

School of Education

Tabitha Dell'Angelo, Dean

Creating Agents of Change

Creating Agents of Change is the conceptual framework for undergraduate and graduate education at The College of New Jersey, guiding all teachers, counselors, and speech/language professionals in the School of Education and throughout the College. Based on current research and best practices 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

TCNJ School of Education is committed to preparing effective teachers, counselors, and speech/language professionals with strong pedagogical knowledge, social/emotional and cultural competencies, and a dedication to advocating for the communities they serve.

Our Vision

TCNJ School of Education believes that building a strong foundation in College can lead to the systemic changes that benefit our society. School of Education graduates know and understand the impact they can have on the world with every choice they make in their professional lives.

Guiding Values

At TCNJ School of Education, we value:

- An inclusive, equity focused, and collaborative community
- The importance of being a lifelong learner for our students, staff, and faculty
- Policies and practices that center the needs of our students
- Students who are intellectually curious, ethical, and committed to advocacy
- Flexibility and openness to change with the needs of our students and the field

An Inclusive, Equity-Focused, and Collaborative Community

We believe that teaching, counseling, and speech-language pathology are collaborative and inclusive professions that thrive in a community built on equity, respect, and shared responsibility. Our professional candidates are prepared to support all who they serve by creating inclusive environments that value diversity and promote equity in educational and clinical outcomes. This includes understanding and implementing culturally responsive practices, engaging in partnerships with families and communities, and

seeking opportunities to teach in diverse and global settings. Our candidates are immersed in both the college classroom and in the field, where they learn to work collaboratively and respectfully with peers, faculty, students, and clients.

The Importance of Being a Lifelong Learner for Our Students, Staff, and Faculty

We are committed to fostering a culture of lifelong learning among students, staff, and faculty. Our candidates are expected to develop and continually expand their knowledge in key areas such as literacy, numeracy, human development, learning theory, exceptionality, and pedagogy. They learn to view their fields as requiring ongoing reflection and growth, long after graduation. Through reflective practice and critical inquiry, our candidates build the habits of mind necessary to adapt and lead in a changing world.

Policies and Practices that Center the Needs of Our Students

At the core of our practice is a steadfast commitment to student and client-centered policies and practices. We prepare professional candidates who understand that every decision should be grounded in what is best for the learning and development of those whom we serve. Candidates develop the pedagogical and clinical expertise needed to design and implement effective, developmentally appropriate instruction and interventions. They are trained to use a wide array of strategies—including the thoughtful use of technology—and to create learning and clinical environments that are respectful, inclusive, and responsive to the needs of those they serve.

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/>

Initial Certification Programs

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 Association for Advancing Quality in Educator
Preparation (AAQEP)
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 Elementary Education

33 credits

Program code: ELEC_MAT01

Melissa Meagher (meagherm@tcnj.edu)

This 34-credit program culminates in a Master of Arts in Teaching degree and NJ certification eligibility as Elementary Education teacher. Designed for aspiring educators, the fully online coursework equips you with a broad range of instructional strategies to effectively teach diverse learners in K–6 classrooms. The program follows a cohort model with a summer start date.

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.

Praxis Content Knowledge Assessment (“Praxis II”) score report with qualifying scores.

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

Completion Requirements

33 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

SPED 501/Students with Disabilities in Our Schools
EPSY 523/Advanced Child & Adolescent Development
RDLG 530/Exploring Children’s Literature/An Educator’s Perspective
SPED 612/Curriculum and Methods for Students with Mild Disabilities
RDLG 537/Language Arts & Literacy
MATH 596/Concepts & Methods of Teaching Math
ELEM 521 Teaching Science & Social studies
RDLG 579/Content Literacy
EDUC 694/Internship 1
ELEM 522/Inclusive Methods for Teaching Math
ELEM 695/Internship II
EDUC 615/Capstone
ELEM 700/Comprehensive Exam

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 Association for Advancing Quality in Educator
Preparation (AAQEP)
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).

Teaching English as a Second Language Initial Certificate 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

Early Childhood/Special Education, Accelerated Bachelor's to Master's Program

This program is no longer accepting new students.

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

Program code: ECSE_MAT01

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 Association for Advancing Quality in Educator Preparation (AAQEP), 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)

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

This program is no longer accepting new students.

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

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

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

This program is no longer accepting new students.

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 Association for Advancing Quality in Educator Preparation (AAQEP)
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

This program is no longer accepting new students.

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

Program codes: SESP_MAT01

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 Association for Advancing Quality in Educator
Preparation (AAQEP)
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.

Urban Secondary Education, Accelerated Bachelor's to Master's Programs

This program is no longer accepting new students.

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

Program code: USED_MAT01

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

Endorsement Programs

Endorsement programs are programs designed for in-service teachers and those who already hold a CEAS or standard teaching certification.

Master of Education in Special Education

33 credits

Program codes: SPEC_MED01, SPEC_MED02

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

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

The MEd program has two 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 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

**Post-Baccalaureate Certificate Program:
Teacher of Students with Disabilities***May be completed as part of the Master of Arts in Educational Studies.*

22 credits

Program code: SPEC_SCT02

Melissa Meagher (meagherm@tcnj.edu)

This 22-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 22 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

EDUC 614/Creating and Sustaining Classroom Communities

SPED 612/Assessment, Planning, and Methods for Inclusive Instruction

SPED 626/Curriculum Design for Individuals with Severe Disabilities

SPED 617/ Graduate Practicum in Special Education

EDUC 513/Collaboration and Consultation for Instruction and Transition Planning

SPED 522/Curriculum, Instruction, and Assessment for Interventions

SPED 521/Augmentative Communication and Assistive Technology

**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 Certificate

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 Certificate

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

Spanish and English as a Second Language/ Bilingual Education, Accelerated Programs

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

Program code: ESLA_SCT02

This accelerated bachelor's to master's program prepares students to become a certified K-12 teacher in Spanish, ESL (English as a Second Language), and Bilingual Education. Completers receive a BA in Spanish while taking four graduate ESLM courses (9 credits) as part of the undergraduate degree. Completers can then elect to add an ESL teaching certificate (three additional graduate-level courses) or a master's degree in teaching English as a second language (seven additional graduate-level courses plus a non-credit comprehensive exam). Multilingual certifications are in demand and open doors to more career opportunities.

Admission to Graduate Program Requirements

Only students who have completed a bachelor's degree in the Spanish program at TCNJ may matriculate into this.

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

Graduation Requirements

Cumulative GPA of 3.0 or higher in the graduate portion of the program and have completed all program requirements/prerequisites.

Grade of B or better in all graduate courses.

Required Courses

For certificate completion and certification eligibility, in the summer after the fourth year:

ESLM 577/Sociolinguistics and Cultural Foundations of ESL

ESLM 578/Theory and Practice of Teaching ESL

ESLM 579/Language and Literacy for Second Language Learners

For MEd completion, in the fifth year:

SPED 612/Curriculum and Methods for Students with Mild Disabilities **OR**

ESLM 687/Faculty-Student Research

ESLM 555/The Intersection of Culture, Language, and (dis)Abilities

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

RDLG 684/Digital Literacies in a Globally Connected World

ESLM elective (by advisement)

ESLM 700/Comprehensive Exam

Other Education Programs

Master of Arts in Educational Studies

30+ credits, varies by certificates selected

Program code: EDUC_MA_01 plus relevant certificate codes

Melissa Meagher (meagherm@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

Φ cohort program

TCNJ-Based Certificates

Bilingual Endorsement *

Graduate Certificate in Educational Leadership †

Graduate Certificate in

Environmental Sustainability Education Φ

Inclusive Literacy Emphasis ^

Graduate Certificate in Integrative STEM Methods † Φ

Post-Baccalaureate Certificate Program:

Teacher of Students with Disabilities *

Supervisor Certificate Program *†

Teacher Leader Certificate Program *† Φ

Teaching English as a Second Language Endorsement Certificate *

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. Also offered as a cohort-based program. Please contact the School of Graduate, Global, and Online Education for more information.

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

TCNJ offers multiple certificates and degrees at the post-baccalaureate, master's, and post-master's levels to help current and aspiring educational leaders achieve their career goals. Most programs are available in a convenient and flexible online format.

Please see the School of Graduate, Global, and Online Education for additional information.

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 code: CMHC_CER02 (online)

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.