

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 public service mandate, The School of Education is committed to preparing exceptional, self-reflective teachers and counselors who meet the needs of the communities in which they work. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow when diversity is valued as an asset. We believe all individuals have cultural capital and deserve schools/clinics and teachers/counselors that respect their individual needs and circumstances while striving to share knowledge and skills that help individuals experience greater success in their lives and communities. Furthermore, we accept as truth that access to equitable education through intentional preparation is key to addressing the structural inequalities that exist in society, and that counselors, teachers and other professionals should be prepared/equipped to act as agents for positive social change in all environments.

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 an accredited 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, through December 31, 2030.

State Regulation

Students taking part in programs which lead to state-issued licenses 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, Associate 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 communities 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/Urban Education or Elementary/Urban 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 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

Comprehensive Exam

ESLM 700

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

with the option to add MEd

This program is not currently accepting new applications.

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

27 credits

Program code: ECEL_SCT01

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.*

A completed online application.

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—one college-level course

Mathematics—one college-level course

Science—one college-level course

Social Studies—one college-level U.S. history course.

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).

*Optional: GRE or GMAT scores, though students with an
undergraduate GPA below 3.0 are encouraged to take the
exam.*

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 Clinical Practice 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 take 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).

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 626/Severe Disabilities

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.

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 the 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

A completed online application.

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—one college-level course

Mathematics—one college-level course

Science—one college-level course

Social Studies—one college-level U.S. history course

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).

Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.

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).

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

ESLM 555/Culture, Language, and Disabilities

Elective Course

Field Practicum

*SPED 695/Internship II

SPED 535/Special Topics: Seminar

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).

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

- A completed online application.
- Bachelor's degree from an accredited or approved institution.
- Standard New Jersey teaching certificate or equivalent in special education.
- Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.*

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

- A completed online application.
- 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

- 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

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

A completed online application.
 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.

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 program is not currently accepting new applications.

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.

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

A completed online application.
 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

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

Standard or CEAS New Jersey teaching certificate or equivalent certification issued by another state.

If a 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). Students who have satisfied the basic skills requirement through the Praxis Core exam are exempt from 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

A completed online application.

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 a candidate holds an out-of-state certificate, the candidate must demonstrate proficiency in basic skills as evidenced by a passing score (50th percentile or higher) 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).

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

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.

Pass ESLM 700/Comprehensive Exam.

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

A completed online application.
 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
 Demonstrated proficiency in basic skills as evidenced by a passing score (50th percentile or higher) 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 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

Jonathan Davis, 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).

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 427/Critical Pedagogy
 EFN 398/Historical and Political Context of Schools
 EFN 357/Investigating Systems Inequalities Impacting
 Urban Education

During the fourth year

SPE 322/Inclusive Practices
 ESLM 578/Theory and Practice in ESL
 SED 399/Pedagogy in Secondary Schools (minimum 3.0
 GPA or higher 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 611/Working within Urban Communities
 EDFN 508/Introduction to Teacher Research
 SCED 700/Comprehensive Exam
 * 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
 or ESLM 555/The Intersections of
 Culture, Language, and (Dis)Abilities
 RDLG 579/Content Area Literacy
 or ESLM 579/Language and Literacy for
 Second Language Learners
 RDLG 597/Digital Literacy
 RDLG 673/The Writing Process in Literacy

Special Education

EDUC 513/Collaboration
 EDUC 614/Creating/Sustaining Classroom
 Communities
 SPED 655/Advanced Topics in the Social and Cultural
 Constructions of Behavior
 or SPED 626/Teaching Students with
 Severe Disabilities
 or SPED 612/Curriculum and Methods
 for Students with Disabilities

RDLG 571/Language and the Teaching of Reading
 or ESLM 555/The Intersections of
 Culture, Language, and (Dis)Abilities

ESL

ESLM 525/Second Language Acquisition
 ESLM 579/Language and Literacy for ESL
 or RDLG 579/Content Area Literacy
 ESLM 587/Curriculum & Methods/Multilingual
 Population
 ESLM 545/English Structure and Proficiency
 Assessment
 ESLM 578/Theory and Practice in ESL
Comprehensive Exam
 ESLM 700

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.
 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.
Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.

Graduation Requirements

A minimum of 30 credits.
 A cumulative GPA of 3.0 or higher.
 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 †
 Classroom Technology 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

A completed online application.

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.

Personal essay.

Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.

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

Alan Amtzis (amtzis@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

- A completed online application.
- Undergraduate degree from an accredited college or university with a competitive GPA.
- 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).
- Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.*

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

Alan Amtzis (amtzis@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

- A completed online application.
- Undergraduate degree from an accredited college or university with a competitive GPA.
- 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).

Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.

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

Alan Amtzis (amtzis@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

A completed online application.

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

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).

Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.

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

Alan Amtzis (amtzis@tcnj.edu)

TCNJ offers the appropriate courses necessary to obtain certification as a supervisor in public schools in the State of New Jersey. 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

A completed online application.

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.

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
Alan Amtzis (amtzis@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

A completed online application.
Valid certificate in teaching.
Current resume showing two years of full-time teaching.
Two strong letters of recommendation.
Essay demonstrating readiness to pursue leadership.
Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.

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.

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.
Two letters of recommendation.
Personal essay and resume.

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/ UDL: Transforming Learning Through Technology and Design
- 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 Distinctive 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: Teaching and Learning Through Movement

Classroom Well-Being and Physical Activity

- EDIN 553/The Kinesthetic Classroom: Teaching and Learning Through Movement
- 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: EDAD_CER02

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: EDAD_CER03

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

Classroom Technology 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: EDAD_CER04

Alan Amtzis, Director (amtzis@tcnj.edu)

The five 3-credit courses in this certificate integrate new, existing, and emerging forms of technology into traditional academic work and classroom culture.

Required Courses

- EDIN 524/Artificial Intelligence for Educators: Navigating the Future of Learning
- EDIN 523/Developing a Technology Rich Classroom
- EDIN 564/The Movement and Technology Balance: Classroom Strategies for Student Success
- EDIN 573/Technology with Ease: Enhancing the Modern Classroom
- EDIN 536/UDL: Transforming Learning through Technology and Design

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: EDAD_CER05

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 ADHD, LD, and a Spectrum of Learners

Counselor Education

Stuart Roe, Professor (roes@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

A completed online application.

An earned bachelor's degree from an accredited or approved institution.

Interview (to be arranged by the department).

Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.

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

60 credits

On-Campus Program code: COUN_MA_01

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

Global Program code: COUN_MA_08

Jill Schwarz, Professor (schwarz@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 Theories 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 15 cr.

COUN 660/ Organization, Administration, and Supervision of School Counseling

EPSY 661/Counseling Children and Adolescents

COUN 545/Community Agency Counseling

COUN 662/Leadership, Advocacy, and Systems Change

COUN 663/School-Based Counseling Interventions and Curriculum Development

Electives 12 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)

For the Online Clinical Mental Health Counseling program, please see the School of Graduate, Global, and Online Education.

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 Theories 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 Counseling 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

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

Stuart Roe, Professor (roes@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 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

A completed online application.

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.

Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.

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.

Addiction Counseling Certificate

12 credits

Program codes: COUN_CER05 (on-campus), (online PENDING)

Sandy Gibson, Professor (gibsonc@tcnj.edu)

Please see the School of Graduate, Global, and Online Education for a complete listing of requirements.

Our mission is to transform the landscape of addiction treatment by recognizing addiction as a critical public health issue rather than a criminal justice matter. We believe in a compassionate, evidence-based approach that embraces multiple pathways to recovery, acknowledging that recovery is a deeply personal journey, and that non-abstinence-based and natural recovery are also valid and attainable goals. Our program is dedicated to promoting harm reduction as a fundamental principle, ensuring that our graduates are equipped to support individuals in minimizing the adverse effects of substance use while fostering an environment that prioritizes health, dignity, and respect for all. We aim to empower future counselors with the knowledge, skills, and empathy needed to create meaningful, sustainable change in the lives of those affected by addiction. This certificate may meet the educational criteria to be licensed as an addiction counselor, a review of your existing graduate degree coursework is required to make that determination. This can be a part of the individual interview.