School of Education

WILLIAM BEHRE, DEAN

Creating Agents of Change
Creating Agents of Change is the conceptual framework for professional education at The College of New Jersey, guiding all programs in the School of Education and throughout the College. Based on current thinking, research, and practice regarding the nature of learning, teaching, schooling, and leadership, the framework supports the creation of an informed, active, and reflective educator and practitioner who is effective in influencing positive change in multiple academic, clinical, and professional settings. The mission statement and guiding principles define our shared vision of Creating Agents of Change.

Mission Statement
Consistent with The College of New Jersey’s clear public service mandate, The School of Education is committed to preparing exceptional teachers and clinicians. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow, and deserve schools/clinics and teachers/clinicians that respect their individual needs and circumstances while striving to give them the knowledge and skills to be successful in the larger society. Furthermore, we accept as truth the ideal that education is key to addressing the inequalities that exist in society, and that teachers and other school professionals can and should be agents for positive social change.

Therefore, through ongoing partnerships with our colleagues in K–12 education and state government, faculty of the School of Education remain dedicated to the core mission of producing high-quality professionals who possess solid content knowledge, demonstrated clinical competence, and a clearly articulated belief that all individuals deserve the highest quality practices in their schools and clinics.

Guiding Principles
The following five principles form a statement of beliefs that provides a framework that guides our day-to-day practice.

Principle One: Demonstrating Subject Matter Expertise. We believe that teaching is a profession. As such, professional teachers should develop a solid base of knowledge in such areas as, literacy, numeracy, child development, learning theory, exceptionality, and pedagogical techniques. All teaching candidates will complete their programs at The College of New Jersey eligible to be considered “highly qualified.”

Principle Two: Demonstrating Excellence in Planning and Practice. We believe that our professional candidates must develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. They should possess an in-depth understanding of human growth and development to enable them to make developmentally appropriate decisions. They should be fully immersed, in both the college classroom and in the field, in a social-constructivist perspective of learning and its implications for student-centered planning, scaffolded learning experiences, and the use of a wide repertoire of instructional strategies, including appropriate use of current technology. We believe that our professional candidates should appreciate the importance of a productive learning environment in which teachers and children communicate effectively and respectfully.

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

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

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

Graduate Study in Education
Education at the graduate level is vital to realizing the School of Education’s mission in “the preparation and ongoing professional development” of educators and clinicians. Through graduate study, students may prepare to enter a new field or to develop and enhance skills and abilities critical to maintaining excellence in the practice of the profession to which they already belong. Graduate study emphasizes depth of knowledge; the importance of drawing critical connections among theory, research, and practice; and the ongoing need to approach one’s work in a spirit of inquiry. The degree and non-degree programs described below within departments exemplify the School of Education’s commitment to providing leadership and maintaining excellence across the continuum of professional practice.
Master of Arts in Teaching

The Master of Arts in Teaching program consists of a core of courses that all degree candidates will complete, plus various specialization courses to meet state certification requirements in a particular discipline. The specialization disciplines currently include early childhood education, elementary education, secondary education, and special education.

The program provides an immersion option that will allow a cohort of full-time students to complete the program in one academic year beginning and ending with a summer session. Students who are employed full time may complete the new program on a part-time basis beginning in the summer or fall.

In order to become certified, students successfully completing the Master of Arts in Teaching program must take and pass the PRAXIS Examination in their area of specialization and must also complete the state of New Jersey hygiene-physiological requirement.

Early Childhood Specialization (ELEC_MAT02, ELEC_MAT03)

Program A—No Prior Teaching Certificate (ELEC_MAT02)
Program B—TCNJ Alternate Route P–3 Certified (ELEC_MAT03)

Jody Eberly, Coordinator, Graduate Program in Early Childhood Education (MAT)

Admission Requirements:
- Bachelor’s degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
- Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work
- Undergraduate program must include:
  - English—two college-level courses minimum
  - Mathematics—two college-level courses minimum
  - Science—two college-level courses minimum
  - Social Studies—two college-level courses minimum
- (one of the courses must be U.S. History)

(Also see page 9)

Graduation Requirements:
- Cumulative GPA of 3.0 in the MAT program
- Completion of all departmental requirements/prerequisites
- Grade of B– or better in Internship II
- Program A 36 credits
- Program B 35 credits

Required Courses (Program A):

Summer I
- EDUC 501/Exploring Teaching
- ECED 640/Development and Learning

Fall I
- ECED 504/Teaching Young Children: Creating and Sustaining Classroom Communities
- EDUC 694/Internship I
- ECED 560/Curriculum Experiences for Young Children in the Inclusive Classroom
- MATH 596/Concepts and Methods of Teaching Math in Elementary Grades

Spring I
- ELEM 690/Student Teaching Seminar
- ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy
- ECED 695/Internship II

Summer I
- EDUC 615/Capstone Experience: The Teaching Professional
- RDLG 570/Issues in Literacy Instruction
- EDUC 513/Collaboration, Consultation, and Partnerships
- ECED 700/Comprehensive Examination

Required Courses (Program B):

Transferred Courses from TCNJ P–3

Alternate Route Certification 15 cr.
- ECED 504/Teaching Young Children: Creating and Sustaining Classroom Communities
- ECED 560/Curriculum Experiences for Young Children in the Inclusive Classroom
- ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy
- ECED 640/Development and Learning of the Young Child
- ECED 651/P–3 Mentored Internship I
- ECED 652/P–3 Mentored Internship II
- ECED 655/Clinical Seminar in Early Childhood Education I
- ECED 656/Clinical Seminar in Early Childhood Education II

Summer I
- EDUC 501/Exploring Teaching
- EDUC 513/Collaboration, Consultation, and Partnerships

Fall I
- ELEM 522/Methods for Teaching Science in the Inclusive Classroom
- MATH 596/Concepts and Methods of Teaching Math in the Elementary Grades

Spring I
- ELEM 520/Multicultural Social Studies Methods
- EDUC 614/Creating and Sustaining Classroom Communities
- RDLG 570/Issues in Literacy Instruction

Summer II
- EDUC 615/Capstone Experience: The Teaching Professional
- ECED 700/Comprehensive Examination

Elementary Education Specialization (ELEC_MAT01)

Brenda Leake, Coordinator, Graduate Program in Elementary Education (MAT)

Admission Requirements:
- Bachelor’s degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
- Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work
- Undergraduate program must include:
  - English—two college-level courses minimum
  - Mathematics—two college-level courses minimum
  - Science—two college-level courses minimum
  - Social Studies—two college-level courses minimum
- (one of the courses must be U.S. History)

(Also see page 9)

Graduation Requirements:
- Cumulative grade point average of 3.0 in the MAT program
- Completion of all departmental requirements/prerequisites
- Grade of B– or better in Internship II
- Program 36 credits

Required Courses: Depending upon point of entry into the MAT program (Summer or Winter) students may take courses out of the following sequence. They must speak with an advisor to approve the course sequence.
Required Courses: 21 cr.

Graduation Requirements:

Admission Requirements:

School of Education

Elementary/English as a Second Language (certification) Leading to a Master of Arts in Teaching (MAT) Degree for Students Interested in Urban Education Specialization (ELEU_MAT01)—Five-Year Program

For TCNJ students only—Full-Five Year Undergraduate/Graduate Program

Tabitha Dell’Angelo, Coordinator, Graduate Program in Urban Education

The Department of Elementary and Early Education offers a program that prepares students to be teachers in urban schools. This five-year program, featuring a double major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certification in either Elementary Education or Early Childhood Education and English as a Second Language.

At the end of the fourth year, students earn a bachelor’s degree in their liberal arts major and elementary or early childhood education. The course of study continues through the following summer and academic year and culminates in a Master of Arts in Teaching degree. Graduates of the program are considered “highly qualified” teachers and therefore meet current requirements for obtaining employment in New Jersey school districts.

Admission Requirements:

Only students who have completed a bachelor’s degree in the elementary education program at TCNJ may matriculate into ECAU_MAT01. Students must have a GPA of 3.0 to matriculate into the fifth-year portion of the program.

Graduation Requirements:

Cumulative GPA of 3.0 in the MAT program
Completion of all departmental requirements/prerequisites—31 credits
Grade of B– or better in Internship II

Required Courses: 21 cr.

EDSF 525/Second Language Acquisition
EDSF 545/English Structure and Professional Assessment
EDSF 577/Sociolinguistics/Cultural Foundations for ESL
EDSF 578/Theory and Practice of Teaching ESL
EDSF 579/Language and Literacy for ESL
EDSF 587/Curriculum, Methods, and Assessment for ESL/Bilingual Education
EDUC 614/Creating and Sustaining Classroom Communities
EDUC 615/Capstone
EDUC 690/Seminar
SPED 501/Teaching Exceptional Children

Field Experience:

Secondary Education Specialization (SECE_MAT01, SECE_MAT02, SECE_MAT03, SECE_MAT04)

Gregory Seaton, Coordinator, Graduate Program in Secondary Education (MAT)

Admission Requirements:

Bachelor’s degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
Present an undergraduate major or 30 semester-hour credits in a coherent sequence of courses in the subject teaching field (Also see page 9)

Graduation Requirements:

Cumulative grade point average of 3.0 in the MAT program
Completion of all departmental requirements/prerequisites—36 credits

Required Courses: 36 credits

Summer I 6 cr.
EDUC 501/Exploring Teaching
and
EPSY 524/Adolescent Development and Education
or
EPSY 513/Psychology of Learning

Fall I 12 cr.
SCED 694/Internship I
RDLG 579/Content Area Literacy
SCED 510/Curriculum of the Secondary School
SCED 590/Methods in the Content Area (English, Social Studies, Mathematics, or Science)

Spring I 12 cr.
EDUC 614/Creating and Sustaining Classroom Communities
SCED 695/Internship II
SCED 667/Issues in Secondary Education

Summer II 6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships
EDUC 615/Capstone Experience: The Teaching Professional
EDUC 700/Comprehensive Examination
EDFN 520/Social Problems and Education
or
EDFN 521/Cultural Foundations of Education

Technology Education Specialization (EDTE_MAT01)

John Karsnitz, Coordinator, Graduate Program in Technology Education (MAT)

The Master of Arts in Technology Education is an intensive graduate program leading to technology education teacher certification. Full-time students enter as a cohort in the first summer semester. The 36-credit-hour program consists of a core of common courses taken by students in all licensure areas and a set of specialized technology courses. Core courses provide the skills and aptitudes required by all teachers in all teaching areas and lay the foundation for a professional career in teaching.*

*For New Jersey certification, candidates must meet the state health/physiology requirement.
Admission Requirements:
Bachelor’s degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
Present an undergraduate major or 30 semester-hour credits in a coherent sequence of courses in the subject teaching field (Also see page 9)

Graduation Requirements:
Cumulative grade point average of 3.0 in the MAT program
Completion of all departmental requirements/prerequisites

Required Courses:

Summer I 6 cr.
EDUC 501/Exploring Teaching
EPSY 513/Psychology of Learning
or
EPSY 524/Adolescent Development and Education

Fall I 12 cr.
RDLG 579/Content Area Literacy
SCED/TCED 694/Internship I
TCED 591/Foundations of Design and Engineering
TCED 592/Inclusive Methods in Technology Education

Spring I 12 cr.
EDUC 614/Creating and Sustaining Classroom Communities
SCED 695/Internship II
TCED 691/Seminar in Technology Education

Summer II 6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships
EDUC 615/Capstone Experience: The Teaching Professional
EDUC 700/Comprehensive Examination
TCED 690/Advanced Curriculum in Design and Engineering

Health and Physical Education Specialization (HPEM_MAT01)
Aristomen Chilakos, Coordinator, Graduate Program in Health and Physical Education, MAT

The Master of Art in Teaching Health and Physical Education prepares students to become certified teachers in health/physical education in K–12 programs. The program requires all degree candidates to have completed 45 hours of undergraduate content specific course work. Within these 45 credits, 30 (minimum) must be specific to one of two specified content areas (physical education or health) and 15 credits (minimum) must be specific to the other content. Within the 45 credits, 12 credits (minimum) must be composed of upper level courses (300/400 level).

The program is designed to allow a cohort of full-time students to complete the MAT in one calendar year beginning and ending with a summer session. Students who are employed full time may also elect to complete the program on a part-time basis.

In order to become certified, students successfully completing the Master of Arts in Teaching program must take and pass the PRAXIS Examination in their area of specialization (Health and Physical Education) and must complete the state of New Jersey hygiene-physiological requirement.

Admission Requirements:
Bachelor’s degree from an accredited or approved institution
with a grade point average of at least 2.75 (on a 4.0 scale)
Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
Present an undergraduate major (or 30 semester hours) in a liberal arts or science major or 60 semester-hour credits in liberal arts/sciences course work

Undergraduate program must include:
English—two college-level courses minimum
Mathematics—two college-level courses minimum
Science—two college-level courses minimum
Social Studies—two college-level courses minimum
(one of the courses must be U.S. history)

Graduation Requirements:
Must meet undergraduate content area knowledge requirement of 30 credits
A cumulative grade point average of 3.0 in the MAT program
Completion of all departmental requirements/prerequisites
Required content areas of study are: For primary content, five out of the following six areas must be studied and for secondary content, three out of the following six areas must be studied.

Physical Education Foundations/Introductory Courses
Health and Wellness
Developmental*
Individual, Dual, Group Activities*
Human Structure
Assessment and Evaluation
An * denotes content area required.

Required content areas of study are: For primary content, five out of the following six areas must be studied and for secondary content, three out of the following six areas must be studied.

Health
Comprehensive Health*
Current Health and Wellness
Family Living and Sexuality
Drug Prevention and Abuse
Nutrition
Injury Prevention
An * denotes content area required.

Summer I 6 cr.
EDUC 501/Exploring Teaching
EDUC 523/Preclinical Experience

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

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

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

Special Education Specialization (SEDD_MAT01)
Shridevi Rao, Coordinator, Graduate Program in Special Education (MAT)

This Master of Arts in Teaching program is a 39-credit program that culminates in a master's degree along with dual certification in special education and elementary education. Encompassing skills in the areas of positive behavior supports, differentiated instruction, curriculum adaptation, literacy, and math, this initial certification program provides students with a comprehensive repertoire of strategies designed to prepare them to teach diverse learners. Courses are based on the current best practices in the field. This program is also available as an alternate route track.

Admission Requirements:
- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
- Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/ sciences course work
- Undergraduate program must include:
  - English—two college-level courses minimum
  - Mathematics—two college-level courses minimum
  - Science—two college-level courses minimum
  - Social Studies—two college-level courses minimum
- (one of the courses must be U.S. history)

Graduation Requirements:
- Cumulative GPA of 3.0 in the MAT program
- Completion of all departmental requirements/prerequisites—39 credits
- Grade of B– or better in Internship I and Internship II

Required Courses:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Fall I</td>
<td>SPED 501</td>
<td>Students with Disabilities in Our Schools</td>
</tr>
<tr>
<td></td>
<td>EPSY 523</td>
<td>Advanced Child and Adolescent Development</td>
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<td></td>
<td>EDUC 694</td>
<td>Internship I</td>
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<td>RDLG 579</td>
<td>Content Area Literacy</td>
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<td>ELEM 522</td>
<td>Methods for Teaching Math and Science in the Inclusive Classroom</td>
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<td>SPED 612</td>
<td>Curriculum and Methods for Students with Mild Disabilities</td>
</tr>
<tr>
<td>Spring I</td>
<td>EDUC 614</td>
<td>Creating and Sustaining Classroom Communities</td>
</tr>
<tr>
<td></td>
<td>SPED 605</td>
<td>Language and Reading Strategies for Students with Disabilities</td>
</tr>
<tr>
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<td>SPED 626</td>
<td>Teaching Students with Severe Disabilities</td>
</tr>
<tr>
<td>Summer II</td>
<td>EDUC 513</td>
<td>Collaboration, Consultation, and Partnerships</td>
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<tr>
<td></td>
<td>SPED 521</td>
<td>Assistive Technology</td>
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<td>PRAXIS exam</td>
<td>Elementary Education Content Knowledge</td>
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<td>Fall II</td>
<td>SPED 695</td>
<td>Internship II</td>
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<td></td>
<td>EDUC 615</td>
<td>Capstone Experience: The Teaching Professional</td>
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<td>SPED 700</td>
<td>Comprehensive Examination</td>
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*Internship II must take place at the elementary level in a public school setting.

Special Education Specialization (SPEC_MAT02)—Five-Year Program
(for TCNJ students only—Full Five-Year Undergraduate/Graduate Program)
Shridevi Rao, Coordinator, Graduate Program in Special Education

The Department of Special Education, Language, and Literacy offers a program that prepares students to be teachers of students with disabilities. This five-year program, featuring a double major with dual certification, culminates in a Master of Arts in Teaching degree and New Jersey teaching certification in Elementary K–5 and Special Education.

The program meets the standards and requirements of:
- National Council for Accreditation of Teacher Education (NCATE)
- New Jersey State Department of Education
- Council for Exceptional Children (CEC)

At the end of the fourth year, students earn a bachelor's degree in their liberal arts major and special education. The course of study continues through the following summer and academic year and culminates in a Master of Arts in Teaching degree. Graduates of the program are considered “highly qualified” teachers and therefore meet current requirements for obtaining employment in New Jersey school districts.

Admission Requirements:
- Only students who have completed a bachelor’s degree in the Special/Elementary Education program at TCNJ may matriculate into SPEC_MAT02. Students must have a GPA of 3.0 to matriculate into the fifth-year portion of the program.

Graduation Requirements:
- Cumulative GPA of 3.0 in the MAT program
- Completion of all departmental requirements/prerequisites—31 credits
- Grade of B– or better in Internship II

Required Courses:

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<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Fall I</td>
<td>SPED 664</td>
<td>Research in Special Education</td>
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<td>SPED 522</td>
<td>Remedial Instruction</td>
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<td>SPED 626</td>
<td>Curriculum Design for Individuals with Severe Disabilities</td>
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<td>SPED 521</td>
<td>Assistive Technology</td>
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<td></td>
<td>EDUC 513</td>
<td>Collaboration, Consultation, and Partnership</td>
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<tr>
<td></td>
<td>RDLG 579</td>
<td>Language and Teaching Reading</td>
</tr>
</tbody>
</table>

Field Experience | 7 cr.

Specialty Electives | 9 cr.

Track I-BVI Specialty | 7 cr.

SPED 675 | Research on Implications of Blindness |
SPED 673 | Literary Braille and Methods for Instruction |
SPED 672 | Strategies for Teaching Students Who are B/VI |

Track II-Literacy Specialty | 7 cr.

SPED 609 | Assessment and Remediation of Severe Reading Disabilities |
RDLG 571 | Language and Teaching Reading |
RDLG 579 | Content Area Literacy |

Track III-Severe Disabilities | 7 cr.

SPED 648 | Positive Behavior Supports for Extreme Behaviors |
SPED 647 | Augmentative Communication |
SPED 631 | Transition and Community Based Instruction |

Track IV-Emotional Disturbance | 7 cr.

RDLG 579 | Content Area Literacy |
SPED 648 | Positive Behavior Supports for Extreme Behaviors |
SPED 609 | Assessment and Remediation of Severe Reading Disabilities |
Elementary Education Content Knowledge Praxis Exam Scores
(To be completed in the final semester of the senior year)

Comprehensive Examination: SPED 700

Education of the Deaf and Hard of Hearing/Elementary Education (DHHA_MAT01)—Five-Year Program
(for TCNJ students only)—Full Five-Year Undergraduate/Graduate Program
Barbara K. Strassman, Coordinator, Graduate Program in Deaf and Hard of Hearing/Elementary Education (MAT)

The Department of Special Education, Language, and Literacy offers a program that prepares students to be teachers of the Deaf and Hard of Hearing. This five-year program, featuring a double major with dual certification, 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:
- National Council for Accreditation of Teacher Education (NCATE)
- New Jersey State Department of Education
- Council on the Education of the Deaf (CED)

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, K–12 auditory/oral and sign communication and elementary teacher grades K–5, all subjects.

Candidates are also “highly qualified” to teach any category of learners in grades K–5. Above the 5th grade level, candidates are eligible for employment as support and resource teachers, as well as consultative capacities including supplemental instruction to deaf or hard of hearing students.

Depending upon college course work and examinations passed, candidates may be eligible for additional endorsements (certificates), enabling them to teach all students in subject areas above the 5th grade instructional level, where eligibility for employment varies with the nature of the teaching position and school/districts’ classification of learners related to the position.

Admission Requirements:
Only students who have completed a bachelor’s degree in the Deaf/Elementary Education program at TCNJ may matriculate into the MAT. Students must have a GPA of 3.0 to matriculate into the MAT portion of the program.

Graduation Requirements:
Cumulative grade point average of 3.0 in the MAT program Completion of all departmental requirements/prerequisites—33 credits (no more than 3 cr may be accepted as transfer credit in this program) Grade of B or better in Internship II (no transfer credit will be accepted for Internship II)

Required Courses:

<table>
<thead>
<tr>
<th>Senior Year of Undergraduate Program</th>
<th>6 cr.</th>
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<tr>
<td>DFHH 530/Speech Development in Deaf</td>
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<tr>
<td>DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals</td>
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<table>
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<tr>
<th>Summer and Following Year</th>
<th>27 cr.</th>
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<tr>
<td>EDUC 513/Collaboration, Consultation, and Partnerships</td>
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<tr>
<td>EDUC 614/Creating and Sustaining Classroom Communities</td>
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<tr>
<td>ELEM 520/Multicultural Social Studies (2 credits)</td>
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<tr>
<td>SPED 521/Assistive Technology</td>
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</table>

or
- RDLG 579/Reading in the Content Areas
- An approved course in reading or language arts
- ESLM 578/Theory and Practice of Teaching ESL
- ESLM 525/Second Language Acquisition
- ESLM 587/Curriculum, Methods, and Assessment for ESL/Bilingual Education
- DFHH 690/Culminating Field Experience DH
- DFHH 597/Special Topics in Special Education (1 credit)
- ELEM 695/Culminating Field Experience Elementary Ed.
- DFHH 700/Comprehensive Exam

Master of Arts in Counselor Education (COUN_MA_01), (COUN_MA_02), (COUN_MA_03)
Mark Woodford, Chair, Department of Counselor Education

The Department of Counselor Education at The College of New Jersey is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the following program areas:
- Community Counseling and School Counseling

Admission Requirements:
- Bachelor’s degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
- Interview (to be arranged by the department)
(Also see page 9)

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.

Those seeking Pennsylvania school counselor certification must also present evidence of their successfully passing the School Guidance and Counseling Praxis Test and a series of Pre-Professional Skills Tests, all of which are administered by the Educational Testing Service (ETS).

Graduation Requirements:
1. In accordance with college policy, all graduate students must maintain a cumulative grade point average (GPA) of 3.0. Any student whose GPA falls below 3.0 will be placed on academic probation and will be dismissed if an overall GPA of 3.0 is not achieved by the end of a probationary semester.
2. A minimum grade of B or better in COUN 501, 670, 675, 690, and 693 (or 694/695) is required. With Departmental approval students who receive a grade of B–, C+, C, or C– in these courses or their prerequisites will be permitted to retake the course(s) in question only once to improve their grade and remain in the program. Failure to obtain a B or better in the second attempt will result in automatic termination. No student who has received a grade of B– or lower in a prerequisite course(s) will be permitted to enroll in COUN 670, 675, 690 or 693 (or 694/695). A student receiving an “F” grade in any course will automatically be denied continuance in the Department of Counselor Education program.
3. Students are also responsible to obtain, familiarize themselves with, and abide by the department’s specialized policies and procedures as documented in the most recent edition of the department’s student manual.
CACREP-Accreditation changes:
On July 1, 2009, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) published the 2009 CACREP standards that took effect on that date. The new standards substantially changed the accreditation process for the 48-credit masters-degree program in Community Counseling. Specifically, the capacity to re-accredit Community Counseling programs at the 48-credit level has been eliminated.

PLEASE NOTE: The 2009 CACREP changes do not alter our current Community Counseling accreditation status. We are fully-accredited with CACREP in both the School Counseling and Community Counseling programs through 2013 (and, as has been our practice, we will continue to seek re-accreditation through CACREP for our MA counseling programs).

Students currently enrolled in the 48-credit Community Counseling programs (Human Services or Substance Abuse and Addiction tracks) are advised to complete their degree requirements by May of 2013 in order to graduate within the timeframe remaining for our current Community Counseling accreditation status.

Additionally, although there will be some important adjustments in terms of our curriculum offerings in the School Counseling program in response to the new 2009 standards, this program will remain as a 48-credit graduate program, which is in-line with the 2009 CACREP standards, as well as the certification standards for school counseling in New Jersey.

As a faculty, we developed a plan for re-accreditation in 2013 under the newly released 2009 CACREP-standards. In short, we will be expanding our Community Counseling options by developing them into two 60-credit programs, which will continue to lead to a Master of Arts in Counseling. One will be a program in Marriage, Couple and Family Counseling and Therapy (MCFCT) and the other will be a Clinical Mental Health Counseling (CMHC) program. We feel that these changes will facilitate future CACREP-accreditations, and be responsive to the growing needs of our profession, as well as the professional licensure process in New Jersey.

In order to facilitate a timely transition, we have gained college-level approval for the expansion of our current curriculum as follows:

1. The current “Community Counseling: Human Services” program (COUN_MA_03) will be expanded to become a 60-credit program in Marriage, Couple and Family Counseling and Therapy. We will seek accreditation in 2013 for this program under the 2009 CACREP-standards for Marriage, Couple and Family Counseling programs.

2. The current “Community Counseling: Substance Abuse and Addiction” program (COUN_MA_02) will be expanded to become a 60-credit program in Clinical Mental Health Counseling. We will seek accreditation in 2013 for this program under the 2009 CACREP-standards for Clinical Mental Health Counseling programs.

TIMELINE FOR THESE CHANGES TO OCCUR:

FALL OF 2010: We will request in the fall of 2010 that all currently fully-matriculated students in the Community Counseling (COUN_MA_02/COUN_MA_03) programs inform us about their plans in regards to these changes (Please see “OPTIONS for the Fall of 2010” below). Also, in the fall of 2010, we will mail out forms for current students to complete that will facilitate this process.

SPRING OF 2011: The Department of Counselor Education plans to have its first class admitted under the new 2009 standards described above in the spring of 2011.

OPTIONS for the Fall of 2010:
There will be two options for students who will be enrolled in the 48-credit Community Counseling programs (COUN_MA_02 or COUN_MA_03) in the Fall of 2010:

1. Complete the 48-credit degree program requirements by May of 2013 in order to graduate within the timeframe remaining for our current Community Counseling accreditation status. Students may also choose to complete the same 48-credit degree program, plus 12 additional credits, to have the 60-credits needed for licensure during (or after) their current program of study.

2. Choose to switch to one of the new 60-credit programs in the fall of 2010. We will seek CACREP-accreditation status for these programs in the 2013 re-accreditation cycle.

We recognize that applicants and current students may have a number of questions pertaining to these changes in our programs. If so, please feel free to contact the Department of Counselor Education at 609.771.2119.

School Counseling Option (COUN_MA_01)
MaryLou Ramsey, Coordinator, Graduate Program in School Counseling
48 credits

Required Core Courses: 33 cr.
- COUN 501/Introduction to Counseling
- COUN 515/Statistics and Research in Counseling
- EPSY 520/Fundamentals of Human Development
- EPSY 643/Measurement and Evaluation
- COUN 530/Multicultural Counseling
- COUN 535/Career Counseling and Placement
- COUN 670/Counseling Theory and Techniques
- COUN 675/Group Counseling
- COUN 690/Practicum Seminar
* COUN 693/Internship or COUN 694/695/Internship
*COUN 693 (one term); COUN 694/695 (two terms).

Other Required Courses:
- School Counseling Specialization: 9 cr.
  - COUN 660/Organization, Administration, and Supervision of School Counseling
  - EPSY 661/Counseling Exceptional and At-Risk Children and Adolescents
  - COUN 545/Community Agency Counseling

Electives: Chosen with advisement** 6 cr.
*May be COUN 699/Thesis/CRE Majors Project for 6 cr.

Comprehensive Examination: COUN 700

Community Counseling Option: Substance Abuse and Addiction Counseling Specialization (COUN_MA_02)
Not accepting new applicants. Valid only for students currently in program who must complete these requirements by 2013.

Mark Woodford, Coordinator, Graduate Program in Substance Abuse and Addiction Counseling
48-credit minimum

Required Core Courses: 33 cr.
- COUN 501/Introduction to Counseling
- COUN 515/Statistics and Research in Counseling
- EPSY 520/Fundamentals of Human Development
- EPSY 643/Measurement and Evaluation
- COUN 530/Multicultural Counseling
- COUN 535/Career Counseling and Placement
- COUN 670/Counseling Theory and Techniques
- COUN 675/Group Counseling
- COUN 690/Practicum Seminar
* COUN 693/Internship

*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).
Other Required Courses:

- Environmental Emphasis: 3 cr.
  - COUN 545/Community Agency Counseling

- Specialized Studies: 12 cr.
  - COUN 600/Introduction to Marriage, Couples and Family Counseling and Therapy
  - COUN 551/Substance Abuse and Addiction: Individual, Family, and Society
  - COUN 552/Substance Abuse Education and Prevention
  - COUN 553/Treating Substance Abuse and Co-Occurring Disorders (formerly COUN 550)

Optional Project: 6 cr.
- COUN 699/Thesis/Creative Project in Counseling

Comprehensive Examination: COUN 700

Students who complete this program receive a certificate in substance abuse and addiction counseling from The College of New Jersey.

As noted above, students currently enrolled in the 48-credit Community Counseling: Substance Abuse and Addiction program are advised to complete their degree requirements by May of 2013 in order to graduate within the timeframe remaining for our current Community Counseling accreditation status. We will no longer be admitting students into this program after the fall of 2010.

Community Counseling Option:

Human Services Specialization (COUN_MA_03)

Not accepting new applicants. Valid only for students currently in program who must complete theses requirements by 2013.

Marion Cavallaro, Coordinator, Graduate Programs in Community Counseling

48-credit minimum

- Required Core Courses: 33 cr.
  - COUN 501/Introduction to Counseling
  - COUN 515/Statistics and Research in Counseling
  - EPSY 520/Fundamentals of Human Development
  - EPSY 643/Measurement and Evaluation
  - COUN 530/Multicultural Counseling
  - COUN 535/Career Counseling and Placement
  - COUN 670/Counseling Theory and Techniques
  - COUN 675/Group Counseling
  - COUN 690/Practicum Seminar
  - COUN 693/Internship Seminar
* COUN 693/Internship

*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).

Other Required Courses:

- Environmental Emphasis: 3 cr.
  - COUN 545/Community Agency Counseling

- Specialized Studies: 3 cr.
  - COUN 600/Introduction to Marriage, Couples and Family Counseling and Therapy

Electives: Chosen with advisement.** 9 cr.

**May be COUN 699/Thesis/Creative Project for 6 cr.

Comprehensive Examination: COUN 700

As noted above, students currently enrolled in the 48-credit Community Counseling: Human Services program are advised to complete their degree requirements by May of 2013 in order to graduate within the timeframe remaining for our current Community Counseling accreditation status. We will no longer be admitting students into this program after the fall of 2010.

The Department of Counselor Education will begin admitting students into the following two (2) 60-credit programs in the spring of 2011. As noted above, we will seek accreditation for these programs in 2013 under the 2009 CACREP-standards for Clinical Mental Health Counseling and Marriage, Couple and Family Counseling programs.

Clinical Mental Health Counseling (COUN_MA_02)

Marion Cavallaro, Coordinator, Graduate Program in Clinical Mental Health Counseling

60-credit minimum

I. Required Core Courses (33 credits)

- COUN 501/Introduction to Counseling (3 credits)
- COUN 515/Statistics and Research in Counseling (3 credits)
- EPSY 520/Fundamentals of Human Development (3 credits)
- COUN 530/Multicultural Counseling (3 credits)
- COUN 535/Career Counseling (3 credits)
- COUN 670/Counseling Theory and Techniques (3 credits)
- COUN 675/Group Counseling (3 credits)
- EPSY 643/Measurement and Evaluation in Counseling (3 credits)
- COUN 690/Practicum Seminar (3 credits)
- COUN 693/Internship Seminar (6 credits)

(The requirements for COUN 693 may be met by taking COUN 694 and COUN 695, which are each 3 credit Internship Seminar courses)

II. Required Courses in Clinical Mental Health Counseling (15 credits)

- COUN 545/Community Agency Counseling (3 credits)
- COUN 551/Substance Abuse and Addiction: Individual, Family and Society (3 credits)
- COUN 555/Differential Diagnosis and Treatment Planning (3 credits)
- COUN 600/Introduction to Marriage, Couples and Family Counseling Therapy (3 credits)
- COUN 605/Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy (3 credits)

III. Elective Coursework (12 credits)

General Practice Electives:
Any four elective courses in counseling (12 credits)

OR

Substance Abuse and Addiction Electives:
- COUN 552/Substance Abuse Education and Prevention (3 credits)
- COUN 553/Treating Substance Abuse and Co-Occurring Disorders (3 credits)

Two elective courses in counseling (6 credits)
(300 hours of the total 700 hours of clinical work for the practicum/internship experiences must be specific to substance abuse and addiction counseling work)

Marriage, Couples and Family Counseling and Therapy (COUN_MA_03)

Charleen Alderfer, Coordinator, Graduate Program in Marriage, Couples and Family Counseling and Therapy

60-credit minimum

- COUN 501/Introduction to Counseling (3 credits)
- COUN 515/Statistics and Research in Counseling (3 credits)
- EPSY 520/Fundamentals of Human Development (3 credits)
- COUN 530/Multicultural Counseling (3 credits)
- COUN 535/Career Counseling (3 credits)
Required Courses:

Admission Requirements:
The Educational Specialist (EdS) in Marriage and Family Therapy degree program is designed for master’s-level professional counselors who wish to pursue advanced study in marriage and family therapy. EdS applicants who hold a master’s degree from a CACREP-approved counseling program or its equivalent and complete the EdS degree meet the educational requirements for licensure in marriage and family therapy in New Jersey.

Admission Requirements:
Master’s degree in counseling or related field; two years’ counseling experience or a supervised practicum and internship.
All applicants must complete a departmental screening interview prior to admission.

Graduation Requirements:
Students will be required to complete a minimum of 24 graduate credits in marriage and family therapy.
Students must complete the EdS program with a minimum of a 3.0 academic average, having received a grade of B- or better in all required coursework.
Students who receive a grade of B-, C+, C or C- in a required course will be permitted to retake the course(s) in question only once to improve their grade and remain in the program. Failure to obtain a B or better in the second attempt will result in automatic termination.
A student receiving an “F” grade in any course will automatically be denied continuance in the Department of Counselor Education program.

Required Courses:

COUN 670/Community Counseling (3 credits)
COUN 600/Introduction to Marriage, Couples and Family Counseling and Therapy (3 credits)
COUN 601/Theory and Development of Family Systems (3 credits)
COUN 602/Assessment and Intervention in Marriage, Couples and Family Counseling and Therapy (3 credits)
COUN 603/Laboratory in Marriage, Couples and Family Counseling and Therapy (3 credits)
COUN 604/Couples in Relationship (3 credits)
COUN 605/Ethical, Legal and Professional Issues in Marriage and Family Therapy and Counseling (3 credits)

II. Required Courses in Marriage, Couples and Family Counseling and Therapy (21 credits)

COUN 545/Community Counseling (3 credits)
COUN 600/Introduction to Marriage, Couples and Family Counseling and Therapy (3 credits)
COUN 601/Theory and Development of Family Systems (3 credits)
COUN 602/Assessment and Intervention in Marriage, Couples and Family Counseling and Therapy (3 credits)
COUN 603/Laboratory in Marriage, Couples and Family Counseling and Therapy (3 credits)
COUN 604/Couples in Relationship (3 credits)
COUN 605/Ethical, Legal and Professional Issues in Marriage and Family Therapy and Counseling (3 credits)

III. Elective Coursework (6 credits)

Any two (2) elective courses in counseling.

Educational Specialist in Marriage and Family Therapy (COUN_EDS01)
Charleen Alderfer, Coordinator, Post-Graduate Program in Marriage and Family Therapy.
24-credit minimum

The Educational Specialist (EdS) in Marriage and Family Therapy degree program is designed for master’s-level professional counselors who wish to pursue advanced study in marriage and family therapy. EdS applicants who hold a master’s degree from a CACREP-approved counseling program or its equivalent and complete the EdS degree meet the educational requirements for licensure in marriage and family therapy in New Jersey.

Admission Requirements:
Master’s degree in counseling or related field; two years’ counseling experience or a supervised practicum and internship.
All applicants must complete a departmental screening interview prior to admission.

Graduation Requirements:
Students will be required to complete a minimum of 24 graduate credits in marriage and family therapy.
Students must complete the EdS program with a minimum of a 3.0 academic average, having received a grade of B- or better in all required coursework. Students who receive a grade of B-, C+, C or C- in a required course will be permitted to retake the course(s) in question only once to improve their grade and remain in the program. Failure to obtain a B or better in the second attempt will result in automatic termination. A student receiving an “F” grade in any course will automatically be denied continuance in the Department of Counselor Education program.

Required Courses:

COUN 600/Introduction to Marriage, Couples and Family Counseling and Therapy
COUN 601/Theory and Development of Family Systems
COUN 602/Assessment and Intervention in Marriage, Couples and Family Counseling and Therapy
COUN 603/Laboratory in Marriage, Couples and Family Counseling and Therapy
COUN 604/Couples in Relationship
COUN 605/Ethical, Legal and Professional Issues in Marriage and Family Therapy and Counseling

*The TCNJ Clinic is an entity within the School of Education. Because live supervision and observation are an integral part of the systemic training, students in the EdS Program in Marriage and Family Therapy will be expected to provide therapy to at least two relational cases during their practicum and intern year. In the Family Lab, they will be expected to observe families either from behind a one-way mirror or on closed-circuit TV. Supervision will be provided by both faculty and adjunct faculty with experience in family therapy. Confidentiality will be strictly maintained, and violation of the stated policy will be considered grounds for dismissal. This is a training opportunity that provides immediate supervision and discussion. It affords the best treatment possible to families who have the benefit of team-supervised student therapists working with them.

Substance Awareness Coordinator Program (COUN_CER02)
Mark Woodford, Coordinator, Graduate Program in Substance Awareness.
21 credits

This 21-credit graduate program prepares individuals to become substance awareness coordinators in the public schools. Certification will be granted by the New Jersey Department of Education. The courses can be taken as part of, and in addition to, the required courses needed for the 48-credit master’s degree program in counseling. All applicants for the Substance Awareness Coordinator Program must meet the admission requirements of the Department of Counselor Education.

Prerequisite Course Work:
Course work in introductory counseling, including prepracticum skills, theories of counseling, and group counseling or their equivalents, should be completed prior to enrollment in the program. Applicants who have not completed these particular courses may take COUN 501, COU 670, or COUN 675 as part of their program of study.

Admission Requirements:
Bachelor’s degree/master’s degree where applicable from an accredited or approved institution
Present evidence of certification or licensure as one of the following: school counselor, school psychologist, school social worker, director of school counseling services, school nurse, alcohol and drug counselor (CADC or LCADC), or prevention specialist (CPS); or Possess a standard instructional certificate; or Possess a master’s or higher degree from a regionally accredited college or university
Graduate Record Exam (GRE) (if candidate does not have a master’s degree from a regionally accredited college or university)
Interview (to be arranged by the department)
(Also see page 9)

Required Courses:

COUN 551/Substance Abuse and Addiction: Individual, Family, and Society
COUN 552/Substance Abuse Education and Prevention
COUN 553/Treating Substance Abuse and Co-Occurring Disorders (formerly COUN 550)
COUN 554/Substance Awareness Coordination in the Schools
Required Courses: 15 cr.

**ECED** 501/NJ State Pre-Requisite 24-Hour Course: An Introduction to Early Childhood Education

(Also see page 9)

Program Requirements:

Required Courses: 15 cr.

- **ECED** 504/Teaching Young Children
- **ECED** 560/Curriculum Experiences for Young Children
- **ECED** 620/Multicultural and Social Foundations of Emergent and Early Literacy

Master of Education in Educational Leadership

options include Traditional (EDAD_MED01), Immersion (EDAD_MED03), and Global (EDAD_MED04)

Jacqueline A. Norris, Coordinator, Graduate Programs in Educational Leadership

The Educational Leadership Program of study at The College of New Jersey provides a comprehensive forum for reflective practice as an instructional leader. The program is designed to recognize the key role leadership plays in creating and sustaining schools that help all students achieve high standards. The program seeks to shape the educational practices, their conceptual underpinnings, and the leadership professions that serve both public and private schools. The Educational Leadership Program also seeks to develop the knowledge, wisdom, and imagination of its students to enable them to take leadership positions nationally and internationally. Graduates of the Educational Leadership Program are employed as principals, assistant principals, directors, and supervisors in public and private school systems.

The program is designed to serve as a confluence of three leadership experiences: a cognitive experience wherein one learns to think like a leader, a moral experience where one learns to think and act in a responsible and ethical manner, and a practical experience where one learns to perform like a leader. More specifically, the program is intended to reflect what Shulman (2005) calls “signature pedagogies of the profession.” That is, a mode of teaching that has become inextricably identified with preparing people for a particular profession. Mindful of this notion of signature pedagogies, students who enter the educational leadership program should expect the following:

A relevant and challenging curriculum where professors use an approach to teaching that makes extensive use of active learning pedagogies such as case studies, simulations, and problem-based learning.

A clinical experience will be an intricate part of every course in the program. Students should anticipate and plan for a field experience as part of each course. Students will be required to provide documentation of at least 25 hours of “course-specific practicum” experience before he/she is permitted to register for the Capstone Practicum experience.

Each course will reflect a mix of practical and theoretical concepts and will blend classroom instruction with the student’s clinical experiences. The “course-specific practicum” experience will provide numerous opportunities for aspiring school leaders to apply new learning in authentic settings.

The signature pedagogies are thus designed to be pedagogies of engagement and are ultimately intended to teach students to think like, act like, and be like a school leader.

Based on what successful leaders do in their schools, the program consists of three curriculum modules designed around what effective leaders need to know and be able to do. Students are required to complete the modules in the manner as prescribed by the department and/or, or by the program coordinator. Programs are aligned with national standards and approved by the New Jersey Department of Education.
Traditional Master’s Degree Strand (EDAD_MED01)—The 36-credit Program for School Leaders is intended for those students seeking to complete the 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. This program is also available through the College’s global program. Upon completion, participants will be eligible to apply for the initial certification for a New Jersey School Principal License, as well as a Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code. Courses that lead to Supervisor Certification are noted with the following: †. (See also Supervisor Certification Course Work.)

Accelerated Master’s Degree Strand (Immersion) (EDAD_MED03)—The 36-credit Immersion Program for School Leaders is an accelerated leadership-training program that integrates clinical experience with course work. Students enter as a cohort and take a prescribed sequence of courses beginning in the summer of one year and culminating with graduation the following summer. Cohort members are provided mentorship throughout the 14-month experience by a member of the educational administration faculty, in cooperation with a field-based mentor and practicing principals identified by each candidate. During the 14 months, candidates are required to engage in an intensive field experience with administrative mentors. This 14-month internship is accomplished while fulfilling full-time responsibilities in a school district. Upon completion, participants will be eligible to apply for the initial certification for a New Jersey School Principal License, as well as a Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code. Courses that lead to Supervisor Certification are noted with the following: †.

Admission Requirements:
Undergraduate degree from an accredited college or university
Competitive GPA
Competitive scores on the Graduate Record Examination—For test waiver information please visit www.tcnj.edu/~graduate/application.html
Valid provisional or standard New Jersey or equivalent out-of-state instructional or educational services certificate.
Applicants typically provide documentation evidencing completion of at least three years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate.
Evidence of leadership ability and experience
A personal interview with selected faculty members
Other factors, including strength of letters of recommendation, motivation and readiness to pursue graduate study, and equity considerations (individuals who will increase the diversity of the graduate students in the program are especially encouraged to apply)

Eligibility Requirements for New Jersey Principal License (for U.S. Citizens):
Successful completion of master’s or post-master’s program
Documenting evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate (NJAC 6A:9-12.5) Pass a state-approved examination
File application for certification with the TCNJ STEP office

Traditional Masters Degree Strand (EDAD_MED01)*
(Students enter as individual at their own pace)

Program Requirements:
36 credits

Required Courses:
Research: 3 cr.
EDFN 508/Introduction to Research
EDFN 520/Social Problems and Education
OR
EDFN 521/Cultural Foundations of Education

Specialization: 18 cr.
EDAD 525/Introduction to Educational Administration
†SUPV 520/Staff Supervision
†EDAD 617/Advanced School Leadership: Supervision/Admin
EDAD 530/Group Dynamics for Educational Leaders
EDAD 572/School Law
EDAD 540/School Finance

Curriculum: 6 cr.
†CURR 514/Curriculum Theory and Practice
†CURR 555 or †ELEM555/Advanced Study of Curriculum Development for Children and Adolescence

Practicum: 6 cr.
Students who were accepted into the program Before September 1, 2008 must complete EDAD 688 Practicum/Seminar in School Administration (a 3 credit, one semester course) and EDAD 660 Computer Applications in Educational Leadership as an independent study.

Students who are accepted On or After September 1, 2008 must complete the following, (taking one 2 credit course per semester)
EDAD 691/Fall Internship in Educational Leadership I
EDAD 692/Spring Internship in Educational Leadership II
EDAD 693/Summer Internship in Educational Leadership III

Culminating Experience Requirement:
EDAD 700/Comprehensive Examination

Accelerated Master's Degree Strand (Immersion) (EDAD_MED03)*
(Students must enter as part of a cohort)

Program Requirements:
36 credits

Prescribed Sequence:
Summer 1 9 cr.
EDAD 525/Introduction to Educational Administration
EDAD 530/Group Dynamics for Educational Leaders
EDFN 508/Introduction to Research
Fall 9 cr.
EDAD 572/School Law
†EDAD 597/Special Topics in Educational Leadership: Curriculum Development (1 cr.)
†SUPV 520/Staff Supervision
EDAD 691/Fall Internship in Educational Leadership I (2 cr.)

*Students in the Educational Leadership Program (Principal) or taking courses for Supervisor Certificate should be aware that the curriculum is designed to comply with the State of New Jersey’s Administrative Code. Consequently, the School of Education may have to alter graduation and/or certificate requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

†These courses may be applied toward the Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code.
### Spring 9 cr.
- †CURR 514/Curriculum Theory and Practice
- EDAD 540/School Finance
- †EDAD 597/Special Topics in Educational Leadership: Curriculum Development (1 cr.)
- EDAD 692/Summer Internship in Educational Leadership II (2 cr.)

### Summer II 9 cr.
- EDFN 520/Social Problems and Education
- †EDAD 597/Special Topics in Educational Leadership: Curriculum Development (1 cr.)
- †EDAD 617/Advanced School Leadership: Supervision/Admin (2 cr.)
- EDAD 693/Summer Internship in Educational Leadership III (2 cr.)

### Culminating Experience Requirement:
- EDAD 700/Comprehensive Examination

### Post-Master’s Certification Program in Educational Leadership (EDAD_SCT02)*

Jacqueline A. Norris, Coordinator, Graduate Programs in Educational Leadership

The 24-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. This program is also available through the College’s global programs. Upon completion, participants will be eligible to apply for the initial certification for a New Jersey School Principal License. They may also apply for Supervisor Certification with the completion of additional curriculum course work, provided the candidate meets all requirements of the current New Jersey Administrative Code. Courses that lead to Supervisor Certification are noted with the following: †. (See also Supervisor Certification Course Work.)

### Admission Requirements:
- Undergraduate and graduate degree from an accredited college or university
- Competitive GPA
- Valid provisional or standard New Jersey or equivalent out-of-state instructional or educational services certificate.
- Applicants typically provide documentation evidencing completion of at least three years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate.
- Evidence of leadership ability and experience
- A personal interview with selected faculty members
- Other factors, including strength of letters of recommendation, motivation and readiness to pursue graduate study, and equity considerations (individuals who will increase the diversity of the graduate students in the program are especially encouraged to apply)

### Eligibility Requirements for New Jersey Principal License (for U.S. Citizens):
- Successful completion of master’s or post-master’s program
- Documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate (NJAC 6A:9-12.5)
- Pass a state-approved examination
- File application for certification with the TCNJ STEP office

†These courses may be applied toward the Supervisor Certification, provided the candidate meets all requirements of the current New Jersey Administrative Code.

### Post-Master’s Certification Program (EDAD_SCT02)*

(Students enter as individual at their own pace)

### Program Requirements:
- 24 credits

### Required Courses:
- 24 cr.
- EDAD 525/Introduction to Educational Administration
- EDFN 508/Introduction to Research
- †SUPV 520/Staff Supervision
- EDAD 540/School Finance
- EDAD 572/School Law
- †EDAD 617/Advanced School Leadership: Supervision/Admin
- EDAD 691/Fall Internship in Educational Leadership I
- EDAD 692/Summer Internship in Educational Leadership II
- EDAD 693/Summer Internship in Educational Leadership III

### Supervisor Certification Course Work*

TCNJ offers the appropriate courses necessary for certification as a supervisor in the public schools in the State of New Jersey. This course work can be completed on a non-matriculant basis. A student must complete 12 credits of course work—some of which may be from the individual’s master’s program—and submit an official transcript and application for Supervisor Certification to the State of New Jersey upon completion of the below course work. General requirements for issuance of the certification can be obtained through the New Jersey State Department of Education.

### TCNJ Courses
- CURR 514/Curriculum Theory and Practice
- SUPV 520/Staff Supervision
- EDAD 617/Advanced Leadership in School Administration and Supervision
- CURR 555 or ELEM 555/Advanced Study of Curriculum Development for Children and Adolescence

*Students in the Educational Leadership Program (Principal) or taking courses for Supervisor Certification should be aware that the curriculum is designed to comply with the State of New Jersey’s Administrative Code. Consequently, the School of Education may have to alter graduation and/or certificate requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

### Master of Education in Educational Leadership—Instruction (EDAD_MED05)

(in Partnership with The Regional Training Center)

Alan Arntzis, Coordinator, Graduate Program in Educational Leadership: Instruction

The Master of Education in Educational Leadership—Instruction program addresses the teacher within the context of the classroom, as well as the greater educational community, with regard to school-wide teacher reform, teachers’ professional development, and teacher leadership. The reflective practices of self-study, teacher research, and classroom inquiry provide a thematic curricular link throughout the program. The Regional Training Center (RTC) has been providing quality graduate course work in education throughout the Mid-Atlantic region since 1993. TCNJ has been the New Jersey partner in providing sponsorship for graduate RTC programs offered throughout the state since 2000. This partnership has grown to include the Master of Education in Educational Leadership: Instruction, which will include both on- and off-campus work.
**Admission Requirements:**
Bachelor’s degree from an accredited or approved institution
Cumulative GPA of 3.0 or better
Teaching certificate
Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
Two Letters of Recommendation
Personal essay
(Also see page 9)

**Graduation Requirements:**
30 credits including:
Four 3-credit Instructional Core Courses (completed with RTC)
Three 3-credit Classroom Action Research Courses
(completed with TCN)
Three 3-credit Focus Area courses (completed with RTC)
Minimum cumulative GPA of 3.0, with no grades lower than B–

**Program Requirements:**
Instructional Core Courses: 12 cr.
Provide framework and foundation for effective teaching practices that enhance student achievement in a learning community
EDPD 570/Differentiated Instruction
EDPD 548/Styles of Teaching: Personality Type in the Classroom
EDPD 560/Brain-Based Teaching and Learning
EDPD 542/Classroom Assessment Techniques
Classroom Action Research: 9 cr.
Students develop and explore meaningful unanswered questions arising from their own classroom contexts while studying the growing tradition of teacher-generated inquiry into practice.
EDUC 510/Exploration of Classroom Inquiry
EDUC 601/Modes of Inquiry and Research
EDUC 602/Inquiry in Practice
Focus Area: 9 cr.
Choose one of the following three areas of emphasis:
Teaching Strategies Option:
(Three 3-credit courses)
EDPD 545/Expanding Student Thinking in the Classroom
EDPD 547/Integrating the Curricula
EDPD 549/Teaching and Learning through Multiple Intelligences
or
EDPD 567/Multiple Intelligence Strategies Diversity Option:
(Three 3-credit courses)
EDPD 546/Teaching for Success in the Multicultural Classroom
EDPD 555/Skills and Strategies for Inclusion and Disability Awareness
EDPD 561/The Cooperative Classroom
Classroom Climate and Management Option:
(Three of the following four 3-credit courses)
EDPD 544/Increasing Student Responsibility and Self-Discipline in Learning Communities
EDPD 550/Dealing with ADHD-Type Behavior in the Classroom
EDPD 565/Cooperative Discipline
EDPD 561/The Cooperative Classroom

**Culminating Experience Requirement:**
EDUC 700/Comprehensive Exam or Capstone Project

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**Master of Education in Reading K–12 (READ_MED01)**
Master of Education in Reading K–12 with Reading Specialist Certificate (READ_MED001)
Kathryne Speaker, Coordinator, Graduate Programs in Reading

The MEd in Reading K–12 program is designed to prepare specialists in reading and to increase the competence of fully certified elementary and secondary teachers who wish to become master teachers of reading.

**Admission Requirements:**
Bachelor’s degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
A New Jersey teaching certificate or its equivalent
A course in teaching reading
(Also see page 9)

**Graduation Requirements:**
33 credits
EDFN 508/Introduction to Research and Data-Based Decision Making
SPED 624/Advanced Topics in Learning Disabilities
RDLG 530/Exploring Children’s Literature: An Educator’s Perspective
RDLG 571/Language and the Teaching of Reading
RDLG 579/Content Area Literacy
ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy
RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice
RDLG 673/The Writing Process in Literacy Development
RDLG 691/Reading Diagnostic Procedures: Practicum
RDLG 692/Correction and Remediation of Reading Difficulties: Practicum
RDLG 693/Supervision and Administration of Reading Programs K–12

**Comprehensive Examination:**
RDLG 700

Notes: Matriculated students in the reading program who have successfully completed 33 credits in required courses with two years of successful teaching experience may apply to the graduate coordinator to initiate procedures leading to a reading specialist certificate.

Students who apply for this certificate must present a letter to the certification officer of the College from their immediate school supervisor verifying two years of successful teaching.

Successful completion of the program constitutes the completion of an approved program for the reading teacher certificate, provided the student has passed the National Teacher Examination.

**Post-Master’s Reading Specialist Certificate Program (READ_SCT01)**
Kathryne Speaker, Coordinator, Graduate Programs in Reading

**Admission Requirements:**
Master’s degree from an accredited or approved institution
New Jersey teaching certificate or its equivalent
At least one course in teaching reading
(Also see page 9)
Program Requirements:
30 credits
- SPED 624/Advanced Topics in Learning Disabilities
- or
- SPED 501/Students with Disabilities in Our Schools
- RDLG 530/Exploring Children’s Literature: An Educator’s Perspective
- RDLG 571/Language and the Teaching of Reading
- RDLG 579/Content Area Literacy
- ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy
- RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice
- RDLG 673/The Writing Process in Literacy Development
- RDLG 691/Reading Diagnostic Procedures: Practicum
- RDLG 692/Correction and Remediation of Reading Difficulties: Practicum
- RDLG 693/Supervision and Administration of Reading Programs K–12

Note: Careful advisement is necessary. Students who plan to take this program must apply for admission and meet with the graduate coordinator for advisement.

If a student wishes to transfer any courses taken within six years of entering the program, equivalency must be substantiated. A minimum of 15 teacher credits toward the approved program must have been earned at The College of New Jersey.

Students who have successfully completed the program with two years of teaching experience may apply to the graduate coordinator to initiate procedures leading to a reading specialist certificate.

Students who apply for this certificate must present a letter to the certification officer of the College from their immediate school supervisor verifying two years of successful teaching.

Master of Education in Teaching English as a Second Language (ESLA_MED02)

Yiqiang Wu, Coordinator, Graduate Programs in Teaching English as a Second Language

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

Admission Requirements:
- Bachelor’s degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information please visit www.tcnj.edu/~graduate/application.html

Additional Requirements for those seeking certification through this program:
- Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work

Undergraduate program must include:
- English—two college-level courses minimum
- Mathematics—two college-level courses minimum
- Science—two college-level courses minimum
- Social Studies—two college-level courses minimum

(one of the courses must be U.S. History)

An educational psychology course required for individuals who do not already hold a teaching certificate

Successful scores in both oral and written proficiency inventories in the English language

Teaching credential in another field (for endorsement only) (Also see page 9)

Graduation Requirements:
30 credits

Required Courses:
Research:
- 3 cr.
- EDFN 508/Introduction to Research and Data-Based Decision Making

Specialization:
- 21 cr.
- * (A) ESLM 545/English Structure and Proficiency Assessment
- * (A,B) ESLM 579/Language and Literacy for ESL
- * (A,B) ESLM 688/Practicum for Second Language Teachers
- (A) ESLM 545/English Structure and Proficiency Assessment
- * (A) ESLM 579/Language and Literacy for ESL

Electives: Chosen with advisement
- ESLM 687/Faculty/Student Research

Another elective course approved by program coordinator

*Required for ESL Endorsement Certification.
(A) Required for ESL Initial Certification.
(B) Required for Bilingual Endorsement.

Comprehensive Examination: ESLM 700

Teaching English as a Second Language Certification Program (ESLA_SCT01)

Yiqiang Wu, Coordinator, Graduate Programs in Teaching English as a Second Language

The Teaching English as a Second Language certification program provides the necessary courses for initial or endorsement certification as a teacher of English as a second language in the state of New Jersey.

After completing the required courses, candidates need to prepare an application package in order to obtain their ESL certification. The package must include the following items:

1. A notarized certification application form
2. Passing scores (Advanced Low or above ) on ACTFL oral/written language proficiency tests (www.ACTFL.org)
3. A photocopy of a teaching credential in another field (for endorsement only)
4. A letter documenting teaching experience from the school principal (for endorsement only)
5. A notarized non-citizen oath form (for non-U.S. citizens only)
6. An official copy of transcripts from other institutions (for course transfer only)
7. Proof of passing an examination in physiology, hygiene and substance abuse issues pursuant to NJAC 6A:9-5.9
8. An application fee of $170 ($95 for endorsement) payable to The College of New Jersey

Note: For a New Jersey state-issued certificate: Non-citizens must have a U.S. Social Security number and be eligible for employment in the U.S.

Please contact your adviser for certification application forms and procedures.

Admission Requirements:
- Bachelor’s degree from an accredited or approved institution
- Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/sciences course work

Undergraduate program must include:
- English—two college-level courses minimum
- Mathematics—two college-level courses minimum
- Science—two college-level courses minimum
Required Courses: 12–15 cr.
ESLM 525/Second Language Acquisition
ESLM 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
ESLM 688/Practicum for Second Language Teachers (waived for certified teachers with one year teaching experience)

Comprehensive Examination: ESLM 700

Master of Education in Special Education (SPEC_MED01), (SPEC_MED02), (SPEC_MED06)
Shridevi Rao, Coordinator, Graduate Programs in Special Education

The MEd program has three tracks: Option I (SPEC_MED01) provides advanced work in the area of teaching students with disabilities for those candidates who hold a standard special education certificate. Option II (SPEC_MED02) prepares individuals who hold a standard teacher certification in areas other than special education. Option III (SPEC_MED06) is designed to prepare individuals who hold a certificate of eligibility with advanced standing (CEAS) in a teaching area to obtain certification as a teacher of students who are blind and visually impaired.

Option I—Certified in Special Education (SPEC_MED01)*
Option I is a 33-credit-hour program of study designed for graduate students who have several years’ experience in the classroom and are interested in advanced study in special education. The program is a “leadership master’s”, i.e., its graduates will be prepared to be exemplary professionals who will provide leadership in their schools as they work to implement best practices.

Admission Requirements:
Bachelor’s degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit www.tcnj.edu/~graduate/application.html.
Standard New Jersey teaching certificate or equivalent in special education

Graduation Requirements:
33 credits
A grade of B-- or better in SPED 695/Internship II

Required Courses: 6 cr.
ESLF 508/Introduction to Research
SPED 664/Research Trends in Special Education

Foundations and Multicultural Education: 3 cr.
ESLF 520/Social Problems and Education

Specialization: 18 cr.
EDUC 513/Collaboration, Consultation, and Partnerships
SPED 521/Assistive Technology
SPED 631/Transition and Community Based Instruction
SPED 609/Assessment and Remediation of Severe Reading Disabilities
SPED 626/Curriculum Design for Individuals with Severe Disabilities
SPED 624/Advanced Topics in Learning Disabilities: Literacy, Numeracy and Instructional Strategies

Specialty Electives: (Select any one of the tracks) 6 cr.
EDUC 648/Positive Behavioral Supports for Extreme Behavior
SPED 647/Communication Development of Students with Significant Disorders

Program Requirements: 12–15 credits

Bilingual Endorsement Certification (ESLA_SCT02)
Yiqiang Wu, Coordinator, Graduate Programs in Teaching English as a Second Language

The bilingual endorsement program provides the necessary courses for certification as a bilingual teacher in the state of New Jersey. This certificate is only for certified teachers who hold a teaching credential in an instructional subject area other than world language (general elementary or secondary math, science, social studies, etc.)

After completing the required courses, candidates need to prepare an application package in order to obtain their ESL certification. The package must include the following items:
1. A notarized certification application form
2. Passing score (Advanced Low or above) on ACTFL oral/written proficiency test (www.ACTFL.org) in both English and another instructional language
3. A photocopy of a teaching credential in a subject area
4. A letter documenting teaching experience from the school principal
5. A notarized non-citizen oath form (for non-U.S. citizens only)
6. Official copies of transcripts from other institutions (for course transfer only)
7. An application fee of $95 payable to The College of New Jersey

Please contact your adviser for certification application forms and procedures.

Admission Requirements:
Bachelor’s degree from an accredited or approved institution
Teaching certificate or eligibility thereof in a subject area (general elementary or secondary math, science, or social studies)
Proven proficiency in English and another instructional language
(Also see page 9)

Program Requirements: 15–24 credits

Prerequisites for State Endorsement: 6–9 cr.
Students applying for state endorsement in teaching English as a second language must have an approved teacher certification and one year of teaching experience, OR successfully complete the following 9 credit hours of course work (or their equivalence) as part of this program:
ESLM 688/Practicum for Second Language Teachers
ESLM 579/Language and Literacy for ESL
A course in psychology, human development, or learning (on any college transcript)

Required Courses: 15 cr.
ESLM 525/Second Language Acquisition
ESLM 545/English Structure and Proficiency Assessment
ESLM 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 Examination: ESLM 700

Graduation Requirements:
15–24 credits

Program Requirements:
An educational psychology course required for individuals who do not already hold a teaching certificate
Proven both oral and written proficiency in the English language
Teaching credential in another field (for endorsement only)
(Also see page 9)

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

Admission Requirements:
Bachelor’s degree from an accredited or approved institution
Proven both oral and written proficiency in the English language
Teaching credential in another field (for endorsement only)
(Also see page 9)
Elective Option II (Reading)
- RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice
- RDLG 673/The Writing Process in Literacy Development

Elective Option II (Blindness and Visual Impairments)
- SPED 675/Research on Implications of Blindness
- SPED 672/Strategies for Teaching Students Who are B/VI

Comprehensive Examination: SPED 700

Option II—Certified in Other Area (SPEC_MED02)
Option II is for candidates who hold a certificate of eligibility with advanced standing (CEAS) in a teaching area other than special education such as elementary education or secondary education with a teachable major. This program is designed to meet the needs of teachers who wish to obtain certification as a teacher of students with disabilities. This 33-credit program culminates in a master's degree along with certification in special education. For students who are currently employed in a school or would like to seek employment, this program provides an opportunity to work and complete the degree at the same time through an alternate route track.

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

Graduation Requirements:
- A cumulative GPA of 3.0 or higher

Required Courses:
- Research: SPED 664/Research in Special Education
- Specialization: 21 cr.
- Prerequisites must be completed before enrolling in the following courses:
  - SPED 501/Students with Disabilities in Our Schools
  - SPED 609/Assessment and Remediation of Severe Reading Disabilities
  - EDUC 513/Collaboration, Consultation, and Partnerships
  - EDUC 614/Creating and Sustaining Classroom Communities
  - SPED 626/Curriculum Design for Students with Severe Disabilities
  - SPED 521/Assistive Technology

Field Experience: 6 cr.
- SPED 695/Internship II: Student Teaching

Electives: 3 cr.
- SPED 647/Communication Development of Students with Significant Disorders
- or
- SPED 648/Positive Behavioral Supports for Extreme Behavior
- or
- SPED 697/Independent Study (must be department approved to meet elective criteria)

Comprehensive Examination: SPED 700

Option III—Master of Education in Special Education with certification as a teacher of students who are blind or have visual impairments (SPEC_MED06)
This 33-credit program culminates in a master's degree along with certification as a teacher of students who are blind or have visual impairments.

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

Graduation Requirements:
- A grade of B– or better in SPED 695/Internship II
- A cumulative GPA of 3.0 or higher

Required Courses: 27 cr.
- SPED 501/Students with Disabilities in Our Schools
- SPED 675/Research on Implications of Blindness
- SPED 673/Literary Braille and Methods for Instruction
- SPED 626/Teaching Students with Severe Disabilities
- SPED 672/Strategies for Teaching Students Who are B/VI
- SPED 674/Assistive Technology for B/VI
- SPED 671/Nemeth Code and Strategies for Developing Mathematical Skills in Students Who use Braille
- EDUC 614/Creating and Sustaining Classroom Communities
- EDUC 513/Collaboration, Consultation and Partnerships

Field Experience: 6 cr.
- SPED 695/Internship II

Comprehensive Examination: SPED 700

Post-Master's Certification Program:
Teacher of Students with Disabilities (SPEC_SCT02)
Shridevi Rao, Coordinator, Graduate Programs in Special Education
This 24-credit approved program is for students who already hold a master's degree, prior certification 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:
- Master's degree from an accredited or approved institution
- A CEAS or standard certificate in elementary education, secondary education, or content area
- A course in child psychology
- A course in teaching reading

Program Requirements:
- 24 credits

Required Courses: 18 credits
- SPED 501/Students with Disabilities in Our Schools
- SPED 609/Assessment and Remediation of Severe Reading Disabilities
- SPED 624/Advanced Study in Learning Disabilities
- EDUC 513/Collaboration, Consultation, and Partnerships
- EDUC 614/Creating and Sustaining Classroom Communities
- SPED 626/Curriculum Design for Students with Severe Disabilities

Field Experience: 6 cr.
- SPED 695/Internship II: Student Teaching
**Post-Master's Certification Program: Learning Disabilities Teacher/Consultant (SPEC_SCT01)**

Shridevi Rao, Coordinator, Graduate Programs in Special Education

This 15–27 credit program is for experienced teachers who already hold a master’s degree in special education or a related field and a standard certificate in special education. This program leads to recommendation for certification as a learning disabilities teacher/consultant, the educational specialist on the child study team, mandated by the state of New Jersey. The program is composed of a cluster of core courses that focus on key skills critical for the role of an LDTC, such as the advanced study of learning disabilities, administration and scoring of assessment protocols, remediation and support strategies, and an externship. Students are also required to take an elective that provides them an opportunity to explore a related area of interest.

**Admission Requirements:**
- Master’s degree in special education or a related field
- New Jersey certification as teacher of students with disabilities
- Three years of successful classroom teaching
- Up to 12 credits of graduate-level course work in the following four areas:
  - Tests and measurements
  - Psychology of learning
  - Physiological bases of learning
  - Foundations of education
- If candidates do not already have applicable graduate courses in these areas of study, the courses must be taken as part of the post-master’s certification program at The College of New Jersey, in addition to the requirements identified below.

**Program Requirements:**

**Required Courses:**
- SPED 624/Advanced Study of Learning Disabilities
- SPED 680/Seminar and Practicum on Diagnostic Procedures
- SPED 681/Seminar and Practicum on Remediation Techniques
- EDUC 682/Externship in LDTC*

*Students must complete all other requirements before enrollment and placement in the culminating externship field experience.

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**Post-Master's Certification Program: Teacher of Students with Blindness and Visual Impairments (SPEC_SCT05)**

Shridevi Rao, Coordinator, Graduate Programs in Special Education

This 24-credit approved program is for students who already hold a master’s degree in education and prior certification in elementary education or secondary education.

**Program Requirements:**
- A grade of B– or better in SPED 695/Internship II

**Required Courses:**
- SPED 675/Research on Implications of Blindness/Visual Impairments
- SPED 673/Literary Braille and Methods for Instruction
- EDUC 513/Collaboration, Consultation, and Partnerships
- SPED 672/Strategies for Teaching Students Who are Blind/Visually Impaired
- SPED 674/Assistive Technology for Blind/Visually Impaired
- SPED 671/Nemeth Code and Strategies for Developing Mathematical Skills in Students Who use Braille
- SPED 695/Internship II: Student Teaching

**Electives:** Chosen with advisement (in special education). 3 cr.