University
- Patricia E. Wallace**, Professor of Accounting and Information Systems
BS Shippensburg University; MA Rider University; MS Pennsylvania State University; EdD Temple University
- Shengbin Wang**, Associate Professor of Management
BA Zhejiang University; MS New Jersey Institute of Technology; PhD Rutgers, the State University of New Jersey

Yongming Wang, Librarian I/Associate Professor in the Library
BS Kunming University of Science and Technology; MLS Rutgers,
the State University of New Jersey

Yungfeng (Jennifer) Wang, Professor of Mechanical Engineering
BS, MS Tian Jin University; ME National University of Singapore;
MSE, PhD Johns Hopkins University

Ann Warner-Ault, Associate Professor of World Languages and
Cultures

BA The University of Texas at Austin; MA Columbia University,
M. Phil Columbia University; PhD Columbia University

Kathleen Webber, Associate Professor of Journalism and
Professional Writing

BBA Saint Mary's College of Notre Dame; MA New York
University

Xuefeng F. Wei, Associate Professor of Biomedical Engineering
BE Huazhong University of Science and Technology; MS Zhejiang
University; MS Case Western Reserve University; PhD Duke
University

Andrea L. Welker, Dean of Engineering and Professor of Civil
Engineering

BSCE, MSCE Drexel University; PhD University of Texas, Austin;
Registered Professional Engineer, Pennsylvania

Thulsi Wickramasinghe, Professor of Physics

BSc, MSc University of Peradeniya; MS, PhD University of
Pennsylvania

Shaun Wiley, Professor of Psychology

BA Sarah Lawrence College; PhD CUNY

Piper Williams, Professor of English

BA Spelman College; MA, PhD Rutgers, the State University of
New Jersey

Cadence Willse, Assistant Professor of Political Science

BA St. Mary's College of Maryland, MAs, PhD Brown University

Wudyalew T. Wondmagegn, Associate Professor of Electrical
and Computer Engineering

BS, MS Addis Ababa University; PhD New Mexico State University

Jane Wong, Professor of Psychology

BA Loyola University; MA, PhD Northern Illinois University

Melkamu Woldemariam, Associate Professor of Biology

BS, MS Addis Ababa University; PhD Fredrich-Schiller University

Mark Woodford, Professor of Counselor Education

BA, MEd College of William and Mary; PhD University of Virginia

Simona Wright, Professor of World Languages and Cultures

Laureat, Ca'Foscari University, (Venice, Italy); PhD, Rutgers, the
State University of New Jersey

Yiqiang Wu, Professor of Special Education, Language and
Literacy

BA Hunan Teachers' University; MA, PhD Texas A&M University

Matthew Wund, Professor of Biology

BS The College of New Jersey; MS, PhD University of Michigan

Chang Karen Yan, Professor of Mechanical Engineering

BS University of Science and Technology of China, China; MS, PhD
Drexel University

Sejong Yoon, Assistant Professor of Computer Science

BE, MS Sogang University, South Korea; PhD Rutgers, the
State University of New Jersey

Qifu Zheng, Associate Professor of Mathematics and Statistics

BS, MS Wuhan University; MS, PhD University of Vermont

Melissa Zrada, Associate Professor of Integrative STEM
Education

BS The College of New Jersey; MS, PhD Columbia University

Emeriti Faculty

Stanley A. Aagaard	<i>Chemistry</i>	Eugene Cohen	<i>Education</i>
Seymour Adler	<i>Chemistry</i>	Elsie M. Collins	<i>Education</i>
Charlene Aldefer	<i>Counselor Education</i>	Deborah Compte	<i>World Languages and Cultures</i>
Wayne Allen	<i>History</i>	Edward Conjura	<i>Mathematics and Statistics</i>
John Allison	<i>Chemistry</i>	Anthony Conte	<i>Elementary and Early Childhood Education</i>
Carlos Alves	<i>Mathematics</i>	Roseann Conway	<i>Nursing</i>
Robert Anderson	<i>Sociology</i>	Phyllis Cooper	<i>Health and Physical Education</i>
George M. Balog	<i>Music</i>	Eugene N. Copeland	<i>Music</i>
Patricia Baney	<i>English</i>	Christina Craig-Kumnick	<i>Art</i>
Gerald W. Barnes	<i>Philosophy and Religion</i>	Daniel Crofts	<i>History</i>
Robert Bartoletti	<i>Education</i>	Paul Cruser	<i>English</i>
Patricia A. Beaber	<i>Library</i>	Robert Cunningham	<i>Mathematics and Statistics</i>
Bernard Bearer	<i>English</i>	Wade Curry	<i>Dean Emeritus of Arts and Sciences</i>
William Behre	<i>Education</i>	Alexander Czeto	<i>Electrical and Computer Engineering</i>
Donald Benedetti	<i>Music</i>	Amy Dell	<i>Special Education, Language, and Literacy</i>
Mary Biggs	<i>English</i>	William DeMerritt	<i>English</i>
Joanne Billmers	<i>Chemistry</i>	Lahna Diskin	<i>English</i>
Robert Bittner	<i>Engineering</i>	Patricia Duffy	<i>Business</i>
Susan Blair-Larson	<i>Special Education, Language, and Literacy</i>	Leon J. Durkin	<i>Education</i>
Paola Bletloch	<i>Modern Languages</i>	Ralph Edelbach	<i>Technology Studies</i>
Marcia Blicharz	<i>Nursing</i>	Walter Ehrenpreis	<i>Mathematics</i>
David E. Boliver	<i>Mathematics and Statistics</i>	Harold Eickhoff	<i>President Emeritus</i>
Susan Boughn	<i>Nursing</i>	John Frank Erath	<i>English</i>
Selma K. Brandow	<i>Sociology and Anthropology</i>	John T. Ervin	<i>Music</i>
James Brazell	<i>English</i>	Anthony Evangelisto	<i>Educational Administration and Secondary Education</i>
Nancy Breland	<i>Psychology</i>	Nelson Evans	<i>Library</i>
Geraldine J. Bresler	<i>Library</i>	Raymond F. Fangboner	<i>Biology</i>
James Bricker	<i>Biology</i>	Richard Farber	<i>Educational Administration and Secondary Education</i>
Edward F. Brink	<i>Health and Physical Education</i>	Clarice Feinman	<i>Law and Justice</i>
Wendell Brooks	<i>Art and Art History</i>	Charles Fenwick	<i>Criminology</i>
Linda Burroughs	<i>Elementary and Early Childhood Education</i>	Alvin Figueroa	<i>World Languages and Cultures</i>
Patricia Butcher	<i>Library</i>	Keith Finkral	<i>Technological Studies</i>
Terrence Byrne	<i>Communication Studies</i>	Shirley Fisher	<i>Health and Exercise Science</i>
Rosemary Cappelli	<i>Nursing</i>	Hugh Ford	<i>English</i>
Marion Cavallaro	<i>Counselor Education</i>	Harlene F. Galen	<i>Elementary and Early Childhood Education</i>
Roger D. Chaffin	<i>Psychology</i>	Neil A. Gaston	<i>Business</i>
Dan Chandler	<i>Health and Exercise Science</i>	Franz G. Geierhaas	<i>Psychology</i>
Shou Chang	<i>Mechanical Engineering</i>	Richard A. Gellman	<i>Education</i>
Aristomen Chilakos	<i>Health and Exercise Science</i>	R. Barbara Gitenstein	<i>President Emerita</i>
Roy Clouser	<i>Philosophy and Religion</i>	Jerome Goodkin	<i>Chemistry</i>
Joyce Cochrane	<i>Health and Exercise Science</i>	Joseph Gorczynski	<i>Psychology</i>
Alan Cohen	<i>Special Education, Language, and Literacy</i>		

Anne V. Gormly	<i>Psychology</i>	Carole Krauthamer	<i>Psychology</i>
Jo-Ann Gross	<i>History</i>	John Krimmel	<i>Criminology and Justice Studies</i>
Robert Guarino	<i>Music</i>	John Krupp	<i>Technological Studies</i>
Siegfried Haenisch	<i>Mathematics and Statistics</i>	Charles Kumnick	<i>Art</i>
Francis Hannold	<i>English</i>	John Landreau	<i>Women's, Gender, and Sexuality Studies</i>
Elizabeth C. Hager	<i>Biology</i>		<i>History</i>
Anthony W. Hantjis	<i>Dean Emeritus of Business</i>	Allan K. Lazarus	<i>Music</i>
Barbara J. Harned	<i>Elementary and Early Childhood Education</i>	Martin Le Beau	<i>Mathematics and Statistics</i>
		Boo Sang Lee	<i>Criminology and Justice Studies</i>
Lovena Haumann	<i>Nursing</i>	Linda Lengyel	<i>English</i>
Norman Heap	<i>Communication and Theatre</i>	Milton I. Levin	<i>Economics</i>
Otto A. Heck	<i>Biology</i>	David Letcher	<i>Nursing</i>
Hilda Hernandez	<i>Modern Languages</i>	Claire Lindberg	<i>Economics</i>
Harry Hess	<i>Mechanical Engineering</i>	Chao-Nan Liu	<i>Business</i>
Gail A. Hilbert	<i>Nursing</i>	James P. Liu	<i>History</i>
Charles Hill	<i>Health and Exercise Science</i>	Xinru Liu	<i>Modern Languages</i>
Nancy Hingston	<i>Mathematics and Statistics</i>	Esther Lopez	<i>English</i>
Blythe Hinitz	<i>Elementary and Early Childhood Education</i>	James Mahoney	<i>Health and Exercise Science</i>
		Kathleen Malley	<i>Education</i>
Donald Hirsh	<i>Chemistry</i>	Lawrence Marcus	<i>Finance</i>
Harold Hogstrom	<i>Communication and Theatre</i>	Herbert Mayo	<i>Health and Exercise Science</i>
Arthur Hohmuth	<i>Psychology</i>	Richard McCorkle	<i>Communication and Theatre</i>
David Holmes	<i>Mathematics and Statistics</i>	Jack W. McCullough	<i>English</i>
Timothy Hornberger	<i>Elementary and Early Childhood Education</i>	David B. McGrail	<i>Music</i>
		Roger McKinney	<i>Mathematics and Statistics</i>
Andrew Hornyak	<i>Special Education, Language, and Literacy</i>	Jane Ann McLaughlin	<i>Music</i>
		Robert McMahan	<i>English</i>
Karen Howe	<i>Psychology</i>	Robert Mehlman	<i>Music</i>
Jinmo Huang	<i>Chemistry</i>	Michael Mendoza	<i>Nursing</i>
John Hutchinson	<i>Technological Studies</i>	Bruce Mericle	<i>Sociology and Anthropology</i>
Michael Iannone	<i>Mathematics and Statistics</i>	Carolyn Metz	<i>Economics</i>
Jack Irwin	<i>Mathematics and Statistics</i>	Annette E. Meyer	<i>Art</i>
Mohamoud Ismail	<i>Sociology and Anthropology</i>	Ruane Miller	<i>Nursing</i>
Pauline Jenson	<i>Language and Communication Sciences</i>	Susan Mitchell	<i>Educational Administration</i>
		Karleen Morrison-Dahms	<i>English</i>
William O. Jones	<i>Speech Pathology, Audiology, and Education of the Hearing Impaired</i>	Thomas J. Murray	<i>Industrial Arts</i>
		James Nichols	<i>Women's, Gender, and Sexuality Studies</i>
Kenneth Kaplowtiz	<i>Art and Art History</i>	Annmarie Nicolosi	<i>Art</i>
John Karsnitz	<i>Technological Studies</i>		<i>English</i>
William Keep	<i>Marketing and Interdisciplinary Business</i>	Guy Norman	<i>Art and Art History</i>
		Barry Novick	<i>Speech Pathology, Audiology, and Education of the Hearing Impaired</i>
Elhannan L. Keller	<i>Chemistry</i>	William Nyman	<i>Nursing</i>
Regina Kenen	<i>Sociology and Anthropology</i>	Audrey O'Brien	<i>Mathematics and Statistics</i>
Sarah Kern	<i>Education</i>		<i>Health and Exercise Science</i>
Janice Kisthardt	<i>Library</i>	Priscilla O'Connor	<i>Counseling and Personnel Services</i>
William Klug	<i>Biology</i>		
Stuart Koch	<i>Political Science</i>	Michael Ochs	
N. Franklin Kolp	<i>Physics</i>	Frederick Oshel	
Jean Konzal	<i>Elementary and Early Childhood Education</i>	Jere D. Paddack	

Ruth Palmer	<i>Educational Administration and Secondary Education</i>	Richard C. Shepherd	<i>Language and Communication Sciences</i>
Robert Parrish	<i>Music</i>	Barbara J. Shiarappa	<i>Accounting</i>
Suzanne Pasch	<i>Dean Emeritus of Education</i>	Wei Tun Shih	<i>Engineering</i>
Martin W. Paulsson	<i>History</i>	Anntarie Sims	<i>Communication Studies</i>
George J. Pawlikowski	<i>Mathematics and Statistics</i>	Jean Slobodzian	<i>Education</i>
Alfred Pelham	<i>Marketing</i>	David F. Smith	<i>Elementary and Early Childhood Education</i>
Georgiana Peterson	<i>Music</i>	Joseph M. Smith	<i>Educational Administration and Secondary Education</i>
Raymond Pfeiffer	<i>Physics</i>	Kathryne Speaker	<i>Special Education, Language, and Literacy</i>
W. Daniel Phillips	<i>Psychology</i>	Francis G. Spera	<i>Elementary and Early Childhood Education</i>
Jennie Prant	<i>Business</i>	Aura E. Star	<i>Biology</i>
Alfred Quinton	<i>Marketing</i>	Bruce Stout	<i>Criminology</i>
Mary Lou Ramsey	<i>Counselor Education</i>	Barbara Strassman	<i>Special Education, Language, and Literacy</i>
Harris C. Rawicz	<i>Engineering</i>	Philip A. Tate	<i>Music</i>
Leslie Rice	<i>Nursing</i>	Marcia Taylor	<i>Art and Art History</i>
Alois Riederer	<i>Electrical and Computer Engineering</i>	Deborah Thompson	<i>Elementary and Early Childhood Education</i>
Bruce Rigby	<i>Art</i>	Robert G. Thrower	<i>Dean Emeritus of Engineering</i>
Howard Robboy	<i>Sociology and Anthropology</i>	Kenneth G. Tillman	<i>Health and Physical Education</i>
Michael Robertson	<i>English</i>	John K. Walthew	<i>Elementary Education</i>
James B. Robinson	<i>Business</i>	Henry Wang	<i>Psychology</i>
Edward G. Rockel	<i>Biology</i>	Wei-Hong (Chamont) Wang	<i>Mathematics and Statistics</i>
Francis A. Romano Jr.	<i>Media Communications Science</i>	Lynn Waterhouse	<i>English</i>
Adriana Rosman-Askot	<i>World Languages and Cultures</i>	Alan Waterman	<i>Psychology</i>
Kathleen Rotter	<i>Special Education, Language, and Literacy</i>	Robert Weber	<i>Technology Education</i>
Margaret Ruddy	<i>Psychology</i>	William H. Wegner	<i>Communications</i>
Arno M. Safran	<i>Music</i>	Phyllis Weisberg	<i>Special Education</i>
Teresa San Pedro	<i>World Languages and Cultures</i>	Paul Wiita	<i>Physics</i>
Philip Sanders	<i>Interactive Multimedia</i>	Peter Wood	<i>English</i>
Edward Sarafino	<i>Psychology</i>	Edythe P. Woodruff	<i>Mathematics and Statistics</i>
George H. Saxton	<i>Psychology</i>	Gary Woodward	<i>Communication Studies</i>
Ellen M. Seradarian	<i>World Languages and Cultures</i>	Roland Worthington	<i>Education</i>
Joseph G. Shannon	<i>Art</i>	Gloria Wuhl	<i>Psychology</i>
Donna Shaw-Bielski	<i>Journalism and Professional Writing</i>		
Morton Shenker	<i>Business</i>		
Ann Shenkle	<i>Special Education</i>		

Directions to Campus

From I-80

Take I-80 East to the U.S. 206/Route 183 exit. Keep right at the fork in the ramp. Merge onto U.S. 206. Take the I-287 South ramp toward Somerville (I-78)/Princeton. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. Continue on U.S. 202 South. At the Flemington Circle, continue on U.S. 202/31 South. Exit U.S. 202/31 onto Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-95, left at the fourth traffic light).

From the New York State Thruway

Take the New York State Thruway/I-87 South. Take the I-287 South/Route 17 South exit. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. Continue on U.S. 202 South. At the Flemington Circle, continue on U.S. 202/31 South. Exit U.S. 202/31 onto Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-295, left at the fourth traffic light).

From I-95 South

(Delaware/Philadelphia International Airport)

Using I-95 North, continue into Pennsylvania, through Philadelphia. Continue on I-95/295 North into New Jersey. Take exit 72 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

From Route 78 (Easton, PA and the West)

Take Route 78 East into New Jersey. Continue to exit 17 (Route 31 South/Flemington and Trenton). Continue south on Route 31 into the Flemington Circle. Take Route 202/31 South. Exit at Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-295, left at the fourth traffic light).

From the Pennsylvania Turnpike (Pittsburgh, PA and Ohio)

Take the Pennsylvania Turnpike/I-276 East to the Philadelphia/U.S. 1 exit. Keep left at the fork in the ramp. Merge onto U.S. 1 North Lincoln Highway. Stay straight to go onto U.S. 1 North. Take the I-295 North exit toward Trenton. Merge onto Delaware Expressway/I-295 North. Proceed into New Jersey. Take exit 72 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

From Long Island

Take the Verrazano Bridge to Staten Island. Stay on 278 West to Goethals Bridge. After crossing the bridge, take first exit for 95 South (NJ Turnpike). Follow directions from New Jersey Turnpike.

From the New Jersey Turnpike (Newark International Airport and North)

Using the New Jersey Turnpike, travel south to exit 7A, Trenton and Shore Points. Follow signs toward Trenton onto I-195 West. Follow signs marked I-295 Princeton/Camden. Exit at "I-295 North/Route 1/95 South/Princeton." Continue on I-295 North to exit 72. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

From the Atlantic City Expressway

Take the Atlantic City Expressway West (toward PA). The expressway ends at Route 42. Follow Route 42 North to I-295 North. Continue on I-295 North to exit 72. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

From the College Entrance

Make a right onto the main access loop around campus. The information booth is on the left in front of Trenton Hall.

Railroad

From the Trenton Transit Center/AMTRAK station, take the NJ Transit Mercer "601 The College of New Jersey" bus directly to campus.

