



THE COLLEGE OF NEW JERSEY
SCHOOL OF GRADUATE, GLOBAL,
AND ONLINE EDUCATION

Graduate Bulletin
Academic Year 2025–2026

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General Information

President and President's Cabinet

Michael A. Bernstein, *President*

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Sharon Blanton, *Vice President for Operations*

Michael Canavan, *Vice President and General Counsel*

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School of Humanities and Social Sciences

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

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

The School of Graduate, Global, and Online Education

Linda Mayger, *Dean*

Michael Ellard, *Director of Graduate Enrollment Management*

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

Programs at the bachelor's and master's level for the preparation of teachers are accredited by AAQEP, the Association for Advancing Quality in Educator Preparation, through December 31, 2030.

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

Commission on Collegiate Nursing Education

Council for Accreditation of Counseling and

Related Educational Programs (CACREP)

Council for Education of the Deaf

Council on Education for Public Health (CEPH)

New Jersey Board of Nursing

Programs in the School of Business are accredited by

AACSB—The Association to Advance Collegiate
Schools of Business

Graduate Academic Calendar

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

Degree Programs and Coordinators by Department

School of Business

Master of Business Administration

Business Analytics Specialization (BUSN_MBA01)

Strategy, Innovation, and Leadership (BUSN_MBA03)

Master of Science in Accounting and Business

Analytics

BUSN_MS_01

Master of Science in Management and Organizations

BUSN_MS_02

Stephen Tomkiel – gradbusiness@tcnj.edu

School of Education

Department of Educational Administration and Secondary Education

Master of Education in Educational Leadership

EDAD_MED01

Danita Ishibashi – ishibasd@tcnj.edu

Department of Elementary and Early Childhood Education

Master of Arts in Teaching Elementary Education

ELEC_MAT01

Arti Joshi – ajoshi@tcnj.edu

Department of Special Education, Language and Literacy

Master of Education in Special Education

Certified in Special Education (SPEC_MED01)

Certified in Other Area (SPEC_MED02)

Helene Anthony – anthonyh@tcnj.edu

David Bwire – bwired@tcnj.edu

Master of Education in Teaching

English as a Second Language

ESLA_MED02

Yiqiang Wu – wuyiqiang@tcnj.edu

Regional Training Center Partnership

Master of Education in Educational Leadership: Instruction (RTC)

EDAD_MED05

Melissa Meagher – meagherm@tcnj.edu

Other Education Programs

Master of Arts in Educational Studies

EDUC_MA_01

Melissa Meagher – meagherm@tcnj.edu

Department of Counselor Education

Master of Arts in Counselor Education

School Counseling Option (COUN_MA_01)

Kathleen Grant – grant24@tcnj.edu

Clinical Mental Health Counseling (COUN_MA_07)

Atsuko Seto – seto@tcnj.edu

School of Humanities and Social Sciences

Department of English

Master of Arts in English

ENGL_MA_01

Jo Carney – carney@tcnj.edu

Department of Political Science

Master of Public Policy

POLS_MPP01

Daniel Bowen – bowend@tcnj.edu

School of Nursing and Health Sciences

Department of Nursing

Master of Science in Nursing

Adult/Gerontological Primary Care Nurse Practitioner
(NURS_MSN05)

Family Nurse Practitioner Option (NURS_MSN01)

Neonatal Nurse Practitioner Option (NURS_MSN03)

School Nurse Option (NURS_MSN15)

Judy Harkins – harkinsj@tcnj.edu

Department of Public Health

Master of Public Health

PBHL_MPH01

Epidemiology and Health Analytics Option

(PBHL_SUBM2)

Global Health Option (PBHL_SUBM3)

Health Communication Option (PBHL_SUBM1)

Sylvia Twersky – twerskys@tcnj.edu

School of Graduate, Global, and Online Education

Interdisciplinary Programs

Master of Business Administration/

Master of Public Health

BUSN_MBA01, PBHL_2DG01

Stephen Tomkiel – gradbusiness@tcnj.edu

Sylvia Twersky – twerskys@tcnj.edu

Department of Online Counselor Education

Master of Arts in Clinical Mental Health Counseling (Online)

CMHC_MA_01

Sandy Gibson – gibsonc@tcnj.edu

Global Education Graduate Programs

Primary Contact for Global Graduate Programs:

Off-Site and Online Programs – osgp@tcnj.edu

Master of Education in Teaching

English as a Second Language

ESLA_MED01

Yiqiang Wu – wuyiqiang@tcnj.edu

Global Master's Program in

Educational Leadership – Educational Studies

EDUC_MA_01 with EDAD_CER01 and EDAD_SCT01

Megan Gordon – gordonm@tcnj.edu

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

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

School of Business

***Accounting and Business Analytics,
Accelerated Bachelor's to Master's Program***

ACCT_COS1

***Management and Organizations,
Accelerated Bachelor's to Master's Program***

MGTG_COS1

Stephen Tomkiel – gradbusiness@tcnj.edu

School of Education

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

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

DHHA_MAT01

Melanie Phillips – mphilip@tcnj.edu

School of Humanities and Social Sciences

Department of English

English, BA/MA

ENGL_MA_01

Jo Carney – carney@tcnj.edu

Department of Political Science

Public Policy, BA/MPP

POLS_MPP01

Daniel Bowen – bowend@tcnj.edu

Department of World Languages and Cultures

Spanish and ESL/Bilingual Education

ESLA_SCT02

Ann Warner Ault – warner@tcnj.edu

Yiqiang Wu – wu@tcnj.edu

School of Nursing and Health Sciences

Department of Public Health

Public Health, BA/MPH or BS/MPH

PBHL_MPH01

Epidemiology and Health Analytics Option

Global Health Option

Health Communication Option

Sylvia Twersky – twerskys@tcnj.edu

Certificate Programs and Coordinators by Department

School of Business

Business Analytics Certificate

Strategy, Innovation, and Leadership Certificate

Stephen Tomkiel – gradbusiness@tcnj.edu

School of Education

Department of Special Education, Language and Literacy

Bilingual Endorsement Certification

Teaching English as a Second Language

Endorsement Certification

Teaching English as a Second Language

Initial Certification

Yiqiang Wu – wuyiqiang@tcnj.edu

Teacher of Students with Disabilities

Post-Baccalaureate Certificate

Helene Anthony – anthonyh@tcnj.edu

David Bwire – bwired@tcnj.edu

Other Education Programs

Environmental Sustainability Education

Graduate Certificate

Lauren Madden – maddenL@tcnj.edu

Department of Counselor Education

Student Assistant Coordinator

Stuart Roe – roes@tcnj.edu

School of Humanities and Social Sciences

Department of Political Science

Public Policy Graduate Certificate

Daniel Bowen – bowend@tcnj.edu

Department of Women's, Gender, and Sexuality Studies

Gender and Sexuality Graduate Certificate

Leigh-Anne Francis – francisL@tcnj.edu

School of Nursing and Health Sciences

Department of Nursing

Nurse Practitioner Post-Master's Certificate

Adult/Gerontological Primary Care Nurse Practitioner
Option

Family Nurse Practitioner Option

Family Nurse Practitioner Option for Specialist NPs

Nurse Educator Certificate

Judy Harkins – harkinsj@tcnj.edu

Department of Public Health

Health Education Certificate

Health Risk and Communication Graduate Certificate

Public Health Graduate Certificate

Sylvia Twersky – twerskys@tcnj.edu

School of Graduate, Global, and Online Education

Department of Online Counselor Education

Addiction Counseling Certificate

CNSL_CER01

Sandy Gibson – gibsonc@tcnj.edu

Clinical Mental Health Counseling, Post-Master's Certificate

CNSL_CER01

Sandy Gibson – gibsonc@tcnj.edu

Instructional Certificates

Career and Technical Education Certificate

GGOE_CER02

Melissa Meagher – meagherm@tcnj.edu

Educational Leadership

Educational Leadership Graduate Certificate

Educational Leadership Post-Master's Certification Supervisor Certificate

Teacher Leader Certificate

Danita Ishibashi – ishibasd@tcnj.edu

Regional Training Center Partnership
Brain-Based Teaching Certificate
Classroom Climate Certificate
Classroom Technology Certificate
The Differentiated Classroom Certificate
Melissa Meagher – meagherm@tcnj.edu

Global Education Graduate Programs
Primary Contact for Global Graduate Programs:
Off-Site Graduate Programs – osgp@tcnj.edu

Bilingual Endorsement Certification
Teaching English as a Second Language
Certification Program
Yiqiang Wu – wuyiqiang@tcnj.edu

Global Educational Leadership
Post-Master's Certificate
Megan Gordon – gordonm@tcnj.edu

Directory of Graduate Services

The School of Graduate, Global, and

Online Education

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

Graduate Enrollment Management

Green Hall 201 609.771.2300
<https://graduate.tcnj.edu/> graduate@tcnj.edu

Accessibility Resource Center

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

AmIOK, 24/7 Victim Support and Trauma Resources

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

Brower Student Center

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

Career Center

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

Certification Office

Education Building 102 609.771.2396
<https://certification.tcnj.edu/> certification@tcnj.edu

College Bookstore

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

Counseling and Prevention Services (CAPS)

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

Information Desk

Brower Student Center 609.771.2331

Information/General College

<https://tcnj.edu/> 609.771.1855

Library, R. Barbara Gitenstein

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

Police (Campus)

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

Printing and Design Services

Library 4 (Basement) 609.771.2114
<https://library.tcnj.edu/printing-and-design-services/>

Records and Registration

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

Recreation Center

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

Recreation and Wellness

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

Student Accounts

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

Student Financial Assistance

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

Student Health Services

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

Student Life

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

Information Technology Help Desk and User Support Services

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

Telephone Support Hours

Mon.—Thurs. 7:30am - 9:00pm
 Friday 7:30am - 5:00pm

Walk-In Hours

Mon.—Thurs. 7:30am - 5:00pm

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

Graduate Opportunities at The College of New Jersey

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

Admission to Graduate Study

Admission Standards

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

Admissions Procedures

Applications to graduate school should be completed and submitted online at <http://graduate.tcnj.edu/>. It is the applicant's responsibility to make sure that all required application materials have been received by the School of Graduate, Global, and Online Education by the appropriate deadline. Incomplete applications cannot be reviewed. Incomplete applications will be held for one academic year prior to being purged.

Application Deadlines

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

Admission Categories

Graduate Degree Program/Matriculation

Most students entering The College of New Jersey at the graduate level are candidates for a master's degree.

Individuals applying for matriculation are expected to hold a bachelor's degree from a regionally accredited institution in the United States or proof of equivalent preparation from a foreign college or university, and are required to provide official transcripts (or document evaluation in the case of foreign schools).

Applicants should have a 2.75 cumulative grade point average or a 3.0 in the major at the undergraduate level, although some programs may have a higher requirement; must submit letters of recommendation from individuals who can evaluate their academic performance, relevant work experience, and/or ability to pursue graduate studies; must submit an essay/ statement of professional goals indicating interest in the program and college; and must pay the stated application fee. The College of New Jersey is currently test-optional for graduate-level standardized entrance exams (e.g., GRE and GMAT); however, students with undergraduate GPAs below 3.0 are encouraged to take the exams. Additionally, some programs require scores from specialized sections of standardized tests, other evidence of competence to pursue graduate study, or other documentation as detailed by the specific program requirements. Please see the individual program entry for specifications.

Additional materials are required from international students (see "Students from Countries Other than the US"). Some programs require interviews or portfolios (see specific program for requirement details). Graduate program candidates are considered and approved for admission by the program admissions committee and endorsed by the School of Graduate, Global, and Online Education.

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

Non-Matriculation

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

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

Non-matriculated students may apply to matriculate and become graduate degree or certificate program candidates. Non-matriculated students may complete up to six credits to be applied to a degree or certificate program if they seek to matriculate and are granted admission. Non-matriculant students are permitted to take

more than six graduate credits at the College; however, credits in excess of this threshold may not be applied to a matriculated program.

Status Change from Non-Matriculation to Matriculation

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

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

TCNJ Pre-Entrance Health Requirements

The state of New Jersey and TCNJ mandates that incoming students meet pre-entrance health requirements. These requirements apply to matriculated students AND full-time non-matriculated students (full-time = 9 or more course credits). Note that health requirements apply to commuter students attending class on-campus or at an off-campus location. Exceptions may apply for US citizens over the age of 31. These requirements are waived for those students enrolled in fully (100%) online programs.

Requirements can be found at <https://health.tcnj.edu/new-students/pre-entrance-health-requirements-grad/>.

Students from Countries Other than the US

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

Assistantships

Assistantships are regularly available for matriculated graduate students. The nature and number of such opportunities vary from year to year, but typical assignments are to academic departments and administrative offices. The candidate application period for the upcoming academic year typically opens in January of each year. Interviews are usually conducted between May and July of each year, but positions may periodically arise and seek to interview candidates throughout the year.

For information concerning assistantships and for application forms, please visit our website at <http://graduate.tcnj.edu/>.

Financial Aid

Financial Aid Application Process

Matriculated students pursuing a graduate degree at TCNJ may be eligible for some types of student financial assistance.

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

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

Semester Enrollment Requirements for Graduate Students Receiving Financial Aid

Full-time status: 9 or more credit hours

Half-time status: 5 credit hours

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

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

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

Federal Loans

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

Private/Alternative Loans

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

Veterans Assistance

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

Important Information

Phone: 609-771-2211

Fax: 609-637-5154

Email: osfa@tcnj.edu

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

Location: Green Hall 101

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

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

FAFSA School Code: 002642

Summer Session and Financial Aid

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

Tuition and Fees

Application Fee

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

Intent to Enroll Form

Newly admitted students must complete the Intent to Enroll form provided as part of the admissions package along with the acceptance letter. This is assigned to the student through the application interface in Slate.

Costs per Semester

Costs are charged per credit hour (2025-2026). Rates are subject to change.

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

	NJ Resident	Out-of-State Resident
Tuition**	\$971.48	\$971.48
Graduate Fees	\$88.69	\$88.69
Total Cost Per Semester Hour	\$1,170.17	\$1,170.17
Additional Fees		
Wellness Fee	\$100.00 per semester	
Card Services Fee	\$10.00 per semester	
Lost ID Card Fine	\$20.00	
PrintSense Fees	\$0.05 per page for printing	
Late Graduation Filing Fine	\$35.00	
Bad Check Fine – Insufficient Funds	\$35.00	
Returned ACH Payment – Acct Not Found	\$35.00	
Late Payment Fine for Balances over \$1,000	2.0% of balance or \$30.00, whichever is greater	
** Graduate Business, Nursing, Off-Site, and Online programs rates vary from this figure. Please see the program website for details.		

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

*Costs reflect 2024-2025 academic year rates and are subject to change at any time. Rates are usually higher during the next academic year. Check with the Office of Student Accounts for current charges after July 15 of each year.

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

Health Insurance Fee

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

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

Special Fees

Students admitted to a School of Education program are required to pay a one-time Assessment Fee (formerly LiveText Learning Assessment Fee) of \$139.

Parking/Vehicle Registration Fee

The fee for the 2025-2026 academic year is \$150 plus New Jersey sales tax. Rates are subject to change each academic year. For more information on current vehicle registration procedures and fees, please visit the Parking Services website, <http://parking.pages.tcnj.edu/>.

To be considered registered and allowed to park on campus, each vehicle must have a current valid parking permit per the parking guidelines. The vehicle license plate will act as the parking permit. Please be sure to register the vehicle timely when notify in mid-August via TCNJ email. When parking, please park with the vehicle’s license plate facing the lane of travel.

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

Payment

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

Identification Cards

Graduate student identification cards may be obtained in the Office of Student Accounts, located in Green Hall 119. During the fall and spring semesters, the office is open Monday through Friday from 8:30 a.m. to 4:30 p.m. The College of New Jersey ID card is the official college identification for students and should be carried at all times. The card also serves as a library card for purposes of checking out books and recordings. The card is non-transferable. Loss of the ID card should be reported immediately to <https://cardservices.tcnj.edu/> and/or to the Office of Student Accounts, 609.771.3146. A fee of \$20 is charged for each replacement.

Withdraw or Leave of Absence

Refunds of Tuition and Fees

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

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

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

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

** Only General Services and Student Center included under the Graduate Fee.*

Refunds for Students Receiving Federal Title IV Funds

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

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

Residency for Tuition Purposes

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

Financial Obligations to the College

Students with unfulfilled obligations to the College (including tuition, fees, library materials, fines, or damage assessments) may be prevented from registering and/or from obtaining a transcript and diploma. Unfulfilled financial obligations with the College may allow for your account to be given to a collection agency at which all cost incurred will be the responsibility of the student. Please see the Student Accounts website for more details: <https://studentaccounts.tcnj.edu/holdsfinest/>

Registration Procedures and Degree Requirements

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

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

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

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

Academic Advisement/Supervision

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

Change of Registration

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

Change of Program of Study

Students who are considering changing their program of study should consult the School of Graduate, Global, and Online Education for guidance. All requests for change of program must be signed by the graduate coordinator of the previous program, and approved by the graduate coordinator in the new program and the dean of the student's academic school. Students should remember that entrance requirements vary from one program to another and that there may be space limitations. Forms are available online through the School of Graduate, Global, and Online Education (<https://graduate.tcnj.edu/resources/forms/>) or through the Office of Records & Registration (<https://recreg.tcnj.edu/forms/>).

Graduate Enrollment in Undergraduate Courses

Graduate students may obtain approval to take certain undergraduate courses for personal or academic reasons. Such courses do not normally count toward the graduate degree. Students should consult their graduate program advisors for guidance. Graduate students enrolling in undergraduate courses will be billed at the graduate tuition rate. Approval forms are available online

through the School of Graduate, Global, and Online Education (<https://graduate.tcnj.edu/resources/forms/>).

Undergraduate Enrollment in Graduate Courses

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

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

1. they have a grade point average of 3.0 or above,
2. have accumulated at least 20 units (80 semester hours) at the undergraduate level,
3. have been recommended to take the course by their undergraduate advisor,
4. have been recommended by the coordinator of the graduate program and the department chair of the department in which the graduate program resides, and
5. have the approval of the academic school dean.

Double-Counting Graduate Courses

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

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

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

Academic units with graduate certificates (not leading to certification) of at least 12 credits may petition the provost to allow more than two courses to double-count towards their graduate certificate, up to no more than three graduate courses. When certificates are also leading to state certification, dean's approval is also required.

Credit and Grading Guidelines

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

through the high level of reading and other work expected in the course.

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

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

Summer Session

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

Release of Transcripts

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

TCNJ Notification of Rights under FERPA

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

1. The right to inspect and review the student’s education records within 45 days of the day that TCNJ receives a request for access. Students should submit to the director of records and registration written requests that identify the record(s) they wish to inspect. The TCNJ official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the TCNJ official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the TCNJ official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise

the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including campus police and campus-wellness center persons); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official school committee such as the All-College Academic Integrity Board; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by TCNJ to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

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

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

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

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

Course Session Cancellations

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

Degree Requirements

Prerequisites

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

Academic Load

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

Grading System

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

Grade	Weight	Description
A	4.00	
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	
C-	1.67	
F	0.00	
P*	Not calculated	Passed (for transfer purposes, P is considered a B or better)
U*	Not calculated	Unsatisfactory
I	Not calculated	Incomplete work
W	Not calculated	Withdrew from course before the end of the ninth week of the semester
WD	Not calculated	Withdrew from college before the end of the ninth week of the semester

Grade	Weight	Description
WF	0.00	Withdrew from course before the end of the ninth week of the semester, failing
WP	Not calculated	Withdrew from college before the end of the ninth week of the semester, passing
CR	Not calculated	Requirement met by examination
AU	Not calculated	Audit
IP	Not calculated	In progress

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

Incomplete and In-Progress Grades

I. INTRODUCTION

This Policy provides the rationale for when grades of Incomplete and In Progress may be assigned.

II. DEFINITIONS

- Incomplete (I): Grades of I are to be used for courses that have ended, but extenuating circumstances beyond the student's control (e.g. extended illness, personal injury or trauma, family crisis) have prevented them from completing the remaining course requirements.
- In Progress (IP): Grades of IP are to be used for courses in which the work extends beyond the semester (e.g. research, internships). A grade of IP should not be assigned for circumstances in which a course has ended and a student has not completed all of the course requirements.

III. POLICY

Incomplete (I)

Request criteria and process:

In order to request an Incomplete grade, the following criteria must be met:

1. The withdrawal deadline has passed.
2. The student has experienced circumstances as defined in Section II that have prevented them from completing the work in the class.
3. The student has the potential to pass the course with the completion of the missing requirements.
4. The student makes the request by the final assessment date for that course.

The student must request an Incomplete grade from the instructor, and the student and instructor should discuss the remaining requirements to fulfill and what would be required to pass the course. It is the instructor's discretion whether or not to grant the Incomplete Grade request. In particular, some courses may not lend themselves to Incomplete grades (e.g., courses with mandatory in-person experiences, such as labs, studios, performances, student teaching, etc.). If the instructor agrees to the Incomplete Grade request, the instructor and student should discuss a plan for the work to be completed. It is strongly recommended that the student and instructor fill out and each sign an Incomplete Grade Contract (a sample can be found here) and file it with the Department Chair. The student should also discuss the impact of having one or more

Incomplete grades with their advisor. An instructor can assign an Incomplete grade using PAWS during the Grading Window by selecting "I" from the Roster Grade drop-down in PAWS.

Deadline to complete the work:

Instructors should discuss a timeline to complete the work with the student, and should specify in writing the soonest reasonable completion date (and include this date on the Incomplete Grade Contract if one is being used). However, this deadline should occur no later than the deadline in the table specified below. Instructors should endeavor to grade the work as soon as possible, no later than the deadline specified in the table below. Instructors must inform the student of their final grade, and send a grade change request through their official TCNJ email account to the Assistant Director of Enrollment and Transcripts in the Office of Records and Registration. If students fail to complete the work on time, the grade will automatically convert to an F. If there are extenuating circumstances that would prevent a student from meeting this deadline (e.g., persistent illness), the student can request an extension by providing documentation to support the request from the Accessibility Resource Center and/or the Dean of Students. The student and instructor should set a new mutually agreed upon due date for completion of the work. The instructor would notify the Assistant Director of Enrollment and Transcripts in the Office of Records and Registration of the new deadline. If requirements are not met by that date, the Incomplete grade will automatically convert to an F.

If an Incomplete grade is assigned by an adjunct instructor who is not returning to TCNJ the following semester, the Department Chair is responsible for resolving the student's Incomplete grade (either by grading themselves, or recruiting an appropriate faculty member to grade the completed work).

Semester with Incomplete Grade	Latest Deadline* for student to complete work before conversion to F	Latest deadline for Instructor to submit grade
Fall	First day of the Spring semester	First Friday of the Spring semester
Winter	Fourth Monday of the Spring semester	Fourth Friday of the Spring semester
Spring, Summer 1, Summer 2	First day of the Fall semester	First Friday of the Fall semester
Summer 3	Fourth Monday of the Fall semester	Fourth Friday of the Fall semester

In-Progress (IP)

Request criteria and process:

At the end of the semester, the instructor and student may agree that the work is ongoing (e.g., the student and instructor agree that more analyses of the data are warranted) and the student agrees to continue to work on the project. It is strongly recommended that the student and instructor fill out and each sign the In-Progress

Grade Contract (a sample can be found here) and file it with the Department Chair. An instructor can assign an In-Progress grade using PAWS during the Grading Window by selecting "IP" from the Roster Grade drop-down in PAWS.

Deadline to complete the work:

Students must complete the remaining work within one year of the In-Progress grade. If at the end of one year, the instructor and student agree that the work is still ongoing and the student wants to continue to work on the project, the student and instructor should set a new mutually agreed upon due date for completion of the work. The instructor should notify the Assistant Director of Enrollment and Transcripts in the Office of Records and Registration of the new deadline. The instructor should be mindful that the work demanded is commensurate with the number of credits/units for which the student has registered. If the work exceeds the credits the student would earn, it may be more appropriate for the student to enroll in a separate course with the instructor. When the work is completed, the instructors must inform students of their final grade and send a grade change request through their official TCNJ email account to the Assistant Director of Enrollment and Transcripts in the Office of Records and Registration. If requirements are not met by the deadline, the In-Progress grade will automatically convert to an F.

Calculation of GPA

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

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

Transfer of Credit

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

Transfer of Prior Coursework

Students wishing to apply for transfer of previously completed graduate credits must do so during their first year of enrollment as a

matriculated student. Transfer of credits shall be understood to apply to credits previously earned at The College of New Jersey, as well as at other regionally accredited graduate institutions. The Course Authorization Form is available through Records and Registration. Completed forms should be submitted to the Office of Records and Registration in Green Hall 112.

Approval of Future Coursework for Transfer of Credit

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

Course Auditing

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

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

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

Withdrawing from a Course

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

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

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

Withdrawing from the College

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

Students who withdraw from the College before the midpoint of the semester will be given a grade of WD in all courses.

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

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

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

Readmission

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

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

Independent Study

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

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

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

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

Department Project

Students enrolled in master's programs may elect to do a department project, with the approval of the student's advisor, and will be awarded three credits upon completion of the project. Advisement is usually three credit hours for one semester. Those whose projects are In Progress (IP) will register for three credits of

project advisement each semester until the project is completed. Students should consult PAWS and the program coordinator for descriptions of department projects offered.

Thesis or Creative Project

In graduate degree programs, a thesis or creative project may be required or elected, based on program-specific criteria. A student must be registered to receive thesis advisement. Students planning to write a thesis should consult with their program's coordinator and department chair.

Program Completion

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

Retention Standards

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

Retention Supplements

Some programs, departments, and schools maintain supplements to the college-wide graduate retention standard. These supplements may include letter grade minimums in key courses, required satisfaction of assessment tools, and others. It is the student's responsibility to be aware of and adhere to these standards. Any dismissal from an academic program based on program, department, or school retention standards also serves as a dismissal from the College.

Comprehensive Examinations and Other Culminating Experiences

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

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

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

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

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

Application for Conferral of Degree

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

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

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

Graduation

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

Obligations and Holds

Obligations to the College (e.g., tuition, fees, outstanding library books, parking fines, etc.) which have not been fulfilled will result in a student being prohibited from registering for courses or in the withholding of a student's transcript and diploma. Students may view their financial obligations and registration holds on their PAWS "Student Center." Please see the Student Accounts website for more details: <https://studentaccounts.tcnj.edu/holdsfines/>

Academic Policies and Procedures

Orientation and Responsibility to Inform and Keep Informed

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

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

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

Absence and Attendance

<https://tcnj.policystat.com/policy/15368545/latest>

Academic and Academic-Related Student Complaints

<https://tcnj.policystat.com/policy/15382245/latest>

Academic Integrity

<https://tcnj.policystat.com/policy/15382372/latest>

Class Recording by Students

<https://tcnj.policystat.com/policy/13260900/latest>

Final Assessment, Reading Day

<https://tcnj.policystat.com/policy/12675908/latest>

Grade Appeals

<https://tcnj.policystat.com/policy/13009972/latest>

Graduate Comprehensive Exams and other Culminating Experiences

<https://tcnj.policystat.com/policy/14097031/latest>

Graduate Non-Enrollment

<https://tcnj.policystat.com/policy/14880172/latest>

Housing Eligibility

<https://tcnj.policystat.com/policy/14879697/latest>

Participating in Graduation

<https://tcnj.policystat.com/policy/12675946/latest>

Student Conduct Code

<https://tcnj.policystat.com/policy/17535113/latest>

Student Rights and Freedoms Policy

<https://tcnj.policystat.com/policy/14093031/latest>

TCNJ Policy Prohibiting Discrimination in the Workplace/Educational Environment

<https://tcnj.policystat.com/policy/14879496/latest>

Undergraduates Enrolling in and Double-Counting Graduate Courses

<https://tcnj.policystat.com/policy/14089868/latest>

Student Complaints Policy

INTRODUCTION

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

DEFINITIONS

A Student Complaint is a request from a student to resolve a problem that negatively impacts them and does not fall under the domain of academic integrity, grade appeals, ADA compliance, or complaints involving discrimination or sexual harassment. Non-academic interpersonal matters between students do not fall under this policy.

POLICY

Students having a Complaint shall follow the steps below. If either party is not satisfied with the decision at any step, an emailed appeal may be made at the next step. All email correspondence must be from a tcnj.edu address. In the case that the student cannot contact a faculty or staff member, the student should contact the chairperson of the department or director of the relevant office or program.

1. Discussion and informal resolution of the issue: A student should begin by discussing the issue with an appropriate faculty member, academic advisor, or College staff person most closely associated with the Complaint. If the student is unsure where to direct the Complaint, the student may consult with the chair of the department or assistant dean of the school most closely associated with the issue. If the issue is resolved through informal discussion, no further action is necessary. Step 1 should happen as soon as possible, but no later than thirty days after the issue occurred. Expedited reviews can be granted to shorten the

timeline for resolving student complaints and will be granted in cases where delaying the decision would clearly have immediate and direct negative effects on the student's academic performance and/or standing at the College. If a student has an urgent request they need resolved in a more timely manner, such as before an upcoming exam, they may request an expedited review. The student, in their request, must clearly justify the need for an expedited review. The request must be emailed to the chair or director most closely associated with the issue, who will decide within five business days whether an expedited review is warranted. If the issue is not resolved informally within five business days after the expedited review has been granted, the student may proceed to Step 2. Given the contracted timelines, all complaints for issues that occur during the summer and winter terms will involve an expedited review process by default.

2. **Formal Complaint:** If the issue is not resolved at Step 1, the student may articulate a formal complaint in writing via email to the faculty or staff member most closely associated with the issue within 20 business days of the informal decision in Step 1. Appropriate documentation must be submitted as necessary to support the complaint. The faculty or staff person receiving the complaint will issue an emailed decision to the student within 20 business days. For expedited reviews, an emailed response must be sent within five business days. If the student does not receive an emailed decision within these time frames, the student should follow the procedure outlined in Step 3.
3. **Appeal to the Chair or Director:** Upon receipt of the decision in Step 2, the student may appeal the decision to the chairperson of the department or director of the relevant office or program. The appeal must be emailed and include appropriate documentation to support appeal of the previous decision. A student who wishes to file an emailed appeal must inform the department chair or director within a period of ten business days after receiving the decision at Step 2. It is the responsibility of the student to submit an emailed statement outlining the basis and grounds of the Complaint, and supporting documentation must be included as necessary to support the appeal. The chair or director may choose to review the appeal, refer it to a designee or committee within the department or, if it is about an issue outside the department, refer it to the appropriate administrator. A review should include contacting appropriate individuals, as necessary. The chair or director must issue a decision via email to the appealing party within 20 business days and ensure the affected faculty/staff person is copied. Appeals for expedited requests must be sent by the student within five business days after receiving a decision at Step 2. The chair or director must issue a decision to the appealing party and relevant faculty/staff within five business days.
4. **Appeal to the Dean's Office:** Upon receipt of the decision in Step 3, either party may appeal the decision to the office of the dean of the student's school. The dean or dean's designee will determine whether to consider the appeal or to refer it to another office. It is the responsibility of the appealing party to file an emailed appeal with appropriate documentation within 20 business days after receiving the decision at Step 3. The office reviewing the appeal must issue a decision via email to the appealing party within 20 business days. Appeals of expedited requests must be sent within five business days after reviewing the decision at Step 3. The office reviewing the appeal must issue a decision via email to the appealing party within five business days.
5. **Appeal to the Provost:** Either party may appeal the decision at Step 4 to the Office of Academic Affairs (the Provost or a provost-level designee). An appeal at this level may only be made 1) on the grounds that the decision did not follow established College policy or 2) if new information is available. Neither party may appeal a decision made at Step 4 simply because of dissatisfaction with the decision. A party who has grounds for an appeal to the Provost must submit this appeal via email within 20 business days after receiving the decision in Step 4 and must specifically outline either how appropriate College policies were not followed or what new information is available. Expedited complaints, with grounds, must submit an appeal by email within five business days. The Office of Academic Affairs has the authority to decide if the appeal has merit, in which case it may choose to review the matter further and then present a final decision regarding the case in question. The decision of the Office of Academic Affairs is final and not subject to appeal. If the Office of Academic Affairs denies the basis of the appeal, then the decision at Step 4 is final.

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

Academic Services and Support

Accessibility Resource Center

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

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

Bookstore

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

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

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

Certification Office

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

Computer Labs

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

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

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

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

Printing and Design Services

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

R. Barbara Gitenstein Library

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

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

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

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

The library provides interlibrary loan and document delivery services to supplement the collections. Any student or faculty

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

Campus Services and Organizations

Alumni Association

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

Athletics Events

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

Athletics Facilities

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

Clayton R. Brower Student Center

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

Campus Police Services

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

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

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

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

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

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

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

Career Center

The Career Center provides services and programs to assist students with career planning. Professional career counselors are available to assist students in clarifying career goals, exploring options for jobs, internships and graduate/professional school, developing strategies for job/internship and graduate school searches, and also helping you build a network to support your career/graduate school goals. The Career Center offers the following:

- Individual career counseling.
- Career and internship fairs each semester open to all majors and industries, as well as specialized recruitment events, such as Education Interview Days with an on-campus career fair and interview sessions with new virtual options.
- Reserve a room in their space for interviews, if you need a quiet space.
- Workshops and seminars on topics such as resume writing, LinkedIn, graduate school, interviewing skills, networking best practices, and job search strategies. Students and faculty can also request custom workshops using their Workshop Request form: <https://career.tcnj.edu/faculty-staff-2/need-a-workshop/>.
- Self-assessment tools, such as Focus2 and the Strong Interest Inventory, to help start career/major exploration.
- Assistance with identifying and applying to advanced degree programs.
- Full- and part-time employment listings (local, state, and national).

- **Credentials Service:** a service that manages letters of reference for employment or further study.
- **Handshake:** an online platform to schedule career advising appointments, learn about workshops/events, register for career fairs and an online database of internship and full-time employment opportunities.
- **Dining Out in Professional Style** teaches students professional and dining etiquette each fall.

The Career Center, located in Roscoe. L. West Hall, First Floor, is open during TCNJ business hours Monday through Friday in line with the College's holiday and closure calendar. For further information, visit the Career Center at TCNJ's website at <https://career.tcnj.edu/>. The office can be reached via email at career@tcnj.edu or by phone at 609.771.2161.

Counseling and Prevention Services (CAPS)

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

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

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

Dining Services

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

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

Student Health Services

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

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

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

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

Student Campus Employment

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

Student Conduct and Off-Campus Services

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

Notice Regarding Online Programs and Courses

Please note that The College of New Jersey and the School of Graduate, Global, and Online Education are in the process of transitioning several programs and courses to a fully online format. As part of these transitions, affected programs and courses typically use a course code with a suffix of “O” to indicate online programming. I.e., for the Master of Education in Educational Leadership program, the associated course codes may display a course code of either “EDAD” or “EDADO.”

School of Business

Tammy Dieterich, Interim Dean

Mission Statement

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

Master of Business Administration (MBA)

42 credits

Program codes: BUSN_MBA01, BUSN_MBA03

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

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

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

Admission Requirements

- A completed online application.
- An earned bachelor's degree from an accredited college or university; official transcript.
- Current resume.
- Application fee (\$75, non-refundable)
- One letter of recommendation
- Personal essay.
- Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.*
- Intent to Enroll form (provided with acceptance letter).

Graduation Requirements

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

Specializations

Business Analytics (BUSN_MBA01)

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

Strategy, Innovation, and Leadership (BUSN_MBA03)

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

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

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

Business Analytics

Courses listed in recommended enrollment sequence.

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

Strategy, Innovation, and Leadership

Courses listed in recommended enrollment sequence.

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

Required Core Courses **21 cr.**

Courses listed in recommended enrollment sequence.

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

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

63 credits

Program codes: BUSN_MBA01, PBHL_2DG01

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

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

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

For more information, including admissions requirements and curriculum, please see **Error! Reference source not found.**

Master of Science in Accounting and Business Analytics (MSABA)

30 credits

Program code: BUSN_MS_01

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

Grow your career and stand out in this in-demand professional discipline with an MS in Accounting and Business Analytics. Our program combines foundational concepts with cutting-edge analytics tools and techniques to prepare students for success on the CPA exam and in the evolving accounting field. Hybrid course delivery and an accelerated degree pathway empower you to chart your path toward a fulfilling, rewarding career. The MS degree requires 30 credits (10 courses), including 15 credits (5 courses) of core coursework and 15 credits (5 courses) of elective coursework.

Admission Requirements

A completed online application.

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

Current resume.

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

One letter of recommendation.

Personal essay.

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

Intent to Enroll form (provided with acceptance letter).

Graduation Requirements

30 credits.

Successful completion of all core courses and 5 elective courses.

Required Core Courses

15 cr.

Courses listed in recommended enrollment sequence. Course codes are subject to change.

ISTG 605/Foundations of Business Analytics

ACCG 630/Federal Income Taxation II

ACCG 620/Audit Analytics

ISTG 625/Emerging Technologies in Business

ACCG 630/Business Law

Elective Course Options

15 cr.

Students must include 1 of 2 Culminating Experience options in their elective course enrollments. Additional elective credits may be accepted upon request.

BUSG 799/ Professional Practicum (Culminating Experience)

BUSG [#TBD]/ Independent Research Project (Culminating Experience)

BUSG 620/ Corporate Responsibility and Business Ethics

ISTG 610/Regression Modeling

ISTG 620/Relational Database Systems

ISTG 640/Text Mining

ISTG 650/Machine Learning

MGTG 620/The Art of Persuasion: Communication for Business

Accounting and Business Analytics, Accelerated Bachelor's to Master's Program

Only available to TCNJ students enrolled at the undergraduate level.

Course of Study code: ACCT_COS1

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

This accelerated program offers candidates the opportunity to graduate in five years with a BA/BS degree and a Master of Science in Accounting and Business Analytics

Additional Admission Requirements for Accelerated Program

Current TCNJ student with Junior status (must have completed 60+ credits).

Required GPA of 3.0 or above.

Interview with MBA Director.

Academic Prerequisites

Students must graduate with a major or minor in Accounting in order to be eligible for the Accelerated program. Prerequisites must be completed or in progress at the time of application. Minimum course requirements for the "Financial Accounting" and "Managerial Accounting" minor tracks are listed below.

*Prerequisite Courses for Undergraduate "Financial Accounting"**Minor Track*

ACC 211/Fundamentals of Accounting
 ACC 301/Intermediate Financial Accounting I
 ACC 302/Intermediate Financial Accounting II
 ACC 401/Federal Income Taxation

*Prerequisite Courses for Undergraduate "Managerial Accounting"**Minor Track*

ACC 202/Managerial Accounting OR
 ACC 211/Fundamentals of Accounting
 ACC 311/Cost Accounting
 ACC 321/Accounting Information Systems
 ACC 401/Federal Income Taxation

Required Courses: Senior Year**6 cr.**

ACCG 620/Audit Analytics
 ACCG 630/Federal Income Taxation II

Transition into Graduate Program

Formal admission to the Master of Accounting and Business Analytics program occurs after conferral of the bachelor's degree and the successful completion of the two graduate-level courses. Students must maintain a GPA of 3.0 or above throughout senior year in order to receive admission into the Master's program. Students can begin graduate coursework as early as the summer session following commencement. Accelerated students complete 8 courses during their academic year of graduate study.

Master of Science in Management and Organizations (MSMO)

30 credits

Program codes: BUSN_MS_02

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

Develop your leadership platform and gain the business skills to drive organizational success with an MS in Management and Organizations. Familiarize yourself with crucial managerial concepts such as strategy, supply chain operations, and human resource management, and customize your program with cross-disciplinary electives tailored to your professional goals. Hybrid course delivery and an accelerated degree pathway empower you to chart your path toward leadership across a wide range of fields and industries. The MS degree requires 30 credits (10 courses), including 18 credits (6 courses) of core coursework and 12 credits (4 courses) of elective coursework.

Admission Requirements

A completed online application.
 An earned bachelor's degree from an accredited college or university; official transcript.
 Current resume.
 Application fee (\$75, non-refundable)
 One letter of recommendation

Personal essay

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

Intent to Enroll form (provided with acceptance letter)

Graduation Requirements

30 credits.

Successful completion of all core courses and 4 elective courses.

Required Core Courses**18 cr.***Courses listed in recommended enrollment sequence.*

MGTG 615/Organizational Leadership
 MGTG 650/Strategic Human Resource Management
 MGTG 625/Challenges of Managing the International Firm
 BUSG 680/Global Operations and Supply Chain
 MGTG 600/Strategy and Sustained Competitive Advantage
 MGTG 699/Ethical Value Creation (Culminating Experience)

Elective Course Options**12 cr.***Additional elective credits may be accepted upon request.*

BUSG 610/Innovation
 ACCG 610/Accounting for Managers
 BUSG 620/Corporate Responsibility and Business Ethics
 ECOG 640/Managerial Economics
 EDAD 540/School Finance and Resource Management
 FING 630/Corporate Finance and Valuation
 ISTG 605/Foundations of Business Analytics
 MGTG 620/The Art of Persuasion: Communication for Business
 MGTG 635/Leading Organizational Change
 MGTG 640/Negotiations and Dispute Resolution
 MKTG 650/Strategic Marketing Management
 PBHG 610/Public Health Leadership for a Changing World
 PUBG 502/Public Budgeting and Management

Management and Organizations,**Accelerated Bachelor's to Master's Program**

Only available to TCNJ students enrolled at the undergraduate level.

Course of Study code: MGTG_COS1

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

This accelerated program offers candidates the opportunity to graduate in five years with a BA/BS degree and a Master of Science in Management and Organizations.

Additional Admission Requirements for Accelerated Program

Current TCNJ student with Junior status (must have completed 60+ credits).
 Required GPA of 3.0 or above.
 Interview with MBA Director.

Prerequisite Courses for Accelerated Program

Prerequisite courses must be completed or in progress at the time of application.

MAT coursework at 125 level or higher OR
 STA coursework at 115 level or higher
 ECO 101/Principles of Microeconomics
 ACC 201/Financial Accounting
 MGT 201/Management Principles and Practices

Required Courses: Senior Year**6 cr.**

MGTG 600/Strategy and Sustained Competitive Advantage
 BUSG 680/Global Operations and Supply Chain

Transition into Graduate Program

Formal admission to the Master of Management and Organizations program occurs after conferral of the bachelor's degree and the successful completion of the two graduate-level courses. Students must maintain a GPA of 3.0 or above throughout senior year in order to receive admission into the Master's program. Students can begin graduate coursework as early as the summer session following commencement. Accelerated students complete 8 courses during their academic year of graduate study.

Graduate Certificate in Business Analytics

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

15 credits

Program code: BUSN_CER03

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

Required Courses

ISTG 605/Foundations of Business Analytics
 ISTG 610/Business Analytics – Regression Modeling I
 ISTG 650/Machine Learning
 ISTG 615/Business Analytics – Regression Modeling II
 ISTG 640/Text Mining

Graduate Certificate in Strategy, Innovation, and Leadership

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

15 credits

Program code: BUSN_CER04

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

Required Courses

BUSG 610/Innovation
 MGTG 600/Strategy and Sustained Competitive Advantage
 MGTG 650/Strategic Human Resource Management
 MGTG 635/Leading Organizational Change
 MGTG 640/Negotiations and Dispute Resolution

School of Education

Tabitha Dell'Angelo, 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

This program is no longer accepting new students.

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

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

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

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.

Addiction Counseling Certificate

12 credits

Program code: CNSL_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.

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.

School of Engineering

Andrea L. Welker, Dean

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

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

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

Master of Education in Integrative STEM Education

This program is not currently accepting new applications, but can be offered as a cohort-based program. Please contact the School of Graduate, Global, and Online Education for more information.

36 credits

Program code: STEM_MED01

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

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

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

Admission Requirements

A completed online application.

Bachelor’s degree with a valid teacher certification.

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

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

Graduation Requirements

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

Required Courses

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

III. *STEM Education Electives* 12 cr.

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

A. *Supervisor Certification*

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

B. *Design*

Select any four courses not already taken from the following.

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

C. *Research*

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

D. *Inclusive Practice/Special Education (three pathways)*

i. *Inclusive Practice: English Language Learners*

ESLM 577
ESLM 579
ESLM 587

ii. *Inclusive Practice: Students with Disabilities*

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

iii. *Inclusive Practice: Literacy*

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

E. *Middle School Math*

Select any four courses of the following courses.

MATH 591/Number Theory & Systems
MATH 594/Patterns, Functions, Algebra
MATH 595/Geometry
MATH 597/Discrete Math

MATH 598/Calculus

STEM 635/Data Visualization & Analytical
Information Design

F. *Environmental Sustainability Education*

Yields Env. Sustainability Edu. Certificate

ESED 501/Environmental Science for Teachers and
Leaders
ESED 520/EcoJustice and Socioscientific Issues
ESED 600/Equity, Diversity, and Inclusion in
Environmental Sustainability Education
STEM 641/Biotechnology Systems and Sustainable
Design for Educators

G. *Self-Defined*

Four courses approved by the program coordinator.

Graduate Certificate in Integrative STEM Methods

This program is not currently accepting new applications, but can be offered as a cohort-based program. Please contact the School of Graduate, Global, and Online Education for more information.

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

15 credits

Program code: STEM_CER01

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

Required Courses

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

School of Humanities and Social Sciences

Christopher Fisher, Interim Dean

English

Master of Arts in English

30 credits

Program code: ENGL_MA_01

Jo Carney, Professor (carney@tcnj.edu)

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

Admission Requirements

- A completed online application.
- Bachelor's degree from an accredited or approved institution.
- Letters of recommendation.
- Writing sample.

Graduation Requirements

- 30 credits
- Successful completion of all program requirements/prerequisites.

Required Courses

3 cr.

ENGL 505/Contemporary Literary Theory and Methods

Elective Courses

27 cr.

At least 21 elective credits must be from department offerings.

Comprehensive Examination

ENGL 700

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

English,

Accelerated Bachelor's to Master's Program

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

Program code: ENGL_MA_01

Jo Carney, Professor (carney@tcnj.edu)

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

Admission to Graduate Program Requirements

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

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

Required Courses: Senior Year

6 cr.

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

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

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

Required Courses: Fifth Year

24 cr.

At least 21 elective credits must be from department offerings.

Comprehensive Examination

ENGL 700

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

required courses of graduate coursework or for the completion of the Comprehensive Exam in English.

Women's, Gender, and Sexuality Studies

Graduate Certificate in Gender and Sexuality Studies

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

15 credits

Program code: WGST_CER01

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

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

Admissions Requirements

A completed online application.

Bachelor's degree from an accredited or approved institution.

Completion Requirements

15 credits

Required Courses (three options)

6 cr.

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

WGST 510/Feminist Theory

WGST 520/Gender Equity in the Classroom OR

EDFN 627/Critical Pedagogies

Option B: Students who have previously taken Feminist Theory or are not pursuing careers in education.

WGST 510/Feminist Theory OR

WGST 520/Gender Equity in the Classroom

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

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

Two WGST 570 or 670 Topics courses.

Electives

9 cr.

Gender and Sexuality Studies Certificate as Standalone

WGST 570 or 670 Topics courses

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

COUN 560/Counseling Girls and Women

COUN 561/Counseling Boys and Men

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

Feminist Disability Studies

LGBTQ Issues in K-12 Education

Queer Studies

Trans Studies

LGBTQ History

Queer Literature

Gender and Disability in Literature

English MA + Gender and Sexuality Studies Certificate

ENGL 505/Contemporary Literary Theory and Methods (required)

ENGL courses approved for Gender and Sexuality Studies

Counseling MA + Gender and Sexuality Studies Certificate

COUN 560/Counseling Girls and Women (required)

COUN 561/Counseling Boys and Men (required)

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

Public Policy

Master of Public Policy (MPP)

36 credits

Program code: POLS_MPP01

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

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

Admission Requirements

A completed online application.

Bachelor's degree from an accredited or approved institution.

Transcripts.

Letters of recommendation.

Writing sample.

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

Graduation Requirements

36 credits

Required Courses

21-24 cr.

PUBG 501/The Policy Process in Theory & Practice
 PUBG 502/Public Budgeting & Management
 PUBG 503/Microeconomics & Public Policy
 PUBG 510/Quantitative Methods for Policy Research I*
 PUBG 511/Program Evaluation & Casual Inference
 PUBG 512/Quantitative Methods for Policy Research II
 PUBG 696/Thesis (6 credits, 2 semesters)

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

Policy Electives

12 cr.

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

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

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

Program code: POLS_MPP01

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

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

Admission Requirements

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

Required Courses: Senior Year

9 cr.

PUBG 501 The Policy Process in Theory and Practice
 PUBG 503 Microeconomics & Public Policy
 PUBG 511 Program Evaluation & Causal Inference for
 Policy Analysis

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

Students then begin post-bachelor's graduate coursework in the summer following commencement, taking 1-2 courses. Students

complete the remaining 7-8 required courses in one academic year of full-time study.

Graduate Certificate in Public Policy

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

15 credits

Program code: POLS_CER01

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

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

Admission Requirements

A completed online application.

Bachelor's degree from an accredited or approved institution.

Completion Requirements

15 credits

Required Courses

15 cr.

PUBG 501 The Policy Process in Theory and Practice
 PUBG 502 Public Budgeting and Management
 PUBG 503 Microeconomics & Public Policy
 PUBG 511 Program Evaluation and Causal Inference for
 Policy Analysis
 PUBG 605 Health Politics and Policy* OR
 PUBG 610 Environmental Policy*

*Would serve as certificate capstone

World Languages and Cultures

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

Please see the program entry in the School of Education section.

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

School of Nursing and Health Sciences

Carole Kenner, Dean

Mission Statement

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

Revision Advisory

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

Nursing

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

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

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

Classes are offered in a hybrid format, which includes asynchronous, synchronous, and limited in-person activities. All MSN and certificate options include clinical practicum experiences. Clinical practicum hours are during the day, usually on weekdays. Clinical experiences take place under the guidance of experienced advanced practice nurses, school nurses, clinical nurse leaders, physicians, or other advanced nursing practitioners as appropriate to the area of specialization and to the program.

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

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

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

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

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

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

Master of Science in Nursing (MSN) Programs

Credits by program option

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

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

Admissions Requirements

- A completed online application.
- Bachelor in Nursing degree from an NLN- or CCNE-accredited program.
- Successful completion of one undergraduate statistics course within 5 years prior to matriculation or, for non-matriculated students, prior to taking NURS 506.
- Successful completion of an undergraduate health assessment course or approved equivalent.
- Preadmission interview may be required.
- Applicants to the School Nurse MSN must demonstrate completion of the TCNJ School Nurse Instructional Certificate or an equivalent post-BSN school nurse certificate program. Practicing School Nurses who were certified prior to 2004 and who hold current NJ School Nurse Certification may be considered on an individual basis for admission to this program.
- Students applying to the NNP program must have experience in a level 3 or 4 neonatal ICU. A separate interview with the Thomas Jefferson University NNP program director is required.
- Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.*

Additional Requirements**Program entry**

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

Pre-clinical requirements

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

Graduation Requirements

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

Program Options**Family Nurse Practitioner Option** (NURS_MSN01)

47 credits

Required Courses

- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology

- NURS 604/ Research and Evidence-Based Nursing for Advanced Nursing Practice
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 636/Primary Care I
- NURS 638/Primary Care II
- NURS 637/Primary Care III
- NURS 643/Primary Care of the Childbearing Family
- NURS 690/Practicum in the Nurse Practitioner Role
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project in Nursing

Adult/Gerontological Primary Care Nurse Practitioner**Option** (NURS_MSN05)

43 credits

Required Courses

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

Neonatal Nurse Practitioner Option (NURS_MSN03)

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

Required Courses at TCNJ

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

Required Courses at Thomas Jefferson University

- NURS 662/ Diagnostic Reasoning and Clinical Decision Making for NNP I

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

School Nurse Option (NURS_MSN15)

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

Required Courses

17 cr.

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

Instructional School Nurse Certificate (required) 23 cr.

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

Post-Master's Nurse Practitioner Certificate Programs

Credits by program option

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

Admission Requirements

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

Additional Requirements

Program entry

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

Pre-clinical requirements

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

Completion Requirements

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

Program Options

Family Nurse Practitioner Option (NURS_SCT02)
37 credits

Required Courses

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

Adult/Gerontological Primary Care Nurse Practitioner Option (NURS_SCT03)
33 credits

Required Courses

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

Family Nurse Practitioner Option for Specialist NPs (NURS_SCT04)
Up to 18 credits

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

Admission Requirements

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

*Additional Requirements**Program entry*

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

Pre-clinical requirements

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

Required Courses

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

Nurse Educator Certificate

14 credits

Program code: NURS_CER09

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

Admission Requirements

- A completed online application.
- License to practice as a registered nurse in New Jersey.
- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner

For more detailed information, please contact Deirdre Jackson, clinical site coordinator (jacksond@tcnj.edu).

Required Courses

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

Public Health

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

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

Master of Public Health (MPH)

45 credits

Program code: PBHL_MPH01

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

The TCNJ MPH offers specialization tracks:

1. Epidemiology and Health Analytics (PBHL_SUBM2) focuses on the determinants and distribution of health as well as building the skill set to interpret and apply data for understanding population level health and the design and implementation of public health initiatives
2. Health Communication (PBHL_SUBM1) explores state-of-the-art social marketing and communication strategies and innovative ways to motivate healthy behavior and reduce health risk. Interpersonal communication, social marketing campaigns and mass communication theories, strategies, and methods are explored as health changes are possible via institutions and agencies throughout the nation
3. Global Health (PBHL_SUBM3) concentrates on the impact of culture, social structure, economics and politics on health and illness trends, social determinants of health, health disparities and public health policies worldwide. It includes skills in needs assessment, program planning, and evaluation in order to improve community health.

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

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

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

Notice: Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation as a graduate student at the College. The information in this document applies to the 2025-2026 academic year. Students returning to the College after an absence of two consecutive regular-session semesters (not including summer or winter) follow the requirements in effect at the time of their return.

Admission Requirements

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

A completed online application.

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

Student essay.

Curriculum vitae or resume.

Official transcript(s).

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

Application fee (\$75) or SOPHAS Common Application fee.

International students:

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

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

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

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

Applying students must be in good standing as a rising junior with a GPA of 3.0 or higher from TCNJ or an accredited or approved institution (transfer students only). Students interested in the 4+1 program are encouraged to consult with their advisor as early as possible so that their schedule can be to best take advantage of graduate classes to be taken in the junior and senior years of study. Under current TCNJ policies, undergraduates in the 4+1 or five-year programs are allowed to double count up to five courses (5 units/15 credits) that meet the minimum graduate grade requirements and are applied to both the BS and MPH degree requirements. Students are fully matriculated into the MPH program after successful completion of their Bachelor’s degree. Students will follow the MPH requirements in effect at the time of their graduate matriculation.

Online application through the Department of Public Health
Student essay

Curriculum vitae or resume

Unofficial transcript

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

Requirements for Maintaining 4+1 or 5-Year Program Matriculation

A grade below a B- in PBH Statistics, Epidemiology, or Research Methods will trigger a probationary period for the 4+1. A grade below B- in 2 or more of these classes may result in dismissal from the 4+1 program. A grade below the minimum requirement in two or more undergraduate major required classes will result in dismissal from the 4+1 program.

Probation: A continuing or unfinished undergraduate or graduate course (e.g. grades of I or IP) will place a hold on the ability to register for graduate courses until the incomplete is resolved. An incomplete in more than one semester may result in dismissal from the 4+1 program.

A grade below the minimum grade requirement in a PBHG course (B- in core courses, except for Epidemiology and Biostatistics which has a C minimum requirement; C+ in track and elective courses) may result in dismissal from the program.

Students are permitted to use graduate grades that are below the graduate requirement but meet the equivalent undergraduate requirement for public health grades to count toward the undergraduate program only. Only grades that meet the graduate minimum will be counted toward your MPH.

Students who meet the conditions for probation will be required to meet with the 4+1 advisor and graduate director to discuss whether they may continue in the 4+1 program and under what conditions.

Matriculation in MPH year: Students must meet with the graduate director the semester before the full-time graduate matriculation year to determine eligibility to participate in the graduate year and develop the graduate schedule.

Students dismissed from the 4+1 program can reapply to the MPH program in their senior year.

Additional Requirements for All Applicants

In some cases, an interview may be requested.

Graduation Requirements

Cumulative GPA of 3.0 or higher

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

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

Required Core Courses and Capstones **21 cr.**

Minimum grade of B- is required for successful completion of a course, except for PBHG 540 and PBHG 652 which have a minimum grade requirement of C.

In order to progress in the Epidemiology and Health Analytics track students must have a B+ or better in both PBHG 640 and PBHG 652. Students who receive below a B+ and are in the Epidemiology and Health Analytics track may switch to one of the other tracks without retaking the course as long as their grade meets the overall minimum requirement (C).

PBHG 504/Environmental and Occupational Health

PBHG 521/Health Systems and Policy

PBHG 540/Intermediate Epidemiology

PBHG 652/Biostatistics for Public Health

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

PBHG 705/Capstone Internship in Public Health

PBHG 706/MPH Capstone Paper/Portfolio

Specialization Tracks **15 cr.**

Five courses/15 credits are needed to complete the specialization track.

Minimum grade of C+ is required for successful completion of a course.

Health Communication Track (PBHL_SUBM1)

PBHG 603/Health and Risk Communication Theory

PBHG 615/International Communication

PBHG 650/Health Education in Practice

PBHG 660/Global Health Communication and Social Change

Choose one of the following:

PBHG 530/Sexual Communication and Health

PBHG 535/Interpersonal Health Communication

PBHG 545/New Media Innovations in Health Communication

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

PBHG 677/Disclosure, Stigma, Privacy, and Health

Epidemiology and Health Analytics Track (PBHL_SUBM2)

A minimum grade of B+ in PBHG 540 and PBHG 652 is required in order to register for PBHG 602. Students who don't have a B+ or higher grade in Intermediate Epidemiology and Biostatistics will not be permitted to complete the Epidemiology and Health Analytics track.

PBHG 501/Research Methods for Public Health

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

PBHG 620/Health Economics

Choose two of the following:

PBHG 566/Epidemiology of Dental Public Health

PBHG 577/Epidemiology and Intervention in Violence and Injury

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

PBHG 667/Public Health Genomics

PBHG 689/Epidemiology and Aging

Global Health Track (PBHL_SUBM3)

PBHG 565/Social Determinants and Health Inequities

PBHG 572/Program Planning and Evaluation in Global Health

PBHG 620/Health Economics OR

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

PBHG 675/Critical Issues in Global Health

Choose 1 of the following:

PBHG 556/Population Migration and Health

PBHG 615/International Communication

PBHG 620/Health Economics

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

PBHG 689/Epidemiology and Aging

Elective Courses

9 cr.

Three elective courses are needed to complete the MPH degree.

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

PBHG 503/Health Informatics

PBHG 551/Substance Abuse and Addiction: Individual, Family, and Society

PBHG 560/Counseling Girls and Women* OR
 PBHG 561/Counseling Boys and Men*
 PBHG 591/Graduate Independent Study
 PBHG 606/Grant Writing in Public Health
 PBHG 610/Public Health Leadership for a Changing World
 PBHG 651/Stress Management
 PBHG 670/Topics in Public Health

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

Online Master of Public Health (MPH) in Global Health

45 credits

Program code: PBHL_MPH01 with PBHL_SUBM3

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

The online program is offered as a part-time 3-year program. To accommodate working professionals, classes are offered completely online in either synchronous or asynchronous formats. Synchronous online classes will be scheduled in two-and-a-half (2 ½) hour blocks during the evening (5:30 pm and after) once a week. Students in the online MPH will also be able to complete *either* the Health Education Certificate or the Healthcare Management Certificate using their elective courses.

Admission Requirements

A completed online application.

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

Student essay.

Curriculum vitae or resume.

Official transcript(s).

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

Application fee (\$75) or SOPHAS Common Application fee.

International students:

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

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

Required Core Courses and Capstones

21 cr.

Minimum grade of B- is required for successful completion of a course, except for PBHGO 540 and PBHGO 652 which have a minimum grade requirement of C.

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

Global Health Courses

15cr.

Minimum grade of C+ is required for successful completion of a course.

PBHG 565/Social Determinants and Health Inequities
 PBHG 572/Program Planning and Evaluation in Global Health
 PBHG 620/Health Economics
 PBHG 675/Critical Issues in Global Health
 Choose 1 of the following:
 PBHG 556/Population Migration and Health OR
 PBHG 678/Water, Land, and Air:
 Critical issues in Global Environmental Health

Elective Courses

9 cr.

Three elective courses are needed to complete the MPH degree.

Health Education Certificate

PBHG 650/Health Education in Practice
 PBHG 610/ Public Health Leadership for a Changing World
 and *one* of the following:
 PBHG 530/ Sexual Communication and Health
 PBHG 535/ Interpersonal Health Communication
 PBHG 677/ Disclosure, Stigma, Privacy, and Health
 PBHG 551/Substance Abuse and Addiction: Individual, Family, and Society

Healthcare Management Certificate

ISTG 675/ Healthcare Analytics: Utilizing Data for Healthcare Management
 ACCG 640/ Healthcare Accounting Financial Management
 MGTG 645/: Healthcare Operations and Process Improvement

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

63 credits

Program code: BUSN_MBA01, PBHL_2DG01

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

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

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

For more information, including admissions requirements and curriculum, please see School of Graduate, Global, and Online Education.

Graduate Certificate in Public Health

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

15 credits

Program code: PBHL_CER01

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

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

Notice: Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2025-2026 academic year. Students returning to the College after an absence of two consecutive regular-session semesters (not including summer or winter) follow the requirements in effect at the time of their return.

Admission Requirements

A completed online application.

Completed or pending Bachelor's degree from an accredited or approved institution. Bachelor's degree must be

complete prior to full matriculation with a GPA of 3.0 or higher.

Curriculum vitae or resume.

Official transcript(s).

Application fee (\$75) or SOPHAS Common Application fee.

International students:

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

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

Preadmission interview may be required.

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

Completion Requirements

Cumulative GPA of 3.0 or higher.

Completion of all required coursework with qualifying grades.

For students who complete the certificate and matriculate into the MPH program, courses with grades meeting MPH criteria may be applied to the MPH graduation requirements.

Required Core Courses

9 cr.

PBHG 521/Health Systems and Policy

PBHG 540/Intermediate Epidemiology

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

PBHG 504/Environmental and Occupational Health

Additional Courses

6 cr.

Select two from the following:

PBHG 501/Research Methods for Public Health

PBHG 503/Health Informatics

PBHG 504/Environmental and Occupational Health

PBHG 530/Sexual Communication and Health

PBHG 535/Interpersonal Health Communication

PBHG 545/New Media Innovations in Health Communication

PBHG 556/Population Migration and Health

PBHG 565/Social Determinants and Health Inequities

PBHG 572/Program Planning and Evaluation in Global Health

PBHG 566/Epidemiology of Dental Public Health

PBHG 577/Epidemiology and Intervention in Violence and Injury

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

PBHG 603/Health and Risk Communication Theory

PBHG 606/Grant Writing in Public Health

PBHG 610/Public Health Leadership for a Changing World
 PBHG 615/International Communication
 PBHG 620/Health Economics
 PBHG 650/Health Education in Practice
 PBHG 652/Biostatistics for Public Health
 PBHG 655/Social Inequalities in a Developing Context
 PBHG 660/Global Health and Risk Communication
 Campaigns
 PBHG 667/Public Health Genomics
 PBHG 670/Topics in Public Health
 PBHG 675/Critical Issues in Global Health
 PBHG 677/Disclosure, Stigma, Privacy, and Health
 PBHG 678/Water, Land, and Air: Critical issues in Global
 Environmental Health
 PBHG 685/Health Promotion for Individuals, Families, and
 Communities
 PBHG 689/Epidemiology and Aging

Graduate Certificate in Health and Risk Communication

May be completed as part of the Master of Arts in Professional Studies.
 12 credits

Program code: PBHL_CER02

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

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

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

Admission Requirements

- A completed online application.
- Completed or pending Bachelor's degree from an accredited or approved institution. Bachelor's degree must be complete prior to full matriculation with a GPA of 3.0 or higher.
- Curriculum vitae or resume.
- Official transcript(s).
- Application fee (\$75) or SOPHAS Common Application fee.
- International students:

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

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

Preadmission interview may be required.

Completion Requirements

Cumulative GPA of 3.0 or higher.

Completion of all required coursework with a C or better.

For students who complete the certificate and matriculate into the MPH program, courses with grades meeting MPH criteria may be applied to the MPH graduation requirements.

Required Core Courses

9 cr.

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

Additional Course

3 cr.

Select one from the following:

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

Graduate Certificate in Health Education

Stackable with the Graduate Certificate in Health Risk and Communication OR Healthcare Management; one optional course may be double-counted toward both certificates.

Credits: Variable. *No less than 9 credits and no more than 27 credits are required to complete the certificate as outlined. The three required courses align directly with the CHES 8 areas of responsibility.*

Program code: PBHL_CER03

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

Students who complete the Graduate Certificate in Health Education (GCHE) will be able to inform, educate and empower others in their pursuit of healthier lives using a number of evidence-based strategies, theories, and tools through research, communication, leadership, and advocacy. Employment of health educators is projected to grow 12 percent from 2021 to 2031 (US Bureau of Labor Statistics), much faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services. The process to be eligible to sit for the Certified Health Education Specialist (CHES) exam requires at least 9 transcribed courses with at least 3 focused directly on CHES competencies and 6 related to

or reinforcing of competencies. This certificate allows individuals interested in pursuing their CHES certification to take the required courses in order to prepare for and be eligible to sit for the CHES exam.

Admission Requirements

A completed online application.

Completed or pending Bachelor's degree from an accredited or approved institution. Bachelor's degree must be complete prior to full matriculation with a GPA of 3.0 or higher.

Curriculum vitae or resume.

Official transcript(s).

Application fee (\$75) or SOPHAS Common Application fee.

Must submit undergraduate and/or graduate transcript to CHES to be pre-screened in January or May: <https://www.nchec.org/ches-exam-eligibility> in order to determine the courses you need to take in order to qualify to sit for the CHES exam (determines if you need to take the minimum 9 credit certificate or take additional courses-up to 27 credits). This can be completed prior to starting the certificate (preferred) OR within the first semester in the program.

International students:

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

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

Pre-Admission interview may be required

Completion Requirements

Cumulative GPA of 3.0 or higher.

Completion of all required coursework with C+ or better.

For students who complete the certificate and matriculate into the MPH program, courses with grades meeting MPH criteria may be applied to the MPH graduation requirements.

Required Core Courses

9 cr.

PBHG 572/ Program Planning and Evaluation in Global Health

PBHG 610/ Public Health Leadership for a Changing World

PBHG 650/ Health Education in Practice

Optional Courses

0-18 cr.

PBHG 530/ Sexual Communication and Health

PBHG 535/ Interpersonal Health Communication

PBHG 545/ New Media and Health Communication

PBHG 578/ Cancer from a Public Health Perspective

PBHG 677/ Disclosure, Stigma, Privacy, and Health

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

School of Graduate, Global, and Online Education

Linda Mayger, Dean

Interdisciplinary Programs

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

63 credits

Program code: BUSN_MBA01, PBHL_2DG01

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

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

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

Admission Requirements

Fall admission. Full-time only.

A completed online application.

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

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

Current resume.

Two letters of recommendation.

Test Optional Policy

Students may choose to submit GMAT/GRE standardized test scores from the last five years to supplement their dual degree program application. In particular, students with a cumulative undergraduate degree below 3.0 are strongly encouraged to provide test scores. Target range: GRE 310+ or GMAT 540+.

Graduation Requirements

Cumulative GPA of 3.0 or higher.

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

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

MBA/MPH Program Curriculum

Students select one MBA specialization and one MPH specialization.

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

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

Core Curriculum

MPH Required Core Courses and Capstones

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

PBHG 504/Environmental and Occupational Health

PBHG 521/Health Systems and Policy*

PBHG 540/Intermediate Epidemiology

PBHG 652/Biostatistics for Public Health*

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

PBHG 705/Capstone Internship in Public Health

PBHG 706/MPH Capstone Paper/Portfolio

** Double counts toward MBA*

MBA Required Core Courses

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

ACCG 610/Accounting for Managers

MGTG 690/Managing in the Global Environment

BUSG 680/Global Operations & Supply Chain

BUSG 620/Corporate Responsibility and Business Ethics

MKTG 650/Strategic Marketing Management

PBHG 521/Health Systems and Policy

PBHG 615/International Communication OR
PBHG 620/Health Economics

MPH Specialization

Epidemiology and Health Analytics Track (PBHL_SUBM2)

PBHG 501/Research Methods for Public Health

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

PBHG 620/Health Economics

Requirement based on MBA track:

Analytics: ISTG 610/Regression Modeling

Leadership: BUSG 610/Innovation

Choose one of the following:

PBHG 566/Epidemiology of Dental Public Health

PBHG 577/Epidemiology and Intervention in
Violence and Injury
PBHG 578/Cancer from a Public Health
Perspective: Prevention to Survival
PBHG 667/Public Health Genomics
PBHG 689/Epidemiology and Aging

Health Communication Track (PBHL_SUBM1)

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

Requirement based on MBA track:

Analytics: ISTG 640/Text Mining

Leadership: BUSG 610/Innovation

Global Health Track (PBHL_SUBM3)

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

PBHG 675/Critical Issues in Global Health

Requirement based on MBA track:

Analytics: BUSG 680/Global Operations

Leadership: BUSG 610/Innovation

MBA Specializations

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

Business Analytics

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

Strategy, Innovation, and Leadership

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

Master of Arts in Professional Studies

30+ credits

Program code: GGOE_MPS01

Corey Drake (drakec1@tcnj.edu)

This program is designed for part- and full-time students working professionals and those preparing for new careers. Connecting two fields of study via the chosen certificate programs equips students with enhanced perspective and insight into each while ultimately culminating in a customized master's degree that best fits the learner's needs. This is a particularly attractive option for alumni and current students who have already completed one non-education TCNJ certificate program and would like to pursue an advanced degree.

Admission Requirements

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

A completed online application.

Current resume.

Two letters of recommendation from former or current faculty or employer.

Personal essay.

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

MPS core courses

PSTU 501/Creativity and Community: A Design-Thinking Approach

PSTU 702/MPS Capstone & Culminating Experience

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

- Graduate Certificate in Business Analytics
- Graduate Certificate in Gender and Sexuality Studies
- Graduate Certificate in Health and Risk Communication
- Graduate Certificate in Public Health

- Graduate Certificate in Public Policy
- Graduate Certificate in Strategy, Innovation, and Leadership

Healthcare Management Certificate

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

May be completed as part of the Master of Public Health in Global Health with completion of the specified elective course.

15 credits

Program code: GG0E_CER01

Corey Drake (drakec1@tcnj.edu)

The Graduate Certificate in Healthcare Management will launch in Spring 2025. Healthcare and Public Health services have dramatically changed since the beginning of the COVID-19 pandemic. Now more than ever, employers are seeking out professionals with an understanding of the economics behind healthcare delivery and community services. There is a greater need to evidence return on investment for new and established health programs. Decisions about what programs to start, how to fund them, and what populations they serve must be data driven. Dashboards in health care and public health institutions are used to illustrate trends, evidence utilization of services, and project staffing needs.

Students in the Healthcare Management certificate learn how contributions from economic theory have shaped the development and understanding of healthcare systems and policies in the U.S. and globally. Economic theory will be used to assess cost benefit and cost effectiveness of healthcare and public health interventions. Informatics and the use of technology will emphasize the technology interfaces between health care practitioners and clients. Students develop and advance their skills in quality improvement science that will allow them to standardize healthcare processes to achieve reliable and consistent results, thereby improving outcomes for patients and communities by positively impacting population health outcomes. Finding, analyzing, and applying data will allow certificate students to improve healthcare quality, access, coordination and transparency, as well as addressing health inequalities.

Admission Requirements

- A completed online application.
- A Bachelor's degree from an accredited or approved institution with a minimum undergraduate GPA of 3.0.
- Demonstration of Quantitative or Programming competencies through prior, relevant coursework such as Calculus, Statistics, Coding or Programming, or Quantitative Research Methods. Other coursework may be considered on a case-by-case basis.
- A current resume.
- An essay written by the applicant.
- The Test of English as a Foreign Language (TOEFL) may be required of some applicants for whom English is a second

language and who have limited experience working/learning in an English language environment.

Graduation Requirements

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

Required Courses

12 cr.

Please note, some course codes are still being finalized prior to the program launch in Spring 2025.

PBHG 610/Health Economics

ISTG 675/ Healthcare Analytics: Utilizing Data for Healthcare Management

ACCG 640/ Healthcare Accounting Financial Management

MGTG 645/ Healthcare Operations and Process Improvement

Elective Course

3 cr.

PBHG 503/ Health Informatics

*PBHG 572/Program Planning and Evaluation for Global Health

PBHG 610/Public Health Leadership for a Changing World

* Students who take PBHG 572 as the elective course will be able to apply all 5 of their certificate courses toward the MPH in Global Health. The three HFMG courses will fill the three elective slots in the MPH and PBHG 620 and 572 fulfill track requirements in the Global Health MPH.

Education Programs

Graduate Certificate in Career and Technical Education

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

12 credits

Program code: GG0E_CER02

Melissa Meagher (meagherm@tcnj.edu)

This 12-credit certificate awards credit for prior learning to educators involved in an hours-based, state-approved alternate path licensure program that prepares them for teaching in one of the CTE fields.

Admission Requirements

- A completed online application.
- A bachelor's degree with a competitive undergraduate GPA.
- Industry-recognized certification(s) if applicable.
- Official transcript(s).
- Personal essay.
- Employer reference with full-time start date.
- Optional: GRE or GMAT scores, though students with an undergraduate GPA below 3.0 are encouraged to take the exam.*

Completion Requirements

- Submission of transcription form and transcription fee to obtain graduate credit correlated non-credit-bearing CTE courses.
- Successful completion of all required courses.
- CEAS teaching licensure authorized by the New Jersey Department of Education.

Required Courses

- EDUC 501 (3 cr.)– CTE 71/CTE Alternate Route 1
- SPED 501 (3 cr.)– CTE 72/CTE Alternate Route 2
- RDLG 579 (3 cr.)– CTE 73/CTE Alternate Route 3
- CTEO 504 (3 cr.)– CTE 74/CTE Alternate Route 4
- CTE 80/Performance Evaluation Proficiency Verification (0 credits, tracking course)

CTE Certification Areas

- Agriculture – 2501
- Business: Accounting – 1301
- Business: Comprehensive Business- 1300
- Business: Finance/Economics/Law- 1302
- Business: Keyboarding/Data Entry- 1303
- Business: Computer Applications and Business-Related Information Technology- 1304
- Business: Office Administration/Office Systems Technology- 1305
- Family and Consumer Sciences -1705
- Family and Consumer Sciences: Child and Family Development – 1706
- Family and Consumer Sciences: Foods/Nutrition and Food Science-1707
- Marketing – 2560
- Computer Science – 1820
- Hospitality and Tourism – 4134
- Graphic Design – 4113
- Interactive Media – 4150
- Television Broadcasting – 4102
- Cosmetology/Hair Styling – 4138
- Human Development and Child Care Services – 4141
- Engineering Technology – 2545
- Environmental Service Systems – 2505
- Dental Assisting – 4122
- Medical Assisting – 4125
- Medical Laboratory Technicians – 4116
- Law Enforcement – 4153
- Legal Assisting – 4154
- Electronics Technology – 4174
- Collision Repair Technology – 4181

Educational Administration**Master of Education in Educational Leadership**

36 credits

Program code: EDAD_MED01

Danita Ishibashi (ishibas@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

Danita Ishibashi (ishibas@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

Danita Ishibashi (ishibas@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

Danita Ishibashi (ishibasd@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

This program is not currently accepting new applications, but can be offered as a cohort-based program. Please contact the School of Graduate, Global, and Online Education for more information.

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

15 credits

Program code: EDAD_SCT04

The Department of Educational Administration and Secondary Education (EASE) offers a Teacher Leader Certificate Program designed for training practicing teachers to work in non-supervisory school leadership roles. After candidates complete the 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

Melissa Meagher (meagherm@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

Melissa Meagher (meagherm@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

Melissa Meagher (meagherm@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

Melissa Meagher (meagherm@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

Melissa Meagher (meagherm@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

Online Counselor Education

Sandy Gibson, Professor (gibsonc@tcnj.edu)

The Department of Online Counselor Education at The College of New Jersey is currently applying for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Master of Arts in Clinical Mental Health Counseling (Online)

60 credits

Program code: CMHC_MA_01

Sandy Gibson, Professor (gibsonc@tcnj.edu)

For the on-campus Clinical Mental Health Counseling program, please see the School of Education.

This program is designed to support individuals in nonclinical roles within the behavioral health field. Recognizing that there are often inequities to access for a graduate degree in counseling, admission to this program prioritizes supporting individuals working in the behavioral health field, especially those in mental health HPSA communities.

We recognize the profound impact that social inequities can have on academic performance. As such, while we review academic GPAs as part of our admissions process, they are not prioritized as the primary criterion for acceptance. We understand that a range of life circumstances and systemic barriers can affect academic achievements. Therefore, our admissions review focuses on a holistic evaluation of each candidate's potential, considering personal qualities, professional experiences, and demonstrated commitment to the field of counseling. This includes a candidate's openness and self-awareness, demonstrated through a willingness to engage in self-reflection and personal growth. We also look for strong interpersonal skills, particularly the ability to empathize with others, communicate effectively, and build meaningful and supportive relationships. Additionally, a commitment to professional development and ongoing learning is crucial, as is relevant experience in behavioral health or related fields, which indicates readiness for advanced training. This approach ensures a fair and inclusive selection process, reflecting our dedication to supporting diverse candidates and fostering equity within the counseling profession.

Admission Requirements

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

A completed online application.

Personal statement essay.

Current resume.

Two letters of recommendation from faculty or employers.

Group interview (to be arranged by the department).

Graduation Requirements

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

Retention

We are committed to supporting our students' success, recognizing that many face systemic barriers while balancing work and academic responsibilities. In accordance with College policy, all graduate students must maintain a cumulative GPA of 3.0. If a student's GPA falls below this threshold, they will be placed on academic probation. To help students succeed, we provide additional resources and support, including mentoring, to assist them in raising their GPA to 3.0 by the end of the probationary semester. Our goal is your success, and we are here to help you overcome any challenges you may face.

A minimum grade of B or better is required in CMHC 501, 670, 675, 690, and 694/695. We understand that balancing work and studies can be challenging. Therefore, with department approval, students who receive a grade of B-, C+, C, or C- in these courses or their prerequisites may retake the course(s) once to improve their grade. Our goal is to support you in achieving a B or better on your second attempt to continue in the program. However, if a student is unable to achieve this, it may result in termination from the program.

Required Core Courses (in sequence)

54 cr.

CMHC 501/Introduction to Counseling

CMHC 530/Multicultural Counseling

CMHC 670/Counseling Theories and Techniques

CMHC 605/Ethical, Legal and Professional Issues in Counseling

CMHC 675/Group Counseling

CMHC 535/Career Counseling

CMHC 515/Research and Program Evaluation in Counseling

CMHC 555/Psychopathology and Pharmacology

CMHC 551/Addiction Counseling

CMHC 643/Assessment and Diagnostic Practices

CMHC 520/Human Growth and Development

CMHC 575/Trauma and Crisis Counseling

CMHC 545/Clinical Mental Health Counseling

CMHC 645/Case Conceptualization and Treatment Planning

CMHC 600/Relational Counseling

CMHC 690/Practicum Seminar

CMHC 694/Internship I

CMHC 695/Internship II

Electives OR Specialization

6 cr.

Electives

Program Electives: Any two elective CMHC courses.

CMHC 565/Mindfulness and Wellness in Counseling

CMHC 580/Counseling the Aged

CMHC 661/Counseling Children and Adolescents

CMHC 672/Advanced Counseling Theories and Techniques
 CMHC 553/Counseling Co-Occurring Disorders
 CMHC 552/Counseling Prevention Principles and Practice

OR

Addiction Counseling Certification Electives

CMHC 553/Counseling Co-Occurring Disorders (required)

One of the following courses:

CMHC 552/Counseling Prevention Principles and Practice

CMHC 565/Mindfulness and Wellness in Counseling

Post-Master's Certificate in Clinical Mental Health Counseling (Online)

15 credits

Program code: CNSL_CER01

Sandy Gibson, Professor (gibsonc@tcnj.edu)

The Post-Master's Certificate in Clinical Mental Health is a 15-credit certificate designed as a bridge program for students who have already completed 48-credit master's degrees in counseling. These five courses in clinical mental health counseling provide students with the additional knowledge and credits needed for academic eligibility to apply to become a licensed clinical mental health counselor. In addition to fulfilling to 60-credit requirement for licensure application, the certificate prepares students to be qualified clinical mental health counselors, thereby ensuring that their practice is within the scope of expertise.

Admission Requirements

- A completed online application.
- A 48-credit MA in counseling from an accredited or approved institution.
- Official transcript(s).
- Curriculum vitae or resume.

Graduation Requirements

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

Retention

We are committed to supporting our students' success, recognizing that many face systemic barriers while balancing work and academic responsibilities. In accordance with College policy, all graduate students must maintain a cumulative GPA of 3.0. If a student's GPA falls below this threshold, they will be placed on academic probation. To help students succeed, we provide additional resources and support, including mentoring, to assist them in raising their GPA to 3.0 by the end of the probationary semester. Our goal is your success, and we are here to help you overcome any challenges you may face.

Required Courses

- CNSL 555/Psychopathology and Psychopharmacology
- CNSL 605/ Ethical and Legal Issues in Counseling
- CNSL 645/Case Conceptualization and Treatment Planning
- CNSL 551/Addiction Counseling: Individual, Family, and Society
- CNSL 575/Trauma, Crisis, and Grief Counseling

Addiction Counseling Certificate

12 credits

Program code: CNSL_CER02

Sandy Gibson, Professor (gibsonc@tcnj.edu)

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.

Admission Requirements

- A completed online application.
- A graduate degree from an accredited or approved institution in mental health, nursing, public health, or a related field.
- Resume.
- Individual interview (to be arranged by the department).

Graduation Requirements

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

Retention

We are committed to supporting our students' success, recognizing that many face systemic barriers while balancing work and academic responsibilities. In accordance with College policy, all graduate students must maintain a cumulative GPA of 3.0. If a student's GPA falls below this threshold, they will be placed on academic probation. To help students succeed, we provide additional resources and support, including mentoring, to assist them in raising their GPA to 3.0 by the end of the probationary semester. Our goal is your success, and we are here to help you overcome any challenges you may face.

Course Requirements

Required Courses

CMHC 551/Addiction Counseling: Individual, Family and Society

CMHC 553/Treating Addiction and Co-Occurring Disorders

CMHC 575/Trauma and Crisis Counseling

Elective Course (Choose one.)

CMHC 552/Counseling Prevention Principles and Practice

CMHC 565/Mindfulness and Wellness in Counseling

CMHC 555/Psychopathology and Pharmacology

Global Graduate Education Programs

Overview

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

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

General Site Information

Students may enroll in courses during the summer sessions at OSOP's global site in Portugal or online throughout the year. Please visit <https://offsitegrad.tcnj.edu/> or contact the office via email (osgp@tcnj.edu) for more information.

Global Master's Program in

Educational Leadership: Educational Studies

30-33 credits, varies by leadership experience

Program codes: EDUC_MA_02 with EDAD_CER01 and

EDAD_SCT01

Megan Gordon (gordonm@tcnj.edu)

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

Admission Requirements

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

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

Completion of credits based on leadership experience:

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

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

A cumulative GPA of 3.0 or better.

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

Completion of all departmental requirements for the associated certificates.

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

Required Courses

CURR 514/Curriculum Theory and Practice

CURR 555/Contextual Issues in the Development of Curriculum

EDAD 525/ Introduction of Educational Leadership

EDAD 540/School Finance and Resource Management

EDAD 572/School Law

EDAD 617/Organizational Leadership and Supervision

SUPV 520/Staff Supervision

EDFN 508/Introduction to Research

EDAD 530/Group Dynamics for Educational Leaders

EDAD 702/Capstone

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

EDADO 688/Practicum in School Administration

Post-Master's Certificate in Global

Educational Leadership

27 credits

Program code: EDAD_SCT03

Megan Gordon (gordonm@tcnj.edu)

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

1. Demonstrate knowledge regarding social, emotional, and academic dimensions of P-12 learners.
2. Develop the knowledge, skills, and dispositions to engage in culturally responsive educational practices with diverse learners and in diverse cultural and socioeconomic community contexts.
3. Explain how to create and develop positive learning and working environments in a variety of school contexts.
4. Collect and use data and research to inform their practice.
5. Enable their own professional growth through goal setting, self-assessment, and reflection.
6. Develop skills and dispositions to collaborate with colleagues to support professional learning.

Admission Requirements

A completed online application.

Undergraduate and graduate degree from an accredited college or university.

Competitive GPA.

At least three completed years of successful teaching or educational experience, as noted above, at time of application.

Completion Requirements

27 credits.

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

Required Courses

CURR 514/Curriculum Theory and Practice

CURR 555/Contextual Issues in the Development of Curriculum

EDAD 525/ Introduction of Educational Leadership

EDAD 540/School Finance

EDAD 572/School Law

EDAD 617/Organizational Leadership and Supervision

SUPV 520/Staff Supervision

Elective Courses (Select two from the following)

*EDAD 688/Practicum/Seminar in School Administration

EDFN 520/Leadership for Social Justice

EDFN 521/Cultural Foundations of Education

EDAD 530/Group Dynamics for Educational Leaders

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

Master of Education in Elementary or Secondary Education

This program is no longer accepting new applications.

30 credits

Program codes: ELEC_MED03, SECE_MED01

Megan Gordon (gordonm@tcnj.edu)

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

Admission Requirements

A completed online application.

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

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

Graduation Requirements

30 credits.

Required Courses

Research

EDFN 508/Introduction to Education Research

Foundations and Multicultural Education

EDFN 521/Cultural Foundations of Education

Specializations

SPED 501/Students with Disabilities in Our Schools

EPSY 523/Advanced Child and Adolescent Development

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

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

ELEM 694 or SCED 694/Introduction to Teaching and Planning

ELEM 695 or SCED 695/Internship II

For Elementary Students: VCPD 530/Foundations of Literacy Online

For Secondary Students: VCPD 590/Secondary Content Methods Online

RDLG 579/Content Area Literacy

CURR 514/Curriculum Theory and Practice

Electives

Chosen with advisement.

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

Comprehensive Exam

REGS 999

Teacher Certificate for International Schools: Elementary or Secondary Education

This program is no longer accepting new applications.

25 credits

Program codes: ELEC_SCT01, SECE_SCT07

Megan Gordon (gordonm@tcnj.edu)

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

Admission Requirements

A completed online application.

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

ELEC_SCT01: 60 semester-hour credits in liberal arts/science coursework. Undergraduate program must include:
English—two college-level courses minimum
Mathematics—two college-level courses minimum
Science—two college-level courses minimum
Social Studies—two college-level courses minimum (one of the courses must be U.S. history)

SECE_SCT01: 30 undergraduate credits in core content.

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

Completion Requirements

25 credits

Grade of B- or better in Internship II

*Required Courses**Foundations and Multicultural Education*

EDFN 520/Leadership for Social Justice OR

EDFNO 521/Cultural Foundations of Education

Core Courses

SPED 501/Students with Disabilities in Our Schools

RDLG 579/Content Area Literacy

EPSY 523/Advanced Child and Adolescent Development

*Specialization*Elementary Education

VCPD 530/Foundations of Literacy: Beginning Reading

ELEM 663/Advanced Trends

ELEM 694/Introduction to Teaching and Planning

ELEM 695/Internship II

(with earned grade of B- or better)

Secondary Education

VCPD 590/Content Area Methods

SCED 663/Advanced Trends

SCED 694/Introduction to Teaching and Planning

SCED 695/Internship II

(with earned grade of B- or better)

Master of Education in Teaching English as a Second Language

30 credits

Program code: ESLA_MED01

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

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

Admission Requirements

A completed online application.

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

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

Proven oral and written proficiency in the English language.

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

Bachelor's degree from an accredited or approved institution with an undergraduate major (or 30 semester hours) in a liberal arts and science major OR 60 semester-hour credits in liberal arts/science coursework. Undergraduate program must include:
English—two college-level courses minimum
Mathematics—two college-level courses minimum
Science—two college-level courses minimum
Social Studies—two college-level courses minimum (one of the courses must be U.S. history)

Educational psychology—one college-level course

Demonstrated proficiency in basic skills as 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).

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

Graduation Requirements

30 credits.

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

Pass ESLM 700/Comprehensive Exam.

Required Courses*Research*

EDFN 508/Introduction to Research

Specialization

† *ESLM 525/Second Language Acquisition

† *ESLM 545/English Structure and Proficiency

Assessment

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

† *ESLM 578/Theory and Practice of Teaching ESL

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

ESLM 579/Language and Literacy for ESL

† Courses required for the ESL endorsement

* Courses required for the Bilingual endorsement

Electives

9 cr.

9 credits chosen with advisement.

Comprehensive Exam

ESLM 700

Teaching English as a Second Language Certificate Program

15-21 credits

Program code: ESLA_SCT03

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

The Teaching English as a Second Language Certificate Program provides the necessary courses for a Certificate of Qualification (CQ) in English as a second language (ESL) for non-certified candidates issued by TCNJ or endorsement certification for certified teachers as a teacher of ESL in the state of New Jersey. Candidates are eligible for the Bilingual endorsement by completing the indicated courses and the ACTFL Oral Proficiency Interview and Writing Proficiency in a target language.

Admission Requirements

A completed online application.

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

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

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

English—two college-level courses minimum

Mathematics—two college-level courses minimum

Science—two college-level courses minimum

Social Studies—two college-level courses minimum (one of the courses must be U.S. history)

Educational psychology—one college-level course

Demonstrated proficiency in basic skills as evidence by a passing score on a Commissioner-approved test of basic skills, such as the GRE, SAT, or ACT. If a passing score is not demonstrable, the candidate must take and pass the Praxis Core exam (separate from the Praxis I).

Certification Process and Requirements

Please see the Certification Office website for further details:

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

Completion Requirements

15-21 credits.

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

Pass ESLM 700/Comprehensive Exam.

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

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

Completion of HIB/Bullying Training.

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

Required Courses

^ † *ESLM 525/Second Language Acquisition

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

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

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

^ † ESLM 545/English Structure and Proficiency Assessment

^ ESLM 579/Language and Literacy for ESL

^ ESLM 588/Internship

^ ESLM 688/Student Teaching

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

minimum grade of B in ESLMO 578 OR
ESLMO 587.

^ Courses required for initial certification

† Courses required for the ESL endorsement

* Courses required for the Bilingual endorsement

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

Comprehensive Exam

ESLMO 700

Bilingual Endorsement Certificate

12 credits

Program code: ESLA_SCT02

Yiqiang Wu, Professor (wuyiqian@tcnj.edu)

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

Admission Requirements

A completed online application.

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

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

Proven proficiency in English and another instructional language.

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

Certification Process and Requirements

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

Completion Requirements

12 credits.

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

Required Courses

ESLM 525/Second Language Acquisition

EDFN 577/Sociolinguistics and Cultural Foundations of
ESL

ESLM 578/Theory and Practice of Teaching ESL

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

Comprehensive Exam

ESLM 700

Principals' Training Center (PTC)

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

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

Performance Learning Systems (PLS)

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

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

VCPD 530/Foundations of Literacy: Beginning Reading (Online) 3 cr.

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

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

- Screen students using informal assessments.
- Monitor students' progress.
- Establish an effective intervention system.

VCPD 540/Reading Across the Curriculum

(Online)

3 cr.

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

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

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

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

Professional Preparation Programs

Alternate Route Teacher Certification – Career and Technical Education (CTE)

Non-credit program.

A for-credit Graduate Certificate in Career and Technical Education is also available.

Program code: GG0E_CTE01

Melissa Meagher (meagherm@tcnj.edu)

Students can pursue an alternate path to teacher certification in one of the Career and Technical Education (CTE) fields, such as computer science, health science, and business. This licensure program allows students to earn a teaching credential over two years while earning a salary working in a school as a teacher. To ensure students' success during first semester in the classroom, a TCNJ mentor will visit the student regularly to provide on-site guidance and feedback, just as in TCNJ's traditional teacher education programs.

Admission Requirements

- A completed online application.
- A bachelor's and/or associate's degree.
- Industry-recognized certification(s) if applicable.
- Official transcript(s).
- Personal essay.
- Employer reference with full-time start date.

Completion Requirements

- Successful completion of all required courses with evaluation proficiency.

Required Courses

- ALT 70/CE Preparation Course (50 hours)
- CTE 71/CTE Alternate Route 1 (100 hours)
- CTE 72/CTE Alternate Route 2 (100 hours)
- CTE 73/CTE Alternate Route 3 (75 hours)
- CTE 74/CTE Alternate Route 4 (75 hours)
- CTE 80/Performance Evaluation Proficiency Verification (0 hours, tracking course)

CTE Certification Areas

- Agriculture – 2501
- Business: Accounting – 1301
- Business: Comprehensive Business- 1300
- Business: Finance/Economics/Law- 1302
- Business: Keyboarding/Data Entry- 1303
- Business: Computer Applications and Business-Related Information Technology- 1304
- Business: Office Administration/Office Systems Technology- 1305
- Family and Consumer Sciences -1705
- Family and Consumer Sciences: Child and Family Development – 1706

Family and Consumer Sciences: Foods/Nutrition and Food
Science-1707

Marketing – 2560

Computer Science – 1820

Hospitality and Tourism – 4134

Graphic Design – 4113

Interactive Media – 4150

Television Broadcasting – 4102

Cosmetology/Hair Styling – 4138

Human Development and Child Care Services – 4141

Engineering Technology – 2545

Environmental Service Systems – 2505

Dental Assisting – 4122

Medical Assisting – 4125

Medical Laboratory Technicians – 4116

Law Enforcement – 4153

Legal Assisting – 4154

Electronics Technology – 4174

Collision Repair Technology – 4181

Affiliated Undergraduate Programs

Paraprofessionals to Teachers Program

For more information, including admissions requirements and curriculum, please see the program entry in the Undergraduate Bulletin.

Program code: GGOE_BS_01

Melissa Meagher (meagherm@tcnj.edu)

The Department of Elementary and Early Childhood Education in collaboration with the School of Graduate, Global, and Online Education offers an undergraduate major in elementary education for currently employed paraprofessional educators who wish to complete a bachelor's degree and obtain teacher certification. Students complete a required sequence of elementary education courses along with 60 liberal arts credits to ensure they have a broad academic background as well as practical understanding of the early childhood and elementary school curricula.

Professional Development

Regional Training Center

Professional Development for Teachers

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

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

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

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

For additional support, please contact Melissa Meagher (meagherm@tcnj.edu).

A Selection of Courses Available through RTC

EDIN 528/Skills for Building the Collaborative Classroom
EDIN 536/Universal Design for Learning: Reaching All Learners in the Digital Age
EDIN 539/Creating Health and Balance in Today's Classroom
EDIN 540/The Mindful Classroom
EDIN 542/Assessment Techniques: Assessing for Student Learning
EDIN 544/Increasing Student Responsibility and Self-Discipline in Learning Communities
EDIN 545/ Encouraging Skillful, Critical, and Creative Thinking
EDIN 559/The Bully-Proof Classroom
EDIN 546/The Culturally Distinctive Classroom
EDIN 548/ Styles of Teaching: Personality Type in the Classroom
EDIN 552/Strategies for ADHD, LD and a Spectrum of Learners

EDIN 553/The Kinesthetic Classroom: Teaching and Learning through Movement
EDIN 554/The Kinesthetic Classroom II: Moving Across the Standards
EDIN 555/Skills and Strategies for Inclusion and Disability Awareness
EDIN 556/Motivation: The Art and Science of Inspiring Classroom Success
EDIN 560/Brain-Based Teaching and Learning
EDIN 564/ Movement and Technology Balance: Classroom Strategies for Student Success
EDIN 565/Cooperative Discipline
EDIN 570/Differentiated Instruction
EDIN 573/ Technology with Ease: Enhancing the Modern Classroom

ed2go, Online Professional Development and Career Advancement Training

The College of New Jersey has partnered with ed2go, a leader in online professional development and career and advancement training, to deliver high-quality, not-for-credit programming focused on building skills and obtaining industry leading and in-demand credentials. Programming options are always expanding with new offerings launching regularly. Courses are offered in online asynchronous, online instructor-led synchronous, and blended online formats.

For more information and a list of current offerings, please see <https://careertraining.tcnj.edu/>.

Faculty and Staff

Samira Abdur-Rahman, Assistant Professor of English
BA Rutgers, The State University of New Jersey; MA New York University; MA, PhD Rutgers, The State University of New Jersey

Heba Abourahma, Professor of Chemistry
BSc Saint Mary's University; MSc University of Ottawa; PhD University of South Florida

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

Zakiya Adair, Professor of Women's, Gender, and Sexuality Studies and African Studies
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Ambrose Adegbeye, Professor of Electrical and Computer Engineering
BSc Obafemi Awolowo University; MSc, PhD University of Manchester

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MFA Vermont College of Fine Arts

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MS, PhD University of Pennsylvania

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BS University of Nevada, Las Vegas; PhD University of Arizona

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BA Clemson University; MA, PhD Boston University

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BA State University of New York at Fredonia; MA Connecticut College; PhD University of Wisconsin at Milwaukee

Pamela Barnett, Dean, School of the Arts and Communication, Professor of Communication Studies
BA Barnard College, PhD Emory University

Diane Bates, Professor of Sociology and Anthropology
BA Humboldt State University; MA, PhD Rutgers, The State University of New Jersey

Nicholas Battista, Associate Professor of Mathematics
BS, MS Rochester Institute of Technology; PhD University of North Carolina, Chapel Hill

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BA The Ohio State University; MA, PhD Michigan State University

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Karen Becker, Associate Professor of Marketing and Interdisciplinary Business
BS Cedar Crest College; MS Pennsylvania State University; PhD Lehigh University

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PhD City University of New York

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BA Washington University; MA, PhD Johns Hopkins University

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BA The Catholic University of America; MBA Tulane University; MSLS University of Illinois at Urbana-Champaign

Shamaine Bertrand, Associate Professor of Elementary and Early Childhood Education
BS North Carolina State University; MEd University of Mary Washington; PhD George Mason University

James Beyers, Professor of Elementary and Early Childhood Education
BS Towson University; MEd, PhD University of Delaware

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David Blake, Professor of English
BA Colgate University; MA, PhD Washington University

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BS The College of New Jersey; MS, PhD University of Delaware

Dina Boero, Associate Professor of History
BA University of California San Diego; MA, PhD University of Southern California

Carolina Borges, Associate Professor of Nursing/Public Health
MPH Federal University of Santa Catarina (USFC-Brazil); PhD Federal University of Minas Gerais, Brazil

Elizabeth Borland, Professor of Sociology and Anthropology
BA Smith College; MA, PhD University of Arizona

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Louis

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MA, PhD The Ohio State University; MLS Kent State University

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Suriza van der Sandt, Professor of Mathematics and Statistics
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Registered Professional Engineer, Pennsylvania

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Melissa Zrada, Associate Professor of Integrative STEM
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Emeriti Faculty

Stanley A. Aagaard	<i>Chemistry</i>	Dan Chandler	<i>Health and Exercise Science</i>
Seymour Adler	<i>Chemistry</i>	Shou Chang	<i>Mechanical Engineering</i>
Charlene Aldefer	<i>Counselor Education</i>	Celia Chazelle	<i>History</i>
Wayne Allen	<i>History</i>	Aristomen Chilakos	<i>Health and Exercise Science</i>
John Allison	<i>Chemistry</i>	Roy Clouser	<i>Philosophy and Religion</i>
Geralyn Altmiller	<i>Nursing</i>	Joyce Cochrane	<i>Health and Exercise Science</i>
Carlos Alves	<i>Mathematics</i>	Alan Cohen	<i>Special Education, Language, and Literacy</i>
Alan Amtzis	<i>Education</i>	Eugene Cohen	<i>Education</i>
Robert Anderson	<i>Sociology</i>	Elsie M. Collins	<i>Education</i>
George M. Balog	<i>Music</i>	Deborah Compte	<i>World Languages and Cultures</i>
Patricia Baney	<i>English</i>	Edward Conjura	<i>Mathematics and Statistics</i>
Gerald W. Barnes	<i>Philosophy and Religion</i>	Anthony Conte	<i>Elementary and Early Childhood Education</i>
Robert Bartoletti	<i>Education</i>	Roseann Conway	<i>Nursing</i>
Patricia A. Beaber	<i>Library</i>	Phyllis Cooper	<i>Health and Physical Education</i>
Bernard Bearer	<i>English</i>	Eugene N. Copeland	<i>Music</i>
William Behre	<i>Education</i>	Christina Craig-Kumnick	<i>Art</i>
Donald Benedetti	<i>Music</i>	Daniel Crofts	<i>History</i>
Mary Biggs	<i>English</i>	Paul Cruser	<i>English</i>
Joanne Billmers	<i>Chemistry</i>	Robert Cunningham	<i>Mathematics and Statistics</i>
Robert Bittner	<i>Engineering</i>	Wade Curry	<i>Dean Emeritus of Arts and Sciences</i>
Susan Blair-Larson	<i>Special Education, Language, and Literacy</i>	Cynthia Curtis-Budka	<i>Mathematics and Statistics</i>
Paola Blelloch	<i>Modern Languages</i>	Alexander Czeto	<i>Electrical and Computer Engineering</i>
Marcia Blicharz	<i>Nursing</i>	Amy Dell	<i>Special Education, Language, and Literacy</i>
David E. Boliver	<i>Mathematics and Statistics</i>	William DeMerritt	<i>English</i>
Ashley Borders	<i>Psychology</i>	Lahna Diskin	<i>English</i>
Susan Boughn	<i>Nursing</i>	Patricia Duffy	<i>Business</i>
Lynn Bradley	<i>Chemistry</i>	Leon J. Durkin	<i>Education</i>
Lynn M. Braender	<i>Accounting and Information Systems</i>	Dolores Dzubaty	<i>Nursing</i>
Selma K. Brandow	<i>Sociology and Anthropology</i>	Ralph Edelbach	<i>Technology Studies</i>
James Brazell	<i>English</i>	Walter Ehrenpreis	<i>Mathematics</i>
Nancy Breland	<i>Psychology</i>	Harold Eickhoff	<i>President Emeritus</i>
Geraldine J. Bresler	<i>Library</i>	John Frank Erath	<i>English</i>
James Bricker	<i>Biology</i>	John T. Ervin	<i>Music</i>
Edward F. Brink	<i>Health and Physical Education</i>	Anthony Evangelisto	<i>Educational Administration and Secondary Education</i>
Wendell Brooks	<i>Art and Art History</i>	Nelson Evans	<i>Library</i>
Linda Burroughs	<i>Elementary and Early Childhood Education</i>	George N. Facas	<i>Mechanical Engineering</i>
Patricia Butcher	<i>Library</i>	Raymond F. Fangboner	<i>Biology</i>
Sharon Byrne	<i>Nursing</i>	Richard Farber	<i>Educational Administration and Secondary Education</i>
Terrence Byrne	<i>Communication Studies</i>	Clarice Feinman	<i>Law and Justice</i>
Rosemary Cappelli	<i>Nursing</i>	Charles Fenwick	<i>Criminology</i>
Marion Cavallaro	<i>Counselor Education</i>	Alvin Figueroa	<i>World Languages and Cultures</i>
Roger D. Chaffin	<i>Psychology</i>		

Keith Finkral	<i>Technological Studies</i>	Jack Irwin	<i>Mathematics and Statistics</i>
Shirley Fisher	<i>Health and Exercise Science</i>	Mohamoud Ismail	<i>Sociology and Anthropology</i>
Hugh Ford	<i>English</i>	Pauline Jenson	<i>Language and Communication Sciences</i>
Marlena Frackowski	<i>Library</i>	William O. Jones	<i>Speech Pathology, Audiology, and Education of the Hearing Impaired</i>
Harlene F. Galen	<i>Elementary and Early Childhood Education</i>	Kenneth Kaplowtiz	<i>Art and Art History</i>
Neil A. Gaston	<i>Business</i>	John Karsnitz	<i>Technological Studies</i>
Franz G. Geierhaas	<i>Psychology</i>	William Keep	<i>Marketing and Interdisciplinary Business</i>
Richard A. Gellman	<i>Education</i>	Elhannan L. Keller	<i>Chemistry</i>
R. Barbara Gitenstein	<i>President Emerita</i>	Regina Kenen	<i>Sociology and Anthropology</i>
Joseph J. Goebel	<i>World Languages and Cultures</i>	Sarah Kern	<i>Education</i>
Jerome Goodkin	<i>Chemistry</i>	Janice Kisthardt	<i>Library</i>
Joseph Gorczynski	<i>Psychology</i>	William Klug	<i>Biology</i>
Anne V. Gormly	<i>Psychology</i>	Deborah Knox	<i>Computer Science</i>
Janet Gray	<i>Women's and Gender Studies</i>	Stuart Koch	<i>Political Science</i>
Jo-Ann Gross	<i>History</i>	N. Franklin Kolp	<i>Physics</i>
Robert Guarino	<i>Music</i>	Jean Konzal	<i>Elementary and Early Childhood Education</i>
Siegfried Haenisch	<i>Mathematics and Statistics</i>	Carole Krauthamer	<i>Psychology</i>
Constance L. Hall	<i>Biomedical Engineering</i>	John Krimmel	<i>Criminology and Justice Studies</i>
Francis Hannold	<i>English</i>	John Kruppa	<i>Technological Studies</i>
Elizabeth C. Hager	<i>Biology</i>	Charles Kumnick	<i>Art</i>
Anthony W. Hantjis	<i>Dean Emeritus of Business</i>	John Landreau	<i>Women's, Gender, and Sexuality Studies</i>
Barbara J. Harned	<i>Elementary and Early Childhood Education</i>	Nancy Lasher	<i>Marketing and Interdisciplinary Business</i>
Lovena Haumann	<i>Nursing</i>	Allan K. Lazarus	<i>History</i>
Holly Haynes	<i>Philosophy, Religion and Classics</i>	Martin Le Beau	<i>Music</i>
Norman Heap	<i>Communication and Theatre</i>	Brenda Leake	<i>Elementary and Early Childhood Education</i>
Otto A. Heck	<i>Biology</i>	Donald Leake	<i>Educational Administration and Secondary Education</i>
Hilda Hernandez	<i>Modern Languages</i>	Boo Sang Lee	<i>Mathematics and Statistics</i>
Harry Hess	<i>Mechanical Engineering</i>	Linda Lengyel	<i>Criminology and Justice Studies</i>
Gail A. Hilbert	<i>Nursing</i>	Milton I. Levin	<i>English</i>
Charles Hill	<i>Health and Exercise Science</i>	David Letcher	<i>Economics</i>
Nancy Hingston	<i>Mathematics and Statistics</i>	Claire Lindberg	<i>Nursing</i>
Blythe Hinitz	<i>Elementary and Early Childhood Education</i>	Forrest E. Link	<i>Library</i>
Donald Hirsh	<i>Chemistry</i>	Chao-Nan Liu	<i>Economics</i>
Harold Hogstrom	<i>Communication and Theatre</i>	James P. Liu	<i>Business</i>
Arthur Hohmuth	<i>Psychology</i>	Xinru Liu	<i>History</i>
David Holmes	<i>Mathematics and Statistics</i>	Esther Lopez	<i>Modern Languages</i>
Timothy Hornberger	<i>Elementary and Early Childhood Education</i>	Emilie Lounsberry	<i>Journalism and Professional Writing</i>
Andrew Hornyak	<i>Special Education, Language, and Literacy</i>	Miriam Lowi	<i>Political Science</i>
Karen Howe	<i>Psychology</i>	James Mahoney	<i>English</i>
Jinmo Huang	<i>Chemistry</i>	Kathleen Malley	<i>Health and Exercise Science</i>
David Hunt	<i>Chemistry</i>	Lawrence Marcus	<i>Education</i>
Harriet Hustis	<i>English</i>		
John Hutchinson	<i>Technological Studies</i>		
Michael Iannone	<i>Mathematics and Statistics</i>		

Herbert Mayo	<i>Finance</i>	Mary Lou Ramsey	<i>Counselor Education</i>
Richard McCorkle	<i>Health and Exercise Science</i>	Harris C. Rawicz	<i>Engineering</i>
Jack W. McCullough	<i>Communication and Theatre</i>	Howard Reinert	<i>Biology</i>
David B. McGrail	<i>English</i>	Lee Ann Riccardi	<i>Art and Art History</i>
Roger McKinney	<i>Music</i>	Leslie Rice	<i>Nursing</i>
Jane Ann McLaughlin	<i>Mathematics and Statistics</i>	Alois Riederer	<i>Electrical and Computer Engineering</i>
Robert McMahan	<i>Music</i>		<i>Art</i>
Robert Mehlman	<i>English</i>	Bruce Rigby	<i>Sociology and Anthropology</i>
Michael Mendoza	<i>Music</i>	Howard Robboy	<i>English</i>
Bruce Mericle	<i>Nursing</i>	Michael Robertson	<i>Business</i>
Carolyn Metz	<i>Sociology and Anthropology</i>	James B. Robinson	<i>Biology</i>
Annette E. Meyer	<i>Economics</i>	Edward G. Rockel	<i>Media Communications Science</i>
Ruane Miller	<i>Art</i>	Francis A. Romano Jr.	<i>World Languages and Cultures</i>
Susan Mitchell	<i>Nursing</i>	Adriana Rosman-Askot	<i>Special Education, Language, and Literacy</i>
Regina C. Morin	<i>World Languages and Cultures</i>	Kathleen Rotter	<i>Psychology</i>
Janet A. Morrison	<i>Biology</i>		<i>Music</i>
Karleen Morrison-Dahms	<i>Educational Administration</i>	Margaret Ruddy	<i>World Languages and Cultures</i>
Thomas J. Murray	<i>English</i>	Arno M. Safran	<i>Interactive Multimedia</i>
Michele Naples	<i>Economics</i>	Teresa San Pedro	<i>Psychology</i>
James Nichols	<i>Industrial Arts</i>	Philip Sanders	<i>Psychology</i>
Annmarie Nicolosi	<i>Women's, Gender, and Sexuality Studies</i>	Edward Sarafino	<i>Public Health</i>
	<i>Art</i>	George H. Saxton	<i>World Languages and Cultures</i>
Guy Norman	<i>English</i>	Brenda Seals	<i>Art</i>
Barry Novick	<i>Art and Art History</i>	Ellen M. Seradarian	<i>History</i>
William Nyman	<i>Speech Pathology, Audiology, and Education of the Hearing Impaired</i>	Joseph G. Shannon	<i>Journalism and Professional Writing</i>
Audrey O'Brien	<i>Technological Studies</i>	Qin Shao	<i>Business</i>
Steve O'Brien	<i>Nursing</i>	Donna Shaw-Bielski	<i>Special Education</i>
Priscilla O'Connor	<i>Mathematics and Statistics</i>		<i>Language and Communication Sciences</i>
Michael Ochs	<i>Health and Exercise Science</i>	Morton Shenker	<i>Accounting</i>
Frederick Oshel	<i>Counseling and Personnel Services</i>	Ann Shenkle	<i>Mechanical Engineering</i>
Jere D. Paddack	<i>Educational Administration and Secondary Education</i>	Richard C. Shepherd	<i>Engineering</i>
Ruth Palmer	<i>Music</i>		<i>Communication Studies</i>
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Suzanne Pasch	<i>History</i>	Ching-Tai Shih	<i>Elementary and Early Childhood Education</i>
Martin W. Paulsson	<i>Mathematics and Statistics</i>	Wei Tun Shih	<i>Educational Administration and Secondary Education</i>
George J. Pawlikowski	<i>Electrical and Computer Engineering</i>	Anntarie Sims	<i>Special Education, Language, and Literacy</i>
Larry Pearlstein	<i>Journalism and Professional Writing</i>	Jean Slobodzian	<i>Elementary and Early Childhood Education</i>
Kim Pearson	<i>Marketing</i>	David F. Smith	<i>Education</i>
Alfred Pelham	<i>Music</i>	Joseph M. Smith	<i>Special Education, Language, and Literacy</i>
Georgiana Peterson	<i>Physics</i>	Kathryne Speaker	<i>Elementary and Early Childhood Education</i>
Raymond Pfeiffer	<i>Psychology</i>	Francis G. Spera	<i>Biology</i>
W. Daniel Phillips	<i>Political Science</i>		<i>Criminology</i>
Brian Potter	<i>Business</i>	Aura E. Star	<i>Special Education, Language, and Literacy</i>
Jennie Prant	<i>Marketing</i>	Bruce Stout	<i>Music</i>
Alfred Quinton		Barbara Strassman	
		Philip A. Tate	

Marcia Taylor	<i>Art and Art History</i>
Deborah Thompson	<i>Elementary and Early Childhood Education</i>
Robert G. Thrower	<i>Dean Emeritus of Engineering</i>
Kenneth G. Tillman	<i>Health and Physical Education</i>
John K. Walthew	<i>Elementary Education</i>
Henry Wang	<i>Psychology</i>
Wei-Hong (Chamont) Wang	<i>Mathematics and Statistics</i>
Lynn Waterhouse	<i>English</i>
Alan Waterman	<i>Psychology</i>
Robert Weber	<i>Technology Education</i>
William H. Wegner	<i>Communications</i>
Phyllis Weisberg	<i>Special Education</i>
Paul Wiita	<i>Physics</i>
Jane Wong	<i>Psychology</i>
Peter Wood	<i>English</i>
Edythe P. Woodruff	<i>Mathematics and Statistics</i>
Gary Woodward	<i>Communication Studies</i>
Roland Worthington	<i>Education</i>
Gloria Wuhl	<i>Psychology</i>

Directions to Campus

From I-80

Take I-80 East to the U.S. 206/Route 183 exit. Keep right at the fork in the ramp. Merge onto U.S. 206. Take the I-287 South ramp toward Somerville (I-78)/Princeton. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. Continue on U.S. 202 South. At the Flemington Circle, continue on U.S. 202/31 South. Exit U.S. 202/31 onto Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-95, left at the fourth traffic light).

From the New York State Thruway

Take the New York State Thruway/I-87 South. Take the I-287 South/Route 17 South exit. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. Continue on U.S. 202 South. At the Flemington Circle, continue on U.S. 202/31 South. Exit U.S. 202/31 onto Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-295, left at the fourth traffic light).

From I-95 South

(Delaware/Philadelphia International Airport)

Using I-95 North, continue into Pennsylvania, through Philadelphia. Continue on I-95/295 North into New Jersey. Take exit 72 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

From Route 78 (Easton, PA and the West)

Take Route 78 East into New Jersey. Continue to exit 17 (Route 31 South/Flemington and Trenton). Continue south on Route 31 into the Flemington Circle. Take Route 202/31 South. Exit at Route 31 South (Trenton). Follow Route 31 South until the entrance to the College (about 1.5 miles past the junction of I-295, left at the fourth traffic light).

From the Pennsylvania Turnpike

(Pittsburgh, PA and Ohio)

Take the Pennsylvania Turnpike/I-276 East to the Philadelphia/U.S. 1 exit. Keep left at the fork in the ramp. Merge onto U.S. 1 North Lincoln Highway. Stay straight to go onto U.S. 1 North. Take the I-295 North exit toward Trenton. Merge onto Delaware Expressway/I-295 North. Proceed into New Jersey. Take exit 72 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the third traffic light (about 1.5 miles), make a left into the College entrance.

From Long Island

Take the Verrazano Bridge to Staten Island. Stay on 278 West to Goethals Bridge. After crossing the bridge, take first exit for 95 South (NJ Turnpike). Follow directions from New Jersey Turnpike.

From the New Jersey Turnpike

(Newark International Airport and North)

Using the New Jersey Turnpike, travel south to exit 7A, Trenton and Shore Points. Follow signs toward Trenton onto I-195 West. Follow signs marked I-295 Princeton/Camden. Exit at "I-295 North/Route 1/95 South/Princeton." Continue on I-295 North to exit 72. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

From the Atlantic City Expressway

Take the Atlantic City Expressway West (toward PA). The expressway ends at Route 42. Follow Route 42 North to I-295 North. Continue on I-295 North to exit 72. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the fourth traffic light (about 1.5 miles), make a left into the College entrance.

From the College Entrance

Make a right onto the main access loop around campus. The information booth is on the left in front of Trenton Hall.

Railroad

From the Trenton Transit Center/AMTRAK station, take the NJ Transit Mercer "601 The College of New Jersey" bus directly to campus.

