

Our History

The College of New Jersey originally was chartered in 1855 as the New Jersey State Normal School and is the oldest of the state's public colleges. As one of the nation's premier public colleges, TCNJ upholds a tradition of commitment to the highest standards of academic excellence, with a special emphasis on student-faculty interaction.

The first advanced degree was offered in 1947, a Master of Science in Elementary Education. Program offerings have been expanded gradually since that time in response to student demand and careful assessment of the College's ability to offer quality advanced courses of study and facilities for research.

Our Location and Setting

The College of New Jersey is located in Ewing Township, a suburban community in central New Jersey. Originally located in Trenton, the College moved to its current location in the early 1930s. Today, as the College builds or updates facilities, it does so in keeping with the Georgian Colonial style of its original buildings. TCNJ is about an hour's drive from New York City and less than 40 minutes from Philadelphia. The campus is close to Bucks County, PA, historic Washington's Crossing, Princeton, and the New Jersey state capital of Trenton.



The College of New Jersey

Office of Graduate Studies
Paul Loser Hall 109
PO Box 7718 • Ewing, NJ 08628-0718
609.771.2300
www.tcnj.edu/graduate

A black and white photograph of classical architectural columns. The columns are fluted and have large, rounded, fluted capitals. The lighting creates strong shadows, highlighting the texture and form of the stone. The columns are arranged in a row, receding into the distance.

The College of New Jersey

**GRADUATE BULLETIN
2008-2009**

The College reserves the right to change the regulations, fees, course availability, and other information contained in this publication at any time without prior notice, although such changes will be publicized.

Additional information about the College can be found at www.tcnj.edu.

The College of New Jersey *Graduate Bulletin* is published at The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718.

It is the policy of The College of New Jersey to provide equal opportunity in employment and education as well as equity of conditions for employment and education to all employees, students, and applicants, without regard to race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, disability, nationality, or liability for service in the Armed Forces of the United States.

Inquiries regarding compliance with Title IX of the Educational Amendments of 1972, Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, and New Jersey Law Against Discrimination should be directed to the Office of Equal Opportunity and Affirmative Action (EO/AA). Those inquiries regarding compliance with the Americans with Disabilities Act of 1990 or Section 504 of the Rehabilitation Act of 1973 should be addressed to the Office of Differing Abilities Services. Discrimination complaint procedures are available in both offices and on the Affirmative Action Office Web site: www.tcnj.edu/~affirm/.

(Revised policy adopted by the Board of Trustees, April 22, 1999)

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General Information

Officers of the College

R. Barbara Gitenstein, *President*
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 John Marcy, *Vice President for College Advancement*
 James Norfleet, *Vice President for Student Life*
 Carol Bresnahan, *Provost and Executive Vice President*
 Barbara Wineberg, *Treasurer*

TCNJ Board of Trustees

For current TCNJ Board of Trustees membership, visit the Web at www.tcnj.edu/~trustees.

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Lisa Angeloni

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 William Behre, *School of Education*
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Assistant Dean of Graduate Studies

Susan L. Hydro

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Deborah Compte	Modern Languages
Jacqueline DaCosta	Library
Jean Graham	English
Susan L. Hydro	Assistant Dean, Graduate Studies
Brenda Leake	Elementary and Early Childhood Education
Donald Leake	Educational Administration and Secondary Education
Claire Lindberg	Nursing
Shridevi Rao	SELL
Atsuko Seto	Counselor Education
Graduate Student Representatives (3)	

Accreditation

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (215.662.5606). Programs for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education.

ASHA—American Speech-Language-Hearing Association
 Commission on Collegiate Nursing Education
 Council for Accreditation of Counseling and Related Educational Programs
 Council for Education of the Deaf
 New Jersey Board of Nursing

Graduate Academic Calendar 2008–09

Fall 2008

August 26	Classes Begin
August 26–September 3	Add/Drop Week
September 1	No Classes (Labor Day)
September 2	Alternate Day Schedule (Monday Classes)
September 22	Deadline to Submit Application and Fee for December Conferral of Degree (\$35 late fee if not received by this date)
October 13–14	Mid-Semester Break
October 28	Last Day to Withdraw from Full Semester Courses (with “W”)
October 28	Last Day to Withdraw from College (with “WD” in all courses)
November 5–14*	Spring/Summer Registration Window
November 18	Last Day to Withdraw from College (with “WP” or “WF”)
November 26–28	Thanksgiving Break
December 16	Last Day of Fall Classes

Spring 2009

January 20	Classes Begin
January 20–26	Add/Drop Week
January 29	Deadline to Submit Application and Fee for May Conferral of Degree (\$35 late fee if not received by this date)
February 23	Deadline to Submit Application and Fee for August Conferral of Degree (\$35 late fee if not received by this date)
March 9–13	Spring Break
March 31	Last Day to Withdraw from Full Semester Courses (with “W”)
March 31	Last Day to Withdraw from College (with “WD” in all courses)
April 1–10	Fall Registration Window
April 15	Last Day to Withdraw from College (with “WP” or “WF”)
May 8	Last Day of Spring Classes
May 15	Commencement

*Summer registration window will be open from November 5, 2008 until the second day of the summer session.

Degree Programs and Coordinators by Department

School of Culture and Society

Department of English

Master of Arts in English (ENGA)

Michele Lise Tarter
tarter@tcnj.edu
609.771.3115

School of Education

Department of Counselor Education

Master of Arts in Counselor Education:

School Counseling Option (CPSA)

MaryLou Ramsey
ramsey@tcnj.edu
609.771.2119

Community Counseling Option:

Substance Abuse and Addiction Counseling Specialization (CPSD)

Mark Woodford
woodford@tcnj.edu
609.771.2119

Human Services (CPSE) Specialization

Mark Kiselica
kiselica@tcnj.edu
609.771.3462

Educational Specialist in Marriage and Family Therapy (CPSJ)

Charleen Alderfer
alderfer@tcnj.edu
609.771.2119

Department of Educational Administration and Secondary Education

Master of Arts in Teaching:

Secondary Education Specialization (SECE–English; SECF–Social Studies; SECG–Mathematics; SECH–Science)

Ruth Palmer
palmerrj@tcnj.edu
609.771.2803

Technology Education Specialization (SECJ)

John Karsnitz
karsnitz@tcnj.edu
609.771.2782

Health and Physical Education Specialization (HPEM)*

Aristomen Chilakos
chilako@tcnj.edu
609.771.3160

*This program is pending final approval.

Master of Education in Educational Leadership (SECL)

Donald Leake
leake@tcnj.edu
609.771.2229

Master of Education in Educational Leadership—Instruction in Partnership with The Regional Training Center (RTCM)

Alan Amtzis
amtzis@tcnj.edu
609.771.2586

Department of Elementary and Early Childhood Education

Master of Arts in Teaching:

Early Childhood Specialization (EDPK, EDPL)

Program A—No Prior Teaching Certificate (EDPK)

Program B—Alternate Route P–3 Certified (EDPL)

Elementary Education Specialization (EDET)

Brenda Leake
bleake@tcnj.edu
609.771.2219

Department of Special Education, Language, and Literacy

Master of Arts in Teaching:

Special Education Specialization (SEDD)

Special Education Specialization (SEDL)—Five-Year Program

(For TCNJ Students Only—Full Undergraduate/Graduate Program)

Shridevi Rao
raos@tcnj.edu
609.771.2781

Education of the Deaf and Hard of Hearing/Elementary Education Specialization (DHHT)—Five-Year Program

(For TCNJ Students Only—Full Undergraduate/Graduate Program)

Barbara K. Strassman
strassma@tcnj.edu
609.771.2805

Master of Education in Reading K–12 (RDGA)

Kathryne Speaker
speaker@tcnj.edu
609.771.2807

Master of Education in Special Education:

Certified in Special Education Option (SEDA)

Certified in Other Area Option (SEDB)

Certified in Instruction of Students who are Blind or Visually Impaired Option

Shridevi Rao
raos@tcnj.edu
609.771.2781

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

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

Master of Science in Educational Technology (EDTA)

Amy Dell
dellamy@tcnj.edu
609.771.2308

Global Graduate Programs

Master of Education in Educational Leadership (SECL)

Stuart Carroll
szcarrol@tcnj.edu
609.771.2221

Master of Education in Elementary (EDEO) or Secondary (SECO) Education

Stuart Carroll
szcarrol@tcnj.edu
609.771.2221

Brenda Leake
bleake@tcnj.edu
609.771.2219

(Johannesburg Program)

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

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

School of Nursing, Health, and Exercise Science

Master of Science in Nursing:

Family Nurse Practitioner Option (NURU)
Family Nurse Practitioner for Certified Nurse Practitioners Option (NURV)
Adult Nurse Practitioner Option (NURX)
Neonatal Nurse Practitioner Option (NURK)
Clinical Nurse Leader Option (NURL)

Leslie Rice
riceles@tcnj.edu
609.771.2509

Master of Education in Health or Physical Education:

For Individuals Already Certified:

Health Education (HLEA)
Physical Education (PHEA)

For Non-Certified Individuals:

Health Education (HLEB)*
Physical Education (PHEB)*

Aristomen Chilakos
chilako@tcnj.edu
609.771.3160

* These programs do not lead to certification.

Certificate Programs and Coordinators by Department

Global Graduate Programs

Teacher Certification for International Schools:

Elementary (IOTE) or Secondary (IOTS)

Stuart Carroll
szcarrol@tcnj.edu
609.771.2221

Teaching English as a Second Language (ESLO)

Bilingual Endorsement (ESLB)

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

Post-Master's/Educational Leadership—Principal's Certificate (SECM)

Stuart Carroll
szcarrol@tcnj.edu
609.771.2221

School of Education

Post-Master's/Learning Disabilities Teacher/Consultant (SEDG)

Post-Master's/Teacher of Students with Disabilities (SEDH)

Post-Master's/Teacher of Students Who are Blind or Visually Impaired (SEDW)

Shridevi Rao
raos@tcnj.edu
609.771.2781

Post-Master's/Reading Specialist (RDGB)

Kathryne Speaker
speaker@tcnj.edu
609.771.2807

Instructional Licensure, Teacher of Preschool—Grade 3 (EDPK)

Jody Eberly
jeberly@tcnj.edu
609.771.2727

Substance Awareness Coordinator (CPSH)

Mark Woodford
woodford@tcnj.edu
609.771.2119

Post-Master's/Educational Leadership—Principal's Certificate (SECM)

Donald Leake
leake@tcnj.edu
609.771.2229

Teaching English as a Second Language (ESLA)

Bilingual Endorsement (ESLB)

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

School of Nursing, Health, and Exercise Science

Post-Master's/Adult Nurse Practitioner Option (NURX)

Post-Master's/Family Nurse Practitioner Option (NURU)

Leslie Rice
riceles@tcnj.edu
609.771.2509

Directory of Graduate Services

Office of Graduate Studies Paul Loser Hall 109 Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.2300 graduate@tcnj.edu www.tcnj.edu/~graduate	Voicemail and E-mail Support: 24 hours a day, seven days a week Leave a message or report a problem by e-mail, and your message will be replied to within three normal business hours. Walk-in Support: Monday–Friday, 8:30 A.M.–4:30 P.M.
Athletics	609.771.2230 www.tcnjathletics.com	
Aquatic Center	609.771.3249 www.tcnj.edu/~aquatics	Instructional Technology Services Library, Room 4 (Lower Level) Monday–Thursday 9 A.M.–8 P.M. Friday 9 A.M.–4:30 P.M.
Physical Enhancement Center	609.771.2014 www.tcnj.edu/~sa/pec/ pec@tcnj.edu	609.771.2114 www.tcnj.edu/~it/its its@tcnj.edu
Student Recreation Center	609.771.2190	Library Monday and Tuesday 7:45 A.M.–MIDNIGHT Wednesday and Thursday 7:45 A.M.–11 P.M. Friday 7:45 A.M.–7 P.M. Saturday 9 A.M.–6 P.M. Sunday 11 A.M.–11 P.M.
Bookstore Monday–Thursday 7:30 A.M.–8 P.M. Friday 7:30 A.M.–5 P.M. Saturday and Sunday 10 A.M.–4 P.M. (Summer Hours: See Web site)	609.637.5001 http://tcnj.bkstore.com bkscollegeofnj@bncollege.com	609.771.2311 www.tcnj.edu/~library
Brower Student Center Open 7 A.M.–2 A.M. every day	609.771.2331 www.tcnj.edu/~studcent	Police (Campus) Administrative Services Building 24 hours a day, seven days a week
Career Services Forcina Hall 158 Monday–Thursday 8:30 A.M.–6 P.M. Friday 8:40 A.M.–4:30 P.M. Summer and Academic Year Breaks: Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.2161 www.tcnj.edu/~career career@tcnj.edu	609.771.2167 www.tcnj.edu/~tcnjpd tcnjpd@tcnj.edu
Certification Office (Support for Teacher Education Programs) Forcina Hall 117 Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.2396 loiacono@tcnj.edu www.tcnj.edu/~educat/certification/	Psychological Counseling Services Eickhoff Hall 107 Monday–Friday 8:30 A.M.–4:30 P.M.
Differing Abilities Services Eickhoff Hall 159 Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.2571, 609.771.2451 (TDD) www.tcnj.edu/~sa/disability yamiolko@tcnj.edu	609.771.2247 www.tcnj.edu/~sa/counseling psycouns@tcnj.edu
Health Services* Eickhoff Hall 107 Monday–Thursday 8:30 A.M.–8 P.M. Friday 8:30 A.M.–4 P.M. Saturday 9 A.M.–11:30 A.M. Sunday Closed	609.771.2483 www.tcnj.edu/~sa/health hlthserv@tcnj.edu	Records and Registration Green Hall 112 Monday–Friday 8:30 A.M.–4:30 P.M.
Information Desk Brower Student Center	609.771.2331	Snow/Inclement Weather Closing 609.637.6000
Information/Main Switchboard Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.1855	Student Accounts Card Services Parking Services Green Hall 119 Monday and Tuesday, 8:30 A.M.–5:30 P.M. Wednesday–Friday 8:30 A.M.–4:30 P.M.
Information Technology Help Desk/ User Support Services Green Hall 6 Telephone Support: Monday–Thursday 8:30 A.M.–8 P.M. Friday 8:30 A.M.–4:30 P.M.	609.771.2660 www.tcnj.edu/~helpdesk/ helpdesk@tcnj.edu	609.771.2172 609.771.3146 609.771.3144 www.tcnj.edu/~stuacct stuacct@tcnj.edu
		Student Financial Assistance Green Hall 101 Monday–Friday 8:30 A.M.–4:30 P.M.
		TCNJ Clinic of the School of Education (Speech, Language, Hearing, and Counseling Services) Forcina 124 Hours by Appointment
		609.771.2211 www.tcnj.edu/~sfs/aid osfa@tcnj.edu
		609.771.2700 www.tcnj.edu/~clinic/clinic@tcnj.edu
		TCNJ Home Page www.tcnj.edu
		T.E.S.S. (The Electronic Student Services) http://tess.tcnj.edu
		Women's Center Brower Student Center Basement Monday–Friday 9:30 A.M.–5 P.M.
		609.771.2120 www.tcnj.edu/~wmncentr wmncentr@tcnj.edu

*Appointments are required.

Graduate Opportunities at The College of New Jersey

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

Admission to Graduate Study

Admission Standards

Admission to graduate study at The College of New Jersey is selective and competitive. Prospective applicants are encouraged to familiarize themselves with the contents of this bulletin and the graduate studies Web site, www.tcnj.edu/graduate, and to observe carefully the particular requirements of each individual program or option. Admission decisions are based generally on evidence of achievement in appropriate undergraduate studies, performance on nationally standardized tests, strength of recommendations, and other materials submitted with the application. Standards are applied rigorously but not mechanically, the purpose being 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.

Admission Procedures

Those who wish to apply or to learn more about the graduate program should begin by contacting: Office of Graduate Studies, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. The office is located in Paul Loser Hall 109, and may be reached at 609.771.2300. Applications to graduate school should be completed and submitted online at www.tcnj.edu/graduate. It is the applicant's responsibility to make sure that all required application materials have been received by the Office of Graduate Studies by the appropriate deadline.

Application Deadlines

March 1

Summer Matriculation for:

Master of Arts in Teaching

Master of Education in Educational Leadership—Instruction Program (in partnership with RTC)

Master of Education in Educational Leadership—Immersion Program (principle licensure)

Fall Matriculation for:

Counselor Education

Master of Education in Educational Leadership—Traditional Program (principal licensure)

April 15

Fall Matriculation for all other programs

August 1

Fall Matriculation for Master of Education in Educational Leadership—Instruction Program (in partnership with RTC)

Fall Non-Matriculation for all other programs*

October 1

Spring Matriculation for Counselor Education

October 15

Spring Matriculation for all other programs

December 1

Spring Non-Matriculation for all programs*

*Note: There is no Non-Matriculation enrollment for the Master of Education in Educational Leadership—Instruction Program (in partnership with RTC).

Admission Categories

Graduate Degree Program/Matriculation

Most students entering The College of New Jersey at the graduate level are candidates for a master's degree. The institution offers six degrees: the Master of Arts, the Master of Education, the Master of Arts in Teaching, the Educational Specialist, the Master of Science in Education, and the Master of Science in Nursing. Master's programs and program options are outlined throughout the *Graduate Bulletin*. Individuals applying for matriculation are expected to hold a bachelor's degree from a regionally accredited institution in the United States or proof of equivalent preparation from a foreign college or university, and are required to provide official transcripts (or document evaluation in the case of foreign schools). Applicants should have a 2.75 cumulative grade point average or a 3.0 in the major at the undergraduate level, although some programs may have a higher requirement; must submit letters of recommendation from individuals who can evaluate their academic performance, relevant work experience, and/or ability to pursue graduate studies; must submit an essay calling for a personal evaluation of their strengths and weaknesses as prospective graduate students; must pay the stated application fee; and must provide scores from the general standardized test appropriate to the discipline. Some programs require scores from specialized sections of standardized tests or other evidence of competence to pursue graduate study as detailed by the specific program requirements.

Other programs require interviews or portfolios (see specific program for requirement details). Graduate program candidates are approved for admission by the program admissions committee and endorsed by the Office of Graduate Studies.

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 www.tcnj.edu/graduate. Applicants must have a bachelor's degree and a 2.75 cumulative grade point average or 3.0 in the major from an 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.

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 choose to become graduate-degree or certificate-program candidates. Non-matriculated students have one year from the time of initial enrollment to matriculate into a degree program in order to utilize a maximum of six non-matriculation credits taken prior to matriculation toward that degree. Failure to matriculate in this time-frame will negate the use of these credits toward a degree at TCNJ. Applications for matriculation are available online at www.tcnj.edu/graduate.

Change of Status from Non-Matriculation to Matriculation

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

Students from Foreign Countries

Students from countries in which English is not the native language must submit the results of the Test of English as a Foreign Language (TOEFL) with the graduate program application.

All students who attend a non-U.S. institution must have all of their educational documents translated into English and evaluated on a course-by-course basis by an accredited agency as to the U.S. equivalency of their course work. For information on other documentation required along with the graduate application, see www.tcnj.edu/~iss/.

Assistantships

Assistantships are periodically available for full-time, matriculated graduate students. The nature and number of such opportunities vary from year to year, but typical assignments are to academic departments and administrative offices. For information concerning assistantships and for application forms, contact the Office of Graduate Studies, Paul Loser Hall 109, 609.771.2300. For additional information, please visit our Web site (www.tcnj.edu/graduate).

Financial Aid

The College of New Jersey (TCNJ) has a financial aid policy that evaluates the financial needs of applicants who are pursuing degrees (and are matriculated). The demonstrated financial need equals the difference between the total cost of attendance (COA), including fees, books, supplies, room, board, transportation, miscellany, and the expected family contribution (EFC), which is determined by the results of the Free Application for Federal Student Aid (FAFSA). The factors taken into consideration when evaluating EFC include student income and assets, family size, number attending college, additional educational benefits (including graduate assistantships), and aid from outside sources (e.g., employer reimbursement).

Financial Aid Application Process

To be considered for most types of aid, you must first complete either the 2008–09 Free Application for Federal Student Aid (FAFSA), FAFSA on the Web (www.fafsa.ed.gov), the 2008–09 Renewal FAFSA, or the 2008–09 Renewal FAFSA on the Web (www.fafsa.ed.gov). TCNJ's federal school code is 002642.

Filing one of the aforementioned forms begins the financial aid process. Keep in mind that you must file a new application for each academic year. You must complete one of these application types to be considered for all federal aid, including loans.

A personal-identification-number (PIN) notice is mailed or e-mailed to PIN applicants depending on whether the student provided the Department of Education with an e-mail address. You may use the PIN to complete a Renewal FAFSA on the Web (www.fafsa.ed.gov). The Web site offers online help and quicker turnaround time.

If you are a previous FAFSA filer and have not received a PIN, you may either complete FAFSA on the Web after applying for a PIN or a paper application. The paper application is available in the Office of Student Financial Assistance, many public libraries, or at any college or university. Filing an original or renewal FAFSA on the Web is the fastest, most efficient way to apply.

After filing one of the FAFSA types, you will receive either a Student Aid Report (SAR) or a SAR acknowledgment. You will receive this via U.S. mail if you do not provide an e-mail address on the FAFSA. If you do provide an e-mail address, you will receive an e-mail from the federal processor with a link to your SAR or SAR acknowledgement. Read all comments to ensure that your application has been processed and that all information is accurate and complete. Also check the Information Release section to be sure that The College of New Jersey is listed as a school to receive your information. If TCNJ is not listed and/or there are other changes to be made, please contact the Office of Student Financial Assistance at 609.771.2211 or call the federal processor at 800.433.3243.

Financial Aid Programs

The College of New Jersey offers financial aid to qualified matriculated students who are enrolled at least half time. Amounts of the award(s) vary and depend upon the student's demonstrated and verified financial need, the amount of funds available, and the student's enrollment status: graduate student—full time (at least nine credits), or half time (five credits).

Loan Programs

Federal Stafford Loans

Students must be matriculated and enrolled for at least five credits per semester to qualify for these loans. The maximum loan limit for most graduate students is \$20,500 per academic year, or the estimated cost of attendance based on enrollment, whichever is lower. The interest rate is fixed at 6.0 percent. Subsidized Stafford Loans are awarded based on demonstrated need. The federal government pays the interest on these loans during the in-school period. Students who do not qualify for the maximum subsidized loan may receive the balance in an unsubsidized loan. The interest on an unsubsidized loan is not paid by the federal government and begins to accrue immediately.

Veterans' Assistance

TCNJ participates in federal and state assistance programs for veterans. Please contact Robert E. Alston, Associate Director of Financial Aid and Customer Service, in the Office of Student Financial Assistance at 609.771.2211.

Important Information

Phone: 609.771.2211

Fax: 609.637.5154

osfa@tcnj.edu

Web: www.tcnj.edu/~sfs/aid

Location:

Green Hall 101

Monday–Friday, 8:30 A.M.–4:30 P.M.

PO Box 7718, Ewing, NJ 08628-0718

FAFSA school code: 002642

Summer School

Financial aid application available March 1, 2008, at www.tcnj.edu/~sfs/aid/summer.html.

Tuition and Fees

Application Fee

A \$70 non-refundable application fee (subject to change), payable to The College of New Jersey, is charged to all applicants. The fee is waived for students who formerly attended the College.

Enrollment Deposit

Effective January 2008, matriculated students (other than RTCM) will be required to submit a \$100.00 enrollment deposit upon acceptance to secure their seat. This enrollment deposit is non-refundable, but will be entered as a credit toward the student's account.

Costs per Semester

Costs are charged per credit hour (Fall 2008/Spring 2009).
See www.tcnj.edu/nsfs/tuition/index.html for current rates.

	NJ Resident	Out-of-State Resident
Tuition	\$557.00	\$845.50
General Service Fee	92.00	92.00
Student Service Fee	21.50	21.50
Student Center Fee	8.50	8.50
Computing Access Fee	13.00	13.00
ID Fee	10.00	10.00
Total Cost Per Semester Hour	\$692.00	\$980.50
Additional Fees:		
Late Registration Fine	\$125	
Returned Check Fine	\$35	
Late Payment Fine	1.5% of balance or \$25, whichever is greater	

Graduate students enrolled, whether matriculated or admitted as a special-admission 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 2008–09 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.

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.

Identification Card Fee

A non-refundable \$10 identification card fee is charged each semester to all students who attend the College.

Health Insurance Fee

Graduate students registered for nine or more credits in a term will be billed \$120.00 for Student Health and Accident Insurance. This fee must be paid to the College. However, if the student can demonstrate to the College Office of Health Services, during the first week of the semester, that he/she has adequate insurance coverage, the student may complete a waiver form and receive a refund of the insurance premium. Contact the College health services office about specifics.

Special Fees

Students who register for Seminar in Supervised Teaching, internships, practicum, NURS 633/Holistic Health Assessment for Advanced Practice, and NURS 634/Primary Care of Women pay fees determined by the appropriate program. Please contact the School of Education or the School of Nursing, Health, and Exercise Science for these fees.

Parking/Vehicle Registration Fee

The 2008–09 fee is \$94.16 per year, excluding the summer session. Rates usually increase each academic year. For more information on current vehicle registration procedures and fees, please visit the Parking Services Web site, www.tcnj.edu/~parking/.

To be considered registered and allowed to park on campus, each vehicle must bear a valid (unexpired) decal or temporary dashboard permit, which must be visibly displayed whenever the vehicle is parked on campus. Expiration dates are depicted on the decal/permit.

For students who live off campus and use motor vehicles to commute to class, one automobile and one motorcycle may be registered. Those individuals under contract with the College as graduate assistants may register one vehicle on a faculty/staff basis. They do not need to pay the fee and are permitted to park in faculty/staff lots.

Payment

Payment of tuition and fees may be made by check, electronic check, wire transfer, or money order payable to The College of New Jersey. MasterCard, Discover, and American Express credit cards are also accepted via the T.E.S.S. Web page, accessible at www.tcnj.edu.

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 from 8:30 A.M. to 5:30 P.M. Monday, and from 8:30 A.M. to 4:30 P.M. Tuesday through Friday. 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 Campus Police, via the Web at www.tcnj.edu/lioncard and/or to the Office of Student Accounts, 609.771.3146. A fee of \$15 is charged for each replacement.

Refunds of Tuition and Fees

A student must withdraw from all courses for the semester (or reduce his/her 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 his or her account.

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

1. A student withdrawing from the College on or before the official last day of Add/Drop shall receive a 100 percent refund of applicable tuition and fees* paid.
2. A student reducing his/her 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 withdrawal policies are different. Please consult the College's Web site at www.tcnj.edu/~summer.
7. Students receiving federal Title IV financial aid funds must contact the Office of Student Accounts, Green Hall 119, prior to withdrawing.

*Only General Services, Computing Access, Student Activity, Student Center, and Student Services fees.

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 Accounts, Green Hall 119, prior to withdrawing.

For additional information concerning the refund process at TCNJ, we invite you to visit our Web site at www.tcnj.edu/~sfs/.

Residency for Tuition Purposes

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

Financial Obligations to the College

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

Registration Procedures and Degree Requirements

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

TCNJ offers students an online registration system. T.E.S.S. (The Electronic Student Services) is a Web application accessible worldwide via the Internet at <http://tess.tcnj.edu>.

For assistance or more information, please contact the Office of Records and Registration at 609.771.2141.

Change of Registration

Students with adviser approval may change their registration before the registration process is terminated. Add/Drop continues through the first week of classes, after which only withdrawals are permitted.

Change of Program of Study

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

Graduate Enrollment in Undergraduate Courses

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

Undergraduate Enrollment in Graduate Courses

Undergraduates may petition to enroll in graduate courses if they have a grade point average of 3.0 or above or are exceptionally qualified to take a course; have accumulated 96 credit hours or unit equivalents at the undergraduate level; have been recommended to take the course by the undergraduate adviser and the coordinator of the graduate program in which the course is offered; and have the approval of the academic school dean. Undergraduate students are not permitted to enroll in courses above the 500 level.

These courses may not be applied to both the graduate and the undergraduate degree. If the credits are counted toward the undergraduate degree, they may not be transferred to a graduate program at this college. Approval forms are available in the Office of Graduate Studies, Paul Loser Hall 109.

Summer Session

Students who are interested in registering for summer courses should consult the TCNJ summer sessions Web site at www.tcnj.edu/~summer. The Web site 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 on the Web at TCNJ's summer sessions Web site and through T.E.S.S.

For further information, contact the Office of Summer Programs, Green Hall 111, 609.771.2575.

Release of Transcripts and Disclosure of Educational Records

In order to comply with federal regulations, TCNJ has adopted institutional policies and procedures to be followed with regard to the disclosure of information from the education records of current and former students. The student record policy of TCNJ conforms to the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380). Copies of Public Law 93-380 may be found in the Office of Records and Registration. This policy gives a student the right to inspect his or her educational record within a reasonable length of time, to ask for interpretations, and to request that any inaccuracies be corrected.

Copies of the student's official transcript are released only on the written request (or request via T.E.S.S.) of the student and only after all obligations to the College, financial and otherwise, have been fulfilled. Requests for transcripts should be made to the Office of Records and Registration or requested via T.E.S.S. There is no charge for this service. Transcripts are issued within one week of receipt of the written request, except during the beginning and ending weeks of each semester, when more processing time may be required. Transcripts received from other schools are the property of the College and are not copied or released.

Grades and personally identifiable financial information cannot be released to parents, guardians, or other interested parties without the specific permission of the student. Forms are available in the Office of Records and Registration and must be completed every semester for which a student wishes to release educational records to third parties.

With the exception of directory information, TCNJ does not permit access to or the release of educational records without the written consent of the student. Records-release exceptions will be made to the following: (a) to TCNJ officials, including faculty and administrators who require such records in the proper performance of their duties; (b) in connection with the student's application for or receipt of financial aid or Veterans Affairs benefits; (c) to organizations conducting studies for educational and governmental agencies (in which case individual students are neither identified nor identifiable); (d) U.S. government agencies as listed in Public Law 93-380; (e) parents of a dependent student as defined in the Internal Revenue Code of 1954; (f) accrediting agencies; (g) to comply with a judicial order or lawfully issued subpoena; and (h) appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or any other person.

Directory information is defined as: student's name, e-mail address, date and place of birth, classification (freshman, sophomore, junior, senior, graduate), major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photograph, degrees and awards received, and the most recent educational agency or institution previously attended by the student. Students who do not wish their information released outside TCNJ or published in the campus directory must give written notice to the Office of Records and Registration annually by the day before the beginning of the fall semester.

TCNJ assigns an eight-digit number as the Student Identification Number. This number must be used in lieu of a student's Social Security number.

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

- Name
- E-mail addresses
- Telephone listing
- Degrees and awards received
- Major field of study
- Classification
- Date and place of birth
- Dates of attendance
- Photograph
- Most recent previous school
- Participation in officially recognized activities and sports

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.

5. 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

Cancellations

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

Degree Requirements

Academic Advisement/Supervision

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

Prerequisites

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

Credit 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. If a program requires more than the maximum load during a given semester, students must submit written permission from their academic adviser with approval from the dean of the student's academic school at the time of registration.

Grading System

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

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

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

Incomplete Grades

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

A grade of Incomplete may be awarded where appropriate but must be removed by the following semester. Incomplete grades granted in May or August must be completed by October 15 of the following fall semester. Incomplete grades granted in December must be completed by March 1 of the following spring semester. Incomplete grades granted in the summer session must be completed by the end of the fall semester.

If these deadlines are not met, the grade automatically becomes an F. To give an Incomplete grade, the instructor should file an Incomplete Grade Form with the Office of Records and Registration. This form will indicate the reason for giving the Incomplete, the requirements the student must meet in order to complete the course, and the deadline for completion. The student is responsible for making any necessary contact with the instructor.

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

Calculation of GPA

A student's grade point average (GPA) is based only on courses taken at The College of New Jersey. Not included in the calculation of the grade point average are courses transferred from other institutions. The grade point average is calculated by dividing a student's total quality points by her/his 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 The Electronic Student Services (T.E.S.S.) Web site (<http://tess.tcnj.edu>).

Transfer of Credit

A maximum of six graduate credits may be transferred for degree programs with less than 45 credits. For graduate programs with 45 or more credits, nine graduate credits may be accepted pending departmental approval. Transfer courses must be applicable to the student's current program of study and have been completed at a regionally accredited graduate institution within the last six years with a grade of B or higher to be eligible for approval. They cannot duplicate any graduate or undergraduate work for which credit has been given at The College of New Jersey and cannot have been applied to an academic degree at any other institution.

Transfer of Prior Course Work

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. Forms are available in the Office of Records and Registration, Green Hall 112, or online at www.tcnj.edu/~graduate/forms.html.

Approval of Future Course Work for Transfer of Credit

Matriculated students must obtain written approval from their graduate coordinators 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. Forms are available in the Office of Records and Registration, Green Hall 112, or online at www.tcnj.edu/~graduate/forms.html.

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. 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 Web site documents specific dates for each semester and for summer school. To withdraw, a student must file the appropriate form in the Office of Records

and Registration. Students withdrawing from courses within the withdrawal period will automatically receive a grade of W, which has no effect on the student's grade point average. It is the student's responsibility to withdraw officially from a course. Failure to withdraw formally may result in failing grades and dismissal. Failure to withdraw from a course during the 100-percent-refund period will result in financial obligations.

Withdrawing from the College

A student who wishes to leave the College and withdraw from all courses must complete and sign 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 grades of WP or WU (which do 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.

College Intent to Withdraw forms are available in the Office of Records and Registration. The forms are also available online at www.tcnj.edu/~recreg/withdrawal/index.html. 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 in the College's Schedule of Classes and on the Office of Records and Registration Web site.

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 course work 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 his or her graduate program, who will forward

it (if approved) to the department chair and the dean of the school for final approval.

Department Project

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

Thesis or Creative Project

In the Master of Arts, Master of Education, or Master of Science in Nursing programs, a thesis or creative project may be elected for six credits for any semester in which advisement is desired. A student must be registered to receive thesis advisement. Students wishing to write a thesis should apply to the Office of Graduate Studies for the rules, regulations, and standards governing submission of the thesis. Please be advised that a thesis is not accepted in place of the comprehensive examination.

Retention Standards

Students have six years from the time of matriculation to complete a graduate program. Petitions for extension will be considered by the dean of the student's academic school on merit. Any student whose grade point average (GPA) falls below 3.0 will be placed on probation. At the end of the probationary semester, the student will be dismissed if an overall GPA of 3.0 is not achieved. Students may appeal dismissal according to the procedures provided with the notification of dismissal.

Comprehensive Examination

Every candidate for a graduate degree must take a comprehensive examination. (Only programs that offer an approved culminating experience are exempt from the comprehensive examination.)

The comprehensive examination may be taken no earlier than the final semester of program course requirements, except the internship or practicum, thesis, or project. All Incomplete and In Progress grades must be cleared. The comprehensive examination requires the candidate to synthesize and apply knowledge acquired throughout the program. Therefore, should the candidate fail the examination after the first attempt, the entire examination must be retaken.

Candidates who fail the comprehensive examination are permitted to retake it 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.

Candidates who are ill or who have an emergency that interferes with their ability to take the examination should take it at the next scheduled offering.

Comprehensive exams are scheduled during each semester: fall, spring, and summer. Students must register for the comprehensive exam during registration periods for each semester. Specific exam dates may be obtained from the appropriate department.

Application for Conferral of Degree

Candidates for the master's degree must file an Application for Conferral of Degree with the Office of Records and Registration, Green Hall 112. Degrees are conferred in December, May, and August. For deadlines, students may access the Registration Calendar online at www.tcnj.edu/~ccr/calendars/academic.html, or contact the Office of Records and Registration. The Application for Conferral of Degree is available online through T.E.S.S.

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. Individual ceremonies in several departments are held immediately following the main event of the day.

Obligations

Obligations to the College (e.g., tuition, fees, outstanding library books, parking fines) which have not been fulfilled will result in a student being prohibited from registering for courses or in the withholding of a student's transcript and diploma. Delinquent loans (federal, state, or college) also may result in the withholding of the student's transcript. Students may view their financial obligations and registration "holds" on T.E.S.S. (<http://tess.tcnj.edu>).

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 Web site and through College e-mail, will typically be the primary sources of information about the graduate program. The College will make every effort to inform students of changes in the programs as they occur. Nevertheless, students should take the initiative to consult their graduate program advisers and the Office of Graduate Studies to keep current and for advice before making significant decisions.

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

Academic Honesty

All students are expected to adhere to standards of academic honesty in their study at the College. Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means; to submit, as his or her own, work that has not been done by him or her; or to give improper aid to another student in the completion of an assignment. Such dishonesty includes, but is not limited to, submitting as one's own a project, paper, test, or speech copied, partially copied, or partially paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. These standards apply to any academic work, whether it is graded or ungraded, group or individual, written or oral.

Academic Integrity Policy

I. Policy and Procedures for Disciplinary Action

As described below, enforcement of the Academic Integrity Policy will depend upon individual faculty members, upon an academic integrity officer for each school (designated by the dean), and upon an All-College Academic Integrity Board. The board will include three students and three faculty members (with three student and three faculty alternates), as well as one staff member from the Office of the Provost/ Vice President for Academic Affairs, who will vote only in case of a tie and who will be responsible for all documentation relevant to integrity matters. Responsibilities of faculty members, academic integrity officers, and the All-College Academic Integrity Board are specified below. Records of academic integrity violations will be kept in academic files in the Office of the Provost/Vice President for Academic Affairs.

If a faculty member believes that a student has violated the Academic Integrity Policy, the faculty member will first discuss the matter with the student. Also, the faculty member may choose to discuss the matter with the department chairperson. The faculty member may also determine whether there is any record of academic dishonesty in the student's academic file.

II. Unintentional Violations

If the faculty member is convinced that the lapse was not intentional, then he/she need not refer the matter to the academic integrity officer (although that remains an option). The faculty member will decide what

consequence(s) seem(s) appropriate and educational. Consequences may include:

1. Allowing the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
 - a) giving a full grade for the assignment, or
 - b) giving a diminished grade for the work.

or

2. Assigning a grade of zero for failing to do the work. After the matter has been resolved, the faculty member may choose to send a report to the school's academic integrity officer, although this is not required for unintentional violations. If a report is sent, the student will be given an opportunity to read and sign it.

III. Intentional Violations

If the violation seems intentional, then the faculty member must report the case to the academic integrity officer of the school by which the course is offered. The academic integrity officer will talk with the student and with the faculty member, and will gather any other information relevant to the case. The academic integrity officer will also check whether there is a prior record of academic integrity violation(s) by the student.

The academic integrity officer will then use the gathered information to decide whether to refer the case to the All-College Academic Integrity Board. **An All-College Academic Integrity Board hearing will be mandatory if there is a prior record of intentional integrity violation(s).** However, any case may be referred to the All-College Academic Integrity Board. Thus, there are two possible courses of action when an intentional violation has been reported:

- A. The academic integrity officer considers the evidence and decides on the appropriate consequence(s).

If the Academic Integrity Policy was violated, the academic integrity officer, after consultation with the faculty member, will determine the appropriate sanction(s) from the list of options below. The academic integrity officer will give the student an opportunity to read the report to be filed in his/her academic folder; the report will describe the violation and the penalty. By signing at the end of the report, the student will indicate either: "I accept this decision" or, alternatively, "I wish to appeal to the All-College Academic Integrity Board." If the student accepts the decision, then the matter will not be forwarded to the All-College Academic Integrity Board for a hearing. The student may attach a personal statement to the report.

If the academic integrity officer decides that no violation occurred, then no report will be filed.

or

- B. The academic integrity officer refers the case to the All-College Academic Integrity Board for a hearing.

The board (with attendance of five members required for a quorum) will meet as soon as possible with the student in question. The faculty member who reported the violation will be required to attend the hearing.

If the board decides that there has been a violation, board members, after consultation with the faculty member, will determine the appropriate sanction(s) from the list of options below, with severity determined by the nature of the violation and by whether a prior record exists. The board will prepare a report, describing the violation and the penalty, for the student's academic folder. The student will be given an opportunity to

read and sign the report, and may attach a personal statement to the report. If the board decides that no violation occurred, then no report will be filed.

IV. Disciplinary Options for Academic Integrity Officers and Board

An academic integrity officer or All-College Academic Integrity Board shall choose among the following disciplinary options:

For an **unintentional** violation:

1. Allow the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
 - a) give a full grade for the assignment, or
 - b) give a diminished grade for the assignment.
- or
2. Assign a grade of zero for failing to do the work.

For an **intentional** violation:

1. Allow the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
 - a) give a full grade for the assignment, or
 - b) give a diminished grade for the assignment.
- or
2. Assign a grade of zero for failing to do the work.
- or
3. Record a grade of F for the course. Furthermore, the student may not withdraw from registration in the class.
- or
4. Record a disciplinary F for the course; this F shall permanently contribute to calculation of the grade point average (although not explicitly labeled disciplinary on the transcript).
- or
5. Suspend the student for the rest of the semester.
- or
6. Suspend the student for the rest of the semester and for the following semester. The board will determine whether credits earned at another institution during these semesters may be transferred for TCNJ credit.
- or
7. Dismiss the student from the College.

V. Appeals of Academic Integrity Decisions

Appeals may be directed as follows:

- Any decision by a faculty member may be appealed to the academic integrity officer who will hear the case.
- Any decision by the academic integrity officer may be appealed to the All-College Academic Integrity Board, which will hear the case.
- Any decision by the All-College Academic Integrity Board may be appealed to the All-College Disciplinary Board. Appeals of All-College Academic Integrity Board decisions are heard by the All-College Disciplinary Board at its discretion.
- All decisions of the All-College Disciplinary Board are final.

VI. Integrity Statement

Students entering The College of New Jersey will receive a brochure explaining the College's commitment to academic integrity and the current policy and procedures for dealing with academic integrity violations. They will be required to submit a signed copy of the following integrity statement:

I have received The College of New Jersey brochure on academic integrity, and I understand and agree to abide by the complete policy on academic integrity and

procedures for discipline of academic integrity violation, as stated in their entirety in the Student Handbook.

Attendance

Students are expected to attend their classes and contribute to discussions and other activities. Though grades are not based directly on attendance, they may well be based in part on classroom participation. When absences are unavoidable, students should notify the appropriate instructor beforehand if possible. For long absences (more than two consecutive classes), students must also consult the dean of their academic school. Students who need to take a leave of absence should complete the Withdrawal/Leave of Absence form through the Office of Student Life at www.tcnj.edu/~studlife/withdraw.

Absence for Religious Observations

Students who are absent for religious observations are excused from their classes without penalty and are permitted to make up any work they may have missed, including examinations. Instructors should be informed of such absences in advance.

Graduate Student Complaint/Appeals Policy

Note: This policy is for complaints/appeals not involving discrimination or sexual harassment. Also see Major Policies Section—Sexual Harassment Policy for procedures in case of sexual harassment.

- I. Each department in the Schools of Culture and Society and Education may establish its own complaint procedure and committee, preferably with graduate student members. Appeals to the School of Nursing, Health, and Exercise Science shall go directly to its respective school committee.
- II. The Council of Graduate Deans shall establish a procedure and a committee for appeal of complaints. The procedure for selecting faculty and students to serve on an appeals panel will follow these guidelines:
 - A. Faculty members who sit on the Graduate Program Advisory Council, including at least one from each school offering graduate programs, shall serve on the panel. Three of these members are to be drawn by lot for each appeal. For each appeal, one faculty member from the department involved shall sit on the committee. If one member of the panel is already from the department, no additional department member need be involved. A faculty member involved in the appeal shall not sit on the committee hearing that appeal.
 - B. The Council of Graduate Deans shall choose at least six graduate students for the graduate panel. Three of these students are drawn by lot for each appeal. For each appeal, if possible, one student from the department involved shall also sit on the committee hearing that appeal. If one member of the panel is already from the department, no additional department member need be involved. A student involved in the appeal shall not sit on the committee hearing that appeal.
 - C. The procedure for appeals shall be posted on bulletin boards in each school and department and on relevant Web pages accessible to students and faculty members. Copies shall be sent to: the Student Affairs and Faculty Affairs councils of the Faculty Senate,

the bargaining unit, the provost/VPAA, the dean of student life, the SGA Executive Board, and the Council of Graduate Deans.

- III. The order of steps to be taken by a student having a complaint against a faculty member shall be as follows. If either party is not satisfied with the decision at any step, appeal may be made to the next step.
- A. Discussion with the faculty member.
 - B. Discussion with the chairperson of that department.
 - C. Appeal to the department complaint committee, if any.
 - D. Appeal to the graduate school complaint committee.
 - E. Appeal to the dean of the student's school.
 - F. Appeal to the provost/VPAA.
 - G. Appeal to the president of the College.
- IV. The complaint and the proposed solution from step B onward shall be provided in writing to all parties involved, to the chairperson, and to the next group or person appealed to. Minutes shall be kept at each step and signed by all present. Hearings at each step shall be held within 30 days after the request for hearing.
- In steps B through G, both parties to the complaint shall have the right to be present, to present testimony, and to respond to testimony by the other party.
- V. The statute of limitations on filing student appeals shall be one semester following the end of the semester in which the incident occurred.

Academic Services and Support

Bookstore

The College Bookstore (609.637.5001), located on the first floor of the Brower Student Center, offers text- and trade books, magazines, newspapers, supplies, clothing, and snack foods. Most college programs require adherence to APA writing styles. This reference book is also available in the bookstore.

The entire store is open during the fall and spring semesters:

7:30 A.M.–8 P.M. Monday–Thursday

7:30 A.M.–5 P.M. Friday

10 A.M.–4 P.M. Saturday and Sunday

Extended hours for the convenience store (front) section are:

8–10 P.M. Monday–Thursday

5–9 P.M. Friday

4–9 P.M. Saturday and Sunday

You can check summer hours and order books online at <http://tcnj.bkstore.com>.

College Art Gallery

The College Art Gallery, located in Holman Hall, offers a diverse program of exhibitions, lectures, panel discussions, gallery talks, and demonstrations throughout the academic year. Major exhibitions have included juried national drawing and printmaking exhibitions as well as works on loan from distinguished collections. The art gallery is open from NOON to 3 P.M. Monday through Friday, 7–9 P.M. Thursday, and 1–3 P.M. Sunday. All gallery programs are free and open to the public.

Computer Services

Students will find computer facilities abundant and readily accessible, with over 400 computers in more than 20 computer labs located throughout the campus. The majority of the computer labs are PC workstations. There are also a variety of computer labs that contain specialized hardware, including Macintosh and SUN computers.

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 www.tcnj.edu/~it and click on Computer Labs.

Instructional Technology Services (ITS) Center

The center serves to promote effective communication through the use of instructional technology. ITS is located in the New Library, room 4, and provides an open facility in which students and faculty may preview, plan, organize, and produce computer-generated and other forms of presentation materials for classes and out-of-class assignments. For more information, please call 609.771.2114.

Kendall Performance Center

The Kendall Performance Center, located in Kendall Hall, is the main performance facility for the campus, serving the needs of the students, faculty, staff, alumni, and surrounding community. Renovated with extensive upgrades, Kendall Hall houses the Department of Communication Studies and many laboratory and performance spaces, including a television studio, a theatrical studio, a radio production lab, and 800+ seats in the main theater. The facilities include scenic and costume shops with storage, makeup, and dressing rooms and video-editing studios. WTZR, the campus radio station, is housed in this facility.

Library

The new and beautiful TCNJ library opened in fall 2005, and serves as an intellectual, cultural, and social center for the College. The library will provide state-of-the-art library services to the College community well into the 21st century. The new five-story, 135,000 square-foot library 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 24 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 and via the directories on the library's Web site.

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 1,450 periodicals. These include scholarly, professional, and general interest journals and newspapers, both American and foreign. The library 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.

The library's online catalog provides access to the book and periodical collections, and to the contents of over 14,000 scholarly journals via electronic periodical indexes. The library network offers connections to additional journals' indexes on CD-ROM, and to the vast resources of the Internet. PCs are available for public access to electronic resources.

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. Books not owned by the library may be borrowed through the nationwide interlibrary loan network of academic libraries and research centers. Materials are usually received in two weeks, often much sooner. 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 more than 95 hours per week; a reduced schedule applies during vacations. For additional information concerning access to the library and its collections, consult the library's Web site at www.tcnj.edu/~library, also available via the Library link on the TCNJ home page.

Media and Technology Support Services

Media and Technology Support Services is responsible for the maintenance and distribution of a large inventory of audiovisual equipment as well as for supporting all media-equipped facilities on campus. The MTSS office is located in Forcina Hall 113 and can also be found online at www.tcnj.edu/~mtss. Training materials and instructional videos for media equipment can be found on the Web site. Delivery of media equipment to locations that do not have media equipment can be requested via the Web at <https://delphi.tcnj.edu:81/cgi-bin/EDC/request.cgi>. For technical support of media equipment and media rooms please contact the TCNJ Help Desk at 609.771.2660 or helpdesk@tcnj.edu.

Mildred and Ernest E. Mayo Concert Hall

The College's state-of-the-art Mayo Concert Hall serves as the primary facility for concerts and recitals. This building, designed in the Georgian Colonial style of the campus, contains a 300-plus-seat concert hall critically acclaimed for its aesthetic and acoustical properties, instrumental and choral rehearsal halls, computer synthesizers and keyboard laboratories, numerous classrooms, small ensemble suites, and practice rooms.

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, plus opportunities for special discounts. Stay in touch through the on-line community at www.tcnjalumni.org. For more information, please contact the alumni affairs office at 609.771.2598 or e-mail alumni@tcnj.edu.

Athletic Events

The College participates in NCAA Division III sports. For ticket information, contact the Office of Athletics at 609.771.2230. Graduate students may attend all regular season events free of charge with a student ID card.

Athletic Facilities

Graduate students may utilize the College's indoor and outdoor athletic recreation sport facilities for general recreation. The Student Recreation Center offers limited cardiovascular equipment, racquetball, tennis, volleyball, basketball, and jogging. There are also eight lighted outdoor tennis courts and an eight-lane, 400-meter synthetic-surface track for jogging. The Aquatic Center and Physical Enhancement Center, both located in Packer Hall, are also available for use. For more information regarding athletic recreation sport programs and facilities, please call 609.771.2230.

Clayton R. Brower Student Center

The Brower Student Center, which is open from 7 A.M. to MIDNIGHT every day during the academic year, offers graduate students a variety of resources to fulfill your dining, banking, academic, and entertainment needs. This includes:

- The College Bookstore
- The Information Desk
- ATMs
- The Game Room
- The Food Court
- Lounges and conference rooms
- Fair Grounds
- The Rathskeller

For more information about the student center, visit the Information Desk or call 609.771.2331.

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 near Metzger Drive adjacent to parking lot 6B 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 Web site at www.tcnj.edu/~tcnjpd/stats.html or contact a campus police representative at 609.771.2167.

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. Please note that dialing 911 from a cell phone will result in the routing of the emergency call, potentially delaying service and response. For non-emergency situations, questions, or general administrative matters, please call 609.771.2167.

Career Services

The Office of Career Services offers services and programs to assist graduate students with career planning. Professional career counselors are available to assist students in clarifying their interests, skills, and values, in choosing appropriate career options, and in seeking opportunities in their chosen fields.

Career Services offers the following:

- Individual career counseling.
- Workshops on topics such as resume writing, interviewing, and job search strategies.
- Annual Education On-Campus Interview Days: four days each spring semester during which school districts hold job interviews for full-time permanent positions within their districts.
- SIGI-PLUS, a computerized system of career guidance.
- Assistance with identifying and applying to advanced degree programs.
- Student employment: campus employment opportunities.
- Full- and part-time employment listings (local, state, and national).
- Credentials Service: coordinates letters of reference for seniors, graduate students, and alumni.
- MonsterTRAK: an online database of internship and full-time employment opportunities. MonsterTRAK assists students and alumni with their job searches by posting student resumes and making resumes Web-accessible to employers.
- Dining Out in Professional Style teaches students professional and dining etiquette.

The Office of Career Services is open from 8:30 A.M. to 6 P.M. Monday–Thursday, and 8:30 A.M.–4:30 P.M. Friday, during the academic year; Monday–Friday 8:30 A.M.–4:30 P.M. during summer and academic year breaks.

For further information, visit Career Services at TCNJ's Web site at www.tcnj.edu/~career/. The office can be reached via e-mail at career@tcnj.edu or by phone at 609.771.2161.

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, Forcina Hall 117 (609.771.2396 or loiacono@tcnj.edu).

Office of Differing Abilities Services (ODAS)

Eickhoff Hall 159
 Phone: 609.771.2571
 Fax: 609.637.5107
www.tcnj.edu/~wellness/disability

The Office of Differing Abilities Services as guided by the ADA and Section 508 of the Rehabilitation Act is committed to meeting an individual's disability support to allow full participation in college life. Our goal is the successful integration of individuals with disabilities into the College community. The staff addresses specific issues with the academic or social adjustment of a person with a disability and functions as an advocate in removing physical and/or attitudinal barriers that may impede that person's pursuit of an education. Some services that the office provides include arrangements for sign language interpreters, academic supports, and assistance with campus-wide accessibility.

This office recognizes that the student has the right to decline to be identified as a person with a disability. However, if accommodations are required, in order for TCNJ to provide the most effective services, it is imperative to identify. The staff requires supporting documentation from a qualified medical authority or a licensed testing specialist to process accommodations. Further details are available on the ODAS Web site www.tcnj.edu/~wellness/disability.

Dining Facilities on Campus

Brower Student Center

Brower Food Court

Breakfast, lunch, and dinner options in a casual dining setting. Deli, grill, pizza, pasta, freshly made salads, bagels, drinks, and more.
 Monday–Thursday 7 A.M.–8 P.M.
 Friday 7 A.M.–5 P.M.

Fair Grounds

Freshly brewed, Fair Trade coffee is featured at this convenience location as well as tea, bottled beverages, and snacks.
 Monday–Friday 7:30 A.M.–2:30 P.M.

Rathskeller

Great pub-style food with a fun atmosphere. Evenings include big-screen movies and live bands.
 Monday–Friday 11 A.M.–10 P.M.
 Saturday NOON–5 P.M.
 Sunday NOON–5 P.M.

Eickhoff Hall

Eickhoff Dining Hall

The “home” of the Carte Blanche program. All-you-can-eat dining throughout the day. Freshly prepared, top-quality entrees, sides, salads, and desserts.
 Breakfast - \$4; Lunch - \$6; Dinner - \$7
 Monday–Thursday 7:30 A.M.–9 P.M.
 Friday 7:30 A.M.–8 P.M.
 Saturday 10 A.M.–8 P.M.
 Sunday 10 A.M.–9 P.M.

The 1855 Room

An upscale dining location offering buffet luncheon and waitstaff service at both lunch and dinner.
 Monday–Thursday
 Lunch 11:30 A.M.–2 P.M.
 Friday: Lunch 11:30 A.M.–2 P.M. (no dinner)
 Saturday and Sunday: Closed

Marketplace Convenience Store

Groceries, beverages, freshly made salads, sandwiches, and snacks.
 Monday–Friday 7:30 A.M.–1:30 A.M.
 Saturday and Sunday 7:30 A.M.–MIDNIGHT

Travers-Wolfe Dining Hall

Perfect if you have late-night hunger pains—stop in for fresh pizza, sizzling salad, and much more!
 Monday–Sunday: 6 P.M.–MIDNIGHT

KineticCart

Located in Armstrong Hall, this is a great place for grab and go items such as chips and other snacks, freshly made salads and sandwiches, and a great selection of bottled beverages.
 Monday, Tuesday and Thursday: 8:30 A.M.–5 P.M.
 Wednesday: 8:30 A.M.–1:30 P.M.
 Friday: 8:30 A.M.–2:30 P.M.
 Closed on weekends

The Library Café

The Library Café proudly serves Starbucks coffee and espresso-based drinks. Stop in for a hot beverage, or enjoy a fruit smoothie. Top it off with one of our gourmet pastries.
 Monday–Friday: 7:30 A.M.–10 P.M.
 Saturday and Sunday: 10 A.M.–11 P.M.

Health Services

The Office of Health Services, located in 107 Eickhoff Hall, provides acute interim health and medical care to currently enrolled students with special attention given to those problems frequently encountered in college students. Health Services also provides vaccinations, TB testing, testing for sexually transmitted infections (males only), emergency contraception (“morning-after pill”), physical examinations, pregnancy tests, flu shots, allergy injections, HIV testing, and other health-related services and information. More complicated or chronic health conditions are referred to physicians and other specialists in the community. Please note that dental services are not available on campus. To make an appointment, call 609.771.2483. For more information about Health Services, including hours of operation and fees, log on to www.tcnj.edu/healthservices.

Planned Parenthood Association of the Mercer Area, Inc., operates an on-site clinic within Health Services on Tuesdays and Wednesdays during the semester. Routine gynecological examinations and testing, as well as birth control counseling and supplies, can be obtained. Call 609.771.2110 for more information or an appointment. There is a fee for this service. Most insurance plans are accepted.

In the event of an on-campus medical or psychological emergency, please call Campus Police at 911 for immediate assistance and transport to the nearest emergency facility.

Student Health Insurance Plan (SHIP)

A student health insurance plan is available to provide TCNJ students with accident and illness coverage, as well as some preventive healthcare coverage. Since this is not an excess policy, claims may be filed regardless of what other insurance coverage students may have. Coverage for dependents (student must be enrolled in SHIP) is also available. Details and cost of the plan are available on the TCNJ Health Services Web site at www.tcnj.edu/healthservices or by contacting Health Services at 609.771.2483.

Important—Please Note! Graduate students with nine or more credits per semester will be billed and automatically enrolled in SHIP by TCNJ each semester. Graduate students with less than nine credits can enroll in SHIP by visiting the Office of Student Accounts, Green Hall 113.

Waiver Procedures for graduate students with nine or more credits: New Jersey state law requires that all full-time college students maintain health insurance coverage through the period of their enrollment in school. Therefore, if you do not follow waiver procedures each semester, you will be automatically enrolled in SHIP. Waiving SHIP must be done in person in the Office of Health Services and must be done prior to the deadline date each semester. Bring your health insurance card with your name on it to demonstrate comparable insurance coverage. Current waiver procedures and deadlines are available on the Health Services Web site (www.tcnj.edu/healthservices).

Vision and Dental Discount Plan

Vision and dental healthcare discount plans are available, purchased either separately or together, to interested TCNJ students and their families. Information about this plan, including cost, enrollment, and coverage, can be obtained by visiting the Bollinger Insurance Web site at www.bollingerinsurance.com/tcnj.

Psychological Counseling Services

Short-term counseling is available to students on an individual and group basis. Counseling helps ameliorate problems that interfere with a student's educational progress and can be helpful in developing one's professional role. For the graduate student population, there are often more demands on time along with other stresses and challenges. Counseling can serve as an opportunity to develop a constructive response to these many demands. Individual, brief counseling may be chosen, along with group counseling for a variety of topics. Groups may be ongoing, short term, or in a workshop format. All counseling is confidential and free.

Counselor-in-Training Program: The Office of Psychological Counseling Services offers a training program for graduate students studying to become professional counselors. Through practicum and internship placement, this applied experience puts classroom knowledge into action. Interviews for counselor-in-training positions are held each spring semester for the following academic year, typically in March.

The Office of Psychological Counseling Services is located in Eickhoff Hall 107, part of the Center for Campus Wellness. The office is open from 8:30 A.M. to 4:30 P.M. Monday through Friday. For further information, call 609.771.2247.

Speech–Language and Hearing Services

The Speech-Language and Hearing Center, located in Forcina Hall, is staffed by ASHA-certified and NJ-licensed speech-language pathologists and audiologists. The center provides assessment and rehabilitation services to the campus community and the greater Mercer County area.

Services are provided by graduate students in clinical practicum under the direct supervision of certified and licensed staff. All students and staff of the College are eligible for speech, language, and hearing services at no cost. All others are charged according to a standard fee schedule.

Clients for speech-language services are scheduled prior to or during the first weeks of each academic session. Appointments for hearing services may be scheduled during regular office hours. For information, call 609.771.2700.

Student Campus Employment Program

Various on-campus jobs are available that require neither the completion of a FAFSA/RFAFSA nor the demonstration of financial need. Students desiring employment may apply through The College of New Jersey's Office of Career Services, www.tcnj.edu/~career, and click on the student employment link.

Women's Center

The Women's Center is dedicated to addressing the concerns of women students. It provides a comfortable place for relaxation and conversation and offers services and programs relevant to women students' lives. The center may be used for meetings, informal discussions, studying, and advising. It is located in the basement of the Brower Student Center under the campus-side entrance. The Women's Center is open from 9:30 A.M. to 5 P.M. Monday through Friday during the fall and spring semesters. For more information, please call 609.771.2120.

School of Culture and Society

DEBORAH COMPTE, INTERIM DEAN

Master of Arts in English (ENGA)

Michele Lise Tarter, *Coordinator, Graduate Program in English*

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 two years. For additional flexibility, credit is awarded for supervised independent study, research conducted with a faculty member, and independent research culminating in a master's thesis.

Admission Requirements:

Bachelor's degree from an accredited or approved institution

Graduate Record Exam (GRE)

(Also see page 9)

Graduation Requirements:

30 credits

Required Courses:

6 cr.

ENGL 505/Contemporary Literary Theory and Methods

ENGL 550/Seminar in Poetry

Electives:

24 cr.

At least 18 elective credits must be from department offerings

Comprehensive Examination: ENGL 700

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 calendar 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 (EDPK, EDPL)

Program A—No Prior Teaching Certificate (EDPK)

Program B—Alternate Route P–3 Certified (EDPL)

Brenda Leake, Coordinator, Graduate Program in Early Childhood Education (MAT)

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- 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
- Program A 36 credits
- Program B 35 credits

Required Courses (Program A):

Summer I	7 cr.
EDUC 501/Exploring Teaching	
ECED 640/Development and Learning	
Fall I	12 cr.
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	11 cr.
ELEM 690/Student Teaching Seminar	
ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy	
ECED 695/Internship II	
Summer I	16 cr.
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 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 6 cr.

EDUC 501/Exploring Teaching	
EDUC 513/Collaboration, Consultation, and Partnerships	

Fall I 6 cr.

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

Spring I 8 cr.

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

Summer II 0 cr.

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

Elementary Education Specialization (EDET)

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

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- 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 I
- 36 credits

Required Courses:

Summer I	6 cr.
EDUC 501/Exploring Teaching	
EPSY 523/Advanced Child and Adolescent Development	
Fall I	13 cr.
EDUC 694/Internship I	
RDLG 537/Language Arts Literacy	
ELEM 520/Multicultural Social Studies Methods	
ELEM 521/Methods for Teaching Science in the Inclusive Classroom	

MATH 596/Concepts and Methods of Teaching Math in the Elementary Grades

Spring I 11 cr.

EDUC 614/Creating and Sustaining Classroom Communities
ELEM 690/Student-Teaching Seminar
ELEM 695/Internship II

Summer II 6 cr.

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

Secondary Education Specialization (SECE, SECF, SECG, SECH)

Ruth Palmer, *Coordinator, Graduate Program in Secondary Education (MAT)*

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)
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:

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 (SECJ)

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.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)

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)*

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.

*This program is pending final approval.

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)
- 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:

- 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	3
EPSY 523/Psychology of Learning	3
Fall I	12 cr.
HPEM 694/Internship I	3
RDLG 579/Content Area Literacy	3
HPEM 554/Curriculum and Program Construction in HPE	3
HPEM 590/Methods of Elementary and Secondary HPE	3
Spring I	11 cr.
EDUC 614/Creating and Sustaining Classroom Communities	3
HPEM 695/Internship II (Student Teaching)	6
HPEM 698/Seminar in HPE	2
EDUC 615/Capstone Experience: The Teaching Professional	0
Summer II	6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships	3
HPEM 653/Problems and Issues in HPE	3
HPEM 700/Comprehensive Examination	0

Special Education Specialization (SEDD)

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

This Master of Arts in Teaching program (SEDD) 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)
- 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:

Summer I		6 cr.
EDUC 501/Exploring Teaching		
EPSY 523/Advanced Child and Adolescent Development		
Fall I		12 cr.
EDUC 694/Internship I		
RDLG 579/Content Area Literacy		
ELEM 522/Methods for Teaching Math and Science in the Inclusive Classroom		
SPED 612/Curriculum and Methods for Students with Mild Disabilities		
Spring I		9 cr.
EDUC 614/Creating and Sustaining Classroom Communities		
SPED 605/Language and Reading Strategies for Students with Disabilities		
SPED 626/Teaching Students with Severe Disabilities		
Summer II		6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships		
SPED 521/Assistive Technology		
Fall II		6 cr.
SPED 695/Internship II*		
EDUC 615/Capstone Experience: The Teaching Professional		
SPED 700/Comprehensive Examination		

*Internship II must take place at the elementary level.

**Special Education Specialization (SEDL)—
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 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 SEDL. 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: **15 cr.**

- SPED 664/Research in Special Education
- SPED 522/Remedial Instruction
- SPED 626/Curriculum Design for Individuals with Severe Disabilities
- SPED 521/Assistive Technology
- EDUC 513/Collaboration, Consultation, and Partnership

Field Experience and Seminar **7 cr.**

- SPED 695/Internship II: Student Teaching
- SPED 597/Special Topics: Seminar

Specialty Electives **9 cr.**
(To be approved by adviser)

Comprehensive Examination: SPED 700

Special/Elementary Education (SEDL)

Alan Cohen, *Coordinator, 5-Year Program in Special/Elementary 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 and special education. 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 then eligible for certification as teacher of students with disabilities, 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 students with disabilities. Depending upon college coursework 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.

The program meets the standards and requirements of:

- National Council for Accreditation of Teacher Education (NCATE)
- State of NJ teacher education
- Council for Exceptional Children (CEC)

Admission Requirements:

Only students who have completed a bachelor's degree in the Special/Elementary Education program at TCNJ may matriculate into SEDL. 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
Completion of all departmental requirements/prerequisites
30 credits

Required Courses: **15 S.H.**

- SPED 664/Research in Special Education
- SPED 522/Remedial Instruction
- SPED 626/Curriculum Design for Individuals with Severe Disabilities
- SPED 521/Assistive Technology
- EDUC 513/Collaboration, Consultation, and Partnerships

Field Experience **7 S.H.**

- SPED 695/Internship II: Student Teaching
- SPED 597/Special Topics: Seminar

Specialty Electives: **9 S.H.**

Track I-BVI Specialty

- SPED 675/Research on Implications of Blindness
- SPED 673/Literary Braille & Methods for Instruction
- SPED 672/Strategies for Teaching Students who are B/VI

Track II-Literacy Specialty

- Course to be selected by advisement
- RDLG 672/Advanced Study of Reading I
- RDLG 673/Advanced Study of Reading II

Track III-Severe Disabilities

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

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 (DHHT)—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 certification 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 with-

out 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 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
Grade of B or better in Internship II

Required Courses:

Senior Year of Undergraduate Program 6 cr.

DFHH 530/Speech Development in Deaf
DFHH 522/Assistive Listening Devices and Auditory
Management of Deaf/Hard of Hearing Individuals

Summer and Following Year 27 cr.

EDUC 513/Collaboration, Consultation, and Partnerships
EDUC 614/Creating and Sustaining Classroom Communities
ELEM 520/Multicultural Social Studies (2 credits)
SPED 521/Assistive Technology

or

RDLG 579/Reading in the Content Areas

or

An approved course in reading or language arts
ESLM 578/Theory and Practice of Teaching ESL

or

ESLM 525/Second Language Acquisition

or

ESLM 587/Curriculum and Methods for Multicultural
Populations
DFHH 690/Culminating Field Experience DHH
DFHH 597/Special Topics in DHH (1 credit)
ELEM 695/Culminating Field Experience Elementary Ed.
DFHH 700/Comprehensive Exam

Master of Arts in Counselor Education (CPSA), (CPSD), (CPSE)

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.

Master of Arts students must choose one of two options. The School Counseling option (CPSA) will qualify students for New Jersey state certification as a school counselor at the elementary and secondary levels. The Community Counseling option has specializations in Substance Abuse and Addiction Counseling (CPSD) and Human Services (CPSE). Depending on the specialization chosen, Community Counseling students are prepared for positions in community and government agencies, higher education, business, and substance abuse programs.

Admission Requirements:

Bachelor’s degree from an accredited or approved institution
Graduate Record Exam (GRE)
Interview (to be arranged by the department)
(Also see page 9)

Candidates for both options 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. Students must complete COUN 501, 670, 675, 690, and 693 (or 694/695) with a grade of B– or better.
3. A student who has received a grade of C+ or lower in prerequisite courses will not be permitted to enroll in COUN 670, 675, 690, and 693 (or 694/695).
4. With departmental approval, students who receive a grade of C+, C, or C– in COUN 501, 670, 675, 690, or 693 (or 694/695) will be permitted to retake the course(s) in question only once if they wish to attempt 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 from the Department of Counselor Education. A student receiving an F grade will automatically be denied continuance in the Department of Counselor Education.
5. 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.

School Counseling Option (CPSA)

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

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

Other Required Courses:

Environmental Emphasis: 3 cr.

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

Specialized Studies: 6 cr.

Special Education—SPED 501/Learning and Behavior of Handicapped
 Sociological Foundations—COUN 545/Community Agency Counseling

Electives: Chosen with advisement** 6 cr.

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

Comprehensive Examination: COUN 700

Community Counseling Option: Substance Abuse and Addiction Counseling Specialization (CPSD)

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 and Family Therapy
 COUN 550/Substance Abuse and Addiction Counseling
 COUN 551/Substance Abuse and Addiction: Individual, Family, and Society
 COUN 552/Substance Abuse Education and Prevention

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.

Community Counseling Option: Human Services Specialization (CPSE)

Mark Kiselica, 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

*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 and Family Therapy

Electives: Chosen with advisement.** 9 cr.

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

Comprehensive Examination: COUN 700

Educational Specialist in Marriage and Family Therapy (CPSJ)

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 3.0 academic average, having received a B– or better in all required courses. Students who obtain a C+, C, or C– in a required course will be permitted, with department approval, to retake the course once. A student receiving a failing grade will automatically be denied continuance in the Department of Counselor Education.

Required Courses:

COUN 600/Introduction to Marriage and Family Therapy
 COUN 601/Theory and Techniques in Marriage and Family Therapy
 COUN 602/Advanced Assessment, Theory, and Treatment in Marriage and Family Therapy
 COUN 603/Laboratory in Marriage and Family Therapy
 COUN 604/Special Issues in Marriage and Family Therapy

- COUN 605/Ethical, Legal, and Professional Issues in Marriage and Family Therapy
 COUN 606/Family Studies and Development/Practicum*
 COUN 607/Clinical Internship in Marriage and Family Therapy*

*The Family Therapy and Counseling Clinic is a division of the School of Education Clinic. 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 (CPSH)

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, COUN 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 550/Substance Abuse and Addiction Counseling
 COUN 551/Substance Abuse and Addiction: Individual, Family, and Society
 COUN 552/Substance Abuse Education and Prevention
 COUN 554/Substance Awareness Coordination in the Schools
 SPED 501/Learning and Behavior of Handicapped

and

One elective course to be chosen from the following:

- EPSY 520/Fundamentals of Human Growth and Development;

or

- COUN 600/Introduction to Marriage and Family Therapy

and

One clinical course to be chosen from the following:

- COUN 690/Practicum Seminar (completed at an SAC site);

or

- 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.

Instructional Licensure, Teacher of Preschool–Grade 3 (EDPK)

Jody Eberly, Coordinator, Graduate Program in P–3 Certification

The College of New Jersey/Early Childhood Education (P–3) Specialized Alternate Route or Endorsement on New Jersey Instructional License.

Program Statement:

The need for early childhood education specialized alternate route licensure is shown by evidence specific to The College of New Jersey, current changes in the state, and national research on the importance of specialized knowledge in early childhood education. The College of New Jersey has offered a highly regarded early childhood education program for over 150 years. Recent court-mandated and legislative initiatives have resulted in mandatory preschool for 4-year-olds in over 150 New Jersey school districts and for 3-year-olds in the 30 neediest of these districts.

It is clear from the research that effective early childhood education programs for children from low-income families have teachers with intensive and specialized training in the particular educational and social needs of young children and who have the broad education represented by a bachelor's degree. Employing teachers with state certification in early childhood education, or its equivalent, is strongly related to positive outcomes for young children. The National Academy of Sciences Committee on Early Childhood Pedagogy (2000) has joined the NAEYC and the NEA in recommending specialized certification or teachers of young children.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
 60 credits in general education or liberal learning in an undergraduate program
 (Also see page 9)

Program Requirements:

Required Courses:

- | | | |
|------|---|--------|
| ECED | 504/Teaching Young Children | 15 cr. |
| ECED | 560/Curriculum Experiences for Young Children | |
| ECED | 620/Multicultural and Social Foundations of Emergent and Early Literacy | |
| ECED | 640/Development and Learning of the Young Child | |
| ECED | 651/P–3 Internship I | |
| ECED | 652/P–3 Internship II | 15 cr. |
| ECED | 655-656/Clinical Seminar in Early Childhood Education I and II | |

Master of Education in Educational Leadership (SECL)—options include Traditional, Immersion, and Global (listed under Graduate Global Programs)*

Donald Leake, 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 explicated by the program coordinator. Programs are aligned with national standards and approved by the New Jersey Department of Education.

Traditional Master’s Degree Strand (SECL)—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.

Accelerated Master’s Degree Strand (Immersion) (SECL)—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.

Admission Requirements:

- Undergraduate degree from an accredited college or university
- Competitive GPA
- Competitive scores on the Graduate Record Examination (unless the applicant is applying for the post-master’s and/or holds a previous graduate degree)
- Teaching certificate or evidence of related educational experience**
- At least three completed years of successful educational experience**
- 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
- Five years of successful educational experience**
- Pass a state-approved examination
- File application for certification with the TCNJ STEP office

Traditional Masters Degree Strand (SECL)

(Students enter as individual at their own pace)

Program Requirements:

36 credits

Required Courses:

- | | |
|--|---------------|
| Research: | 3 cr. |
| EDFN 508/Introduction to Research | |
| Foundations and Multicultural Education: | 3 cr. |
| 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 | |

*Students in the Educational Leadership Program or taking courses for Supervision 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 certification requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

**Educational experience is defined by the New Jersey State Department of Education as “experience in a public or non-public school, a public or non-public school district, or a regionally accredited higher education setting in New Jersey or out-of-State.”

EDAD 572/School Law
EDAD 540/School Finance

Curriculum: 6 cr.
CURR 514/Curriculum Theory and Practice
AND
CURR 555/Advanced Study of Curriculum
OR
EDAD 597/Special Topics in Educational Leadership: Curriculum
OR
EDAD 697/Independent Study in Educational Leadership:
Curriculum

Practicum: 6 cr.
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) (SECL)

(Students must enter as part of a cohort)

Program Requirements:
36 credits

Prescribed Sequence:

Summer I 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
SUPV 520/Staff Supervision
EDAD 691/Fall Internship in Educational Leadership I

Spring 9 cr.
CURR 514/Curriculum Theory and Practice
EDAD 540/School Finance
EDAD 597/Special Topics in Educational Leadership: Curriculum
EDAD 692/Spring Internship in Educational Leadership II

Summer II 9 cr.
EDFN 520/Social Problems and Education
EDAD 597/Special Topics in Educational Leadership: Curriculum
EDAD 617/Advanced School Leadership: Supervision/Admin
EDAD 693/Summer Internship in Educational Leadership III

Culminating Experience Requirement:
EDAD 700/Comprehensive Examination

Post-Master's Certification Program in Educational Leadership (SECM)*

Donald Leake, 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 program. Upon completion, participants will be eligible for the initial certification for a New Jersey Principal License.

Admission Requirements:

Undergraduate and graduate degree from an accredited college or university
Competitive GPA
Teaching certificate or evidence of related educational experience**
At least three completed years of successful educational experience**
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
Five years of successful educational experience**
Pass a state-approved examination
File application for certification with the TCNJ STEP office

Post-Master's Certification Program (SECM)*

(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/Spring Internship in Educational Leadership II
EDAD 693/Summer Internship in Educational Leadership III

Student must take the following course if they have not previously had a graduate curriculum course.

CURR 514/Curriculum Theory and Practice

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.

*Students in the Educational Leadership Program or taking courses for Supervision 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 certification requirements to meet any and all changes mandated by the State of New Jersey Department of Education.

**Educational experience is defined by the New Jersey State Department of Education as "experience in a public or non-public school, a public or non-public school district, or a regionally accredited higher education setting in New Jersey or out-of-State".

TCNJ Courses

- CURR 514/Curriculum Theory and Practice
 SUPV 520/Staff Supervision
 EDAD 617/Advanced Leadership in School Administration and Supervision
 CURR 555/Advanced Curriculum for Adolescence and Children

**Master of Education in Educational Leadership—
 Instruction (RTCM)
 (in Partnership with The Regional Training Center)**

Alan Amtzis, 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)
 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)

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:
 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:

- 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:
 EDPD 544/Increasing Student Responsibility and Self-Discipline in Learning Communities
 EDPD 565/Cooperative Discipline
 EDPD 561/The Cooperative Classroom

Culminating Experience Requirement:

- EDUC 700/Comprehensive Exam or Capstone Project

**Master of Education in Reading K–12 (RDGA)
 Master of Education in Reading K–12 with
 Reading Specialist Certificate (RDGA)**

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)
 A New Jersey teaching certificate or its equivalent
 A course in teaching reading
 (Also see page 9)

*NJ reading specialist certificate candidates must also have two years of teaching experience.

Graduation Requirements:

- 33 credits
 EDFN 508/Introduction to Research and Data-Based Decision Making
 SPED 624/Advanced Topics in Learning Disabilities: Literacy, Numeracy and Instructional Strategies
 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.

*Students successfully completing the program must take and pass the National Teacher Examination in Reading to be eligible for the reading teacher certificate in the state of New Jersey.

Post-Master's Reading Specialist Certificate Program (RDGB)

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: Literacy, Numeracy and Instructional Strategies

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 (ESLC)

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

Careful advisement and course selection is needed when concurrently seeking:

MEd with ESL or Bilingual Certification
ESL Initial or Endorsement Certification
Bilingual Endorsement

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)
(Also see page 9)

Graduation Requirements:

30 credits

Required Courses:

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

Specialization: 15 cr.
* (A,B) ESLM 525/Second Language Acquisition
* (A,B) ESLM 577/Sociolinguistics and Cultural Foundations of ESL

- * (A,B) ESLM 578/Theory and Practice of Teaching ESL
- * (A,B) ESLM 587/Curriculum and Methods & Assessment for ESL/Bilingual Education
- * (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 6 cr.
ESLM 687/Faculty/Student Research

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)

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 provisional 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 score on ACTFL oral/written proficiency test (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. Official copies of transcripts from other institutions (for course transfer only)
7. An application fee of \$150 (\$75 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
Social studies—two college-level courses minimum
(one of the courses must be U.S. history)

Proven both oral and written proficiency in the English language
Teaching credential in another field (for endorsement only)

(Also see page 9)

Program Requirements:

15-21 credits

Prerequisites for State Endorsement:

6 cr.

Students applying for state endorsement in teaching English as a second language must have an approved teacher certification and one year teaching experience, OR successfully complete the following 6 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:

ESLM 577/Sociolinguistics and Cultural Foundations of ESL

ESLM 525/Second Language Acquisition

ESLM 578/Theory and Practice of Teaching ESL

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

ESLM 545/English Structure and Proficiency Assessment

Comprehensive Examination: ESLM 700

Bilingual Endorsement Certification (ESLB)

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 a subject area (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 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 \$75 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
Proven both oral and written proficiency in English and in another instructional language
Teaching credential in elementary education or a subject area
(Also see page 9)

Program Requirements:

12–15 credits

Required Courses:

15 cr.

ESLM 577/Sociolinguistics and Cultural Foundations of ESL

ESLM 525/Second Language Acquisition

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

Comprehensive Examination: ESLM 700

Master of Education in Special Education (SEDA), (SEDB), (SEDV)

Shridevi Rao, *Coordinator, Graduate Programs in Special Education*

The MEd program has three tracks: Option I (SEDA) provides advanced work in the area of teaching students with disabilities for those candidates who hold a standard special education certificate. Option II (SEDB) pre-

pares individuals who hold a standard teacher certification in areas other than special education. Option III (SEDV) 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 (SEDA)*

Option I (SEDA) 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)
Standard New Jersey teaching certificate or equivalent in special education

Graduation Requirements:

33 credits

Required Courses:

Research: 3 cr.

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

Foundations and Multicultural Education: 3 cr.

EDFN 500/Foundations of Education

or

EDFN 520/Social Problems and Education

Specialization: 21 cr.

Prerequisites must be completed before enrolling in the following courses:

EDUC 513/Collaboration, Consultation, and Partnerships

SPED 521/Assistive Technology

EDUC 614/Creating and Sustaining Classroom Communities

SPED 648/Positive Behavioral Supports for Extreme Behavior

SPED 641/Advanced Curriculum: Concepts and Models in
Learning and Instruction

SPED 664/Research Trends in Special Education

SPED 667/Seminar in Applied Research and Practice in
Special Education

Electives: Chosen with advisement 6 cr.

Comprehensive Examination: SPED 700

*This program is currently undergoing revisions.

Option II—Certified in Other Area (SEDB)

Option II (SEDB) 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 in an area other than special education

A course in child psychology
A course in teaching reading

Graduation Requirements:

33-credit minimum
A grade of B or better
A cumulative GPA of 3.0 or higher

Required Courses:**Research:**

SPED 664/Research in Special Education 3 cr.

Specialization:

Prerequisites must be completed before enrolling in the following courses:

SPED 501/Students with Disabilities in Our Schools 21 cr.
SPED 605/Language and Reading Strategies for Students with Disabilities
EDUC 513/Collaboration, Consultation, and Partnerships
EDUC 614/Creating and Sustaining Classroom Communities
SPED 624/Advanced Study of Learning Disabilities
SPED 626/Curriculum Design for Students with Severe Disabilities
SPED 521/Assistive Technology

Field Experience:

SPED 695/Internship II: Student Teaching 6 cr.

Electives:

SPED 647/Communication Development of Students with Significant Disorders 3 cr.

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: (SEDV)**

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 in Special Education or an area other than special education such as Elementary Education or Secondary Education with teachable major.
A course in child psychology
A course in teaching reading

Graduation Requirements:

33-credit minimum
A grade of B- or better in Internship II
A cumulative GPA of 3.0 or higher

Required Courses:

SPED 501/Students with Disabilities in Our Schools 27 cr.
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:

SPED 695/Internship II 6 cr.

Comprehensive Examination: SPED 700**Post-Master's Certification Program: Teacher of Students with Disabilities (SEDH)**

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 in an area other than special education such as elementary education or secondary education
A course in child psychology
A course in teaching reading

Program Requirements:

24 credits

Required Courses:

SPED 501/Students with Disabilities in Our Schools 18 cr.
SPED 605/Language and Reading Strategies for Students with 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:

SPED 695/Internship II: Student Teaching 6 cr.

Post-Master's Certification Program: Learning Disabilities Teacher/Consultant (SEDG)

15–27 cr.

Shridevi Rao, Coordinator, Graduate Programs in Special Education

This 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.

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

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, prior certification in another area of teaching such as special education, elementary education or secondary education, and want certification as a teacher of students with disabilities.

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

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:** 12 cr.

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

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

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

Master of Science in Educational Technology (EDTA)

Amy Dell, Coordinator, Graduate Program in Educational Technology

The Master of Science in Educational Technology is a unique degree program designed for college graduates holding one or more teaching certificates who wish to become leaders in the integration of computer technology into our schools. Candidates should be interested in confronting the digital-age challenges presented to our schools by gaining expertise and understanding in the areas of using computer technology to enhance teaching and learning; authoring; the Internet; creating and implementing staff development programs; taking a leadership role in developing school district technology plans; assistive technology; promoting equity among all students regardless of gender, race, or disability; identifying funding opportunities in technology at local, state, and national levels; and maintaining a strong professional network with other computer-using teachers around the state. This degree program supports The College of New Jersey's commitment to creating exemplary professionals for the 21st century.

The course work listed below represents a collaboration between the College's Schools of Education and Engineering, and is designed to provide the degree candidate with a comprehensive, interdisciplinary, 34-credit* program.

*Note: Students may choose to add one or two additional courses in order to complete the requirements for a New Jersey supervisor's certificate. This certificate is required by some districts for the position of technology coordinator.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)

Teaching certification
(Also see page 9)

Graduation Requirements:

34 credits

Required Courses:

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

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

or

EDFN 521/Cultural Foundations of Education

Specialization: 22 cr.

SPED 506/Seminar in Educational Technology
SPED 513/Collaboration, Consultation, and Partnerships
SPED 521/Including All Students: Assistive Technology
INCD 562/Enhancing Curriculum and Instruction with
Computer Technology
TCED 582/Computer Systems
TCED 605/Networking Technology
TCED 610/Authoring and Multimedia for Instruction
SPED 698/Department Project

or

TCED 698/Department Project

Electives: Chosen with advisement 6 cr.

Typical electives include two of the following:

CURR 514/Curriculum Theory and Practice
SUPV 520/Staff Supervision
TCED 580/Computers in Technology Education
TCED 592/Curriculum Construction in Technology Education
SPED 501/Students with Disabilities in Our Schools
SPED 612/Curriculum and Methods for Students
with Mild Disabilities

Culminating Experience: SPED 705

School of Nursing, Health, and Exercise Science

SUSAN BAKEWELL-SACHS, DEAN

Mission Statement

The mission of the School of Nursing, Health, and Exercise Science is congruent with that of The College of New Jersey in promoting excellence, valuing diversity, and providing a service to society in a community of learners. The School of Nursing, Health, and Exercise Science 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.

Master of Science in Nursing (NURT), (NURV), (NURX), (NURL), and (NURK)

Leslie Rice, Coordinator, Graduate Programs in Nursing

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

The program offers five options. Four nurse practitioner options include: family nurse practitioner, adult nurse practitioner, neonatal nurse practitioner, and a variation in the family nurse practitioner option for BSN-prepared nurse midwives and nurse practitioners. An additional MSN option is the Clinical Nurse Leader. The program begins in the fall. Classes are offered in the evening. All MSN options include clinical practicum experiences. Most clinical practicum hours are during the day. Clinical experiences take place under the guidance of experienced advanced practice nurses, physicians, or other advanced nursing personnel. Required practicum hours for each course are listed in the course description. Nurse practitioner options may be completed in two years and one summer of full-time study. Other MSN options may be completed in two years of full-time study. Students may take up to six years of part-time study to complete any of the options. Faculty advisers work closely with each student to plan an appropriate course of study and to ensure progress through the program. There is also a bridge sequence of courses leading to the MSN for RNs with a non-nursing baccalaureate.

The master 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.

Admission Requirements:

- Bachelor in Nursing degree from an NLN- or CCNE-accredited program
- Graduate Record Exam (GRE) required unless student meets one of the following criteria:
 - Achieved a grade of B or better on two graduate nursing courses taken, as a non-matriculated student, at TCNJ within the two academic years prior to or concurrent with application for matriculation. One of the two courses must be NURS 504/Advanced Pathophysiology.
 - Graduated with a bachelor's degree in nursing from a program accredited by NLN or CCNE with a GPA of 3.2 or better on a 4.0 scale.

Undergraduate statistics course
Undergraduate health assessment course or approved equivalent
Preadmission interview
(Also see page 9)

Additional Requirements:

CPR certification
Health requirements
License to practice as a registered nurse in New Jersey
License to practice in Pennsylvania may be recommended

Family Nurse Practitioner Option (NURT)

Graduation Requirements:

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 705/Capstone Project in Nursing

Family Nurse Practitioner for Certified Nurse Practitioners Option (NURV)

Graduation Requirements:

30-credit minimum

Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
NURS 501/Perspectives in Advanced Practice Nursing
NURS 503/Pharmacology for Advanced Nursing Practice
NURS 504/Advanced Human Pathophysiology
NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
NURS 603/Individual, Family, and Community Systems
NURS 633/Advanced Holistic Health Assessment
NURS 643/Primary Care of the Childbearing Family
NURS 690/Practicum in the Nurse Practitioner Role

Clinical Courses:*

NURS 636/Primary Care I
NURS 638/Primary Care II
NURS 637/Primary Care III
NURS 705/Capstone Project in Nursing

*Required clinical courses based upon area of certification and practice.

Adult Nurse Practitioner Option (NURX)

Graduation Requirements:

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 643/Primary Care of the Childbearing Family
 NURS 690/Practicum in the Nurse Practitioner Role
 NURS 705/Capstone Project in Nursing

Neonatal Nurse Practitioner Option (NURK)

Graduation Requirements:

37 credits (22 at The College of New Jersey;
 15 at Thomas Jefferson University)

Required Courses:

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
 NURS 705/Capstone Project in Nursing

Clinical Courses:

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

Clinical Nurse Leader Option (NURL)

Graduation Requirements:

33.5 credits

Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
 NURS 501/Perspectives in Advanced Practice Nursing
 NURS 511/Introduction to the CNL Role
 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 660/Chronic and Complex Conditions
 NURS 685/Health Promotion for Advanced Nursing Practice
 NURS 695/Practicum in the Clinical Nurse Leader Role
 NURS 705/Capstone Project in Nursing

Bridge to the Master of Science in Nursing for RNs with a Non-Nursing Baccalaureate Degree

This prerequisite sequence of courses is designed for RNs with a non-nursing baccalaureate degree who wish to enter the MSN program at The College of New Jersey. Up to 16 undergraduate credits are taken prior to MSN course content. In addition, students must meet all the requirements for admission to the MSN programs.

Admission Requirements:

Diploma or associate's degree in nursing
 Bachelor's degree from an accredited or approved institution
 Graduate Record Exam (GRE) required unless student meets one of the following criteria:

- A GPA of 3.2 or better in his/her baccalaureate degree program.
- PLUS a GPA of 3.2 or better from basic nursing program.
- A grade of B or better on the first three TCNJ undergraduate courses taken as part of the undergraduate bridge program.

Undergraduate course in statistics
 An undergraduate health assessment course or equivalent
 Preadmission interview
 (Also see page 9)

Additional Requirements:

CPR certification
 Health requirements
 License to practice as a registered nurse in New Jersey
 License to practice in Pennsylvania may be recommended

Bridge Requirements: up to 5 undergraduate units (20 credits)

NUR 210/Professional Role I (Learner)
 OR
 NUR 310/Professional Role II (Clinician)

Note: Student may choose one; both are not required.

NUR 328/Research
 NUR 440/Caring in Community Health/Science*
 NUR 444/Caring in Community Health/Practice*

*Up to 8 credits of community health (NURS 440 and/or NURS 444) may be waived for applicants with significant community health experience and experience based on a portfolio review by the Department of Nursing faculty.

Following completion of the above bridge requirements, the student completes the requirements for either the 47-credit Family Nurse Practitioner Program, the 43-credit Adult Nurse Practitioner Program, or the 34-credit Clinical Nurse Leader Program.

Post-Master's Nurse Practitioner Certificate Program (NURU), (NURX), and (NURV)

This program is designed for registered nurses, with a master's degree in nursing, who wish to become family or adult nurse practitioners. Students may take up to six years of part-time study to complete either option.

Admission Requirements:

Master of Science in Nursing from an NLN- or CCNE-accredited program
 An undergraduate health assessment course or equivalent
 Preadmission interview
 (Also see page 9)

Additional Requirements:

CPR certification
 Health requirements
 License to practice as a registered nurse in New Jersey
 License to practice in Pennsylvania may be recommended

Family Nurse Practitioner Option (NURU)

Program Requirements:

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 Nurse Practitioner Option (NURX)

Program Requirements:

33 credits

Required Courses:

NURS 503/Pharmacology for Advanced Nursing Practice
 NURS 504/Advanced Human Pathophysiology
 NURS 603/Individual, Family, and Community Systems
 or approved elective
 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 (NURV—SCT) up to 18 cr.

This program is designed for nurse practitioners who have graduated from a master's degree program that prepares specialty nurse practitioners and who want to expand their scope of practice to include the entire family. Programs of study are available for adult nurse practitioners. Students may begin in the fall or in the spring, depending on their prior area of specialization. This program may be completed in three to five semesters of part-time study.

Admission Requirements:

Master of Science in Nursing from an NLN- or CCNE-accredited program with a nurse practitioner specialty
 At least 500 documented clinical practicum hours in an MSN program
 A graduate health assessment course that includes all ages and both genders
 A graduate-level general pharmacology course
 A graduate-level general pathophysiology course
 (Also see page 9)

Additional Requirements:

CPR certification
 Health requirements
 License to practice as a registered nurse in New Jersey
 License to practice in Pennsylvania may be recommended

Required Courses:

NURS 603/Individual, Family, and Community Systems
 Plus, two to three of the following courses based on prior area of specialty preparation:

Adult Nurse Practitioners:

NURS 636/Primary Care I
 NURS 638/Primary Care II
 NURS 637/Primary Care III
 NURS 643/Primary Care of the Childbearing Family

Policy Statement on Minimum Grade in Clinical Courses for NURT, NURU, NURV, and NURX:

Clinical courses include theoretical learning in the classroom as well as practice in a clinical course. Clinical courses in the ANP and FNP options include NURS 633, 634, 635, 636, 637, 638, and 690. Clinical courses required for the NNP option include NURS 633 and the following required clinical courses offered by Thomas Jefferson University: NURS 662, 663, 664, 665, and 666. Graduate students in these clinical courses must achieve a grade of B– or higher in order to continue in the sequence of clinical courses. A student who receives a C or F in a clinical course will be dismissed from the program. A student who receives a C or C+ may repeat the course once, the next time the course is offered. A student who repeats the course and does not achieve a grade of B– or higher will also be dismissed from the program.

Master of Education in Health or Physical Education

Aristomen Chilakos, Coordinator, Graduate Programs in Health and Exercise Science

The Department of Health and Exercise Science offers two curriculum patterns leading to the MEd degree. One option is designed to meet the needs of certified teachers who teach or administer programs of health (HLEA) or physical education (PHEA) in public or private schools. The second option is available to individuals from allied fields of study that do not offer or provide for teacher certification or individuals who have a minor (15 credits) in health (HLEB) and/or physical education (PHEB). Those who complete the program under the second option will receive a diploma but will not receive teacher certification. The MEd in Health or Physical Education does not culminate in teacher certification.

Admission Requirements:

Bachelor's degree from an accredited or approved institution with a major or minor (15 or more credits) in health, physical education, recreation, safety, or related field of study
 Miller Analogies Test (MAT) with a score at or near the 50th percentile or
 Graduate Record Exam (GRE)
 (Also see page 9)

Department Prerequisites:

Human Anatomy I
 Kinesiology
 Exercise Physiology
 Nutrition and Energy Balance
 Motor Development
 or
 Training the Elite Athlete

Master of Education in Health Science Education (HLEA) and (HLEB)

Aristomen Chilakos, Coordinator, Graduate Programs in Health and Exercise Science

Graduation Requirements:

30 credits

Required Courses:**Research:**

3 cr.

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

Foundations and Multicultural Education:

3 cr.

EDFN 500/Foundations of Education

or

EDFN 520/Social Problems and Education

Special Education:

3 cr.

SPED 501/Learning and Behavior of Handicapped

Specialization Requirements:

12 cr.

HLED 552/Health Science

HLED 554/Curriculum and Program Construction in Health and Safety Education

HLED 653/Problems and Issues in Health and Safety Education

HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety

Specialization Options:

9 cr.

Health Science Education Option:

Designed for those having specific responsibility in the areas of health. Directed toward the study of factors involved in the operation of total health programs. Select three courses, for a total of nine hours, from the following courses:

HLED 500/Workshop in Health Education

HLED 521/Stress and Tension Management

HLED 551/Alcohol and Narcotics Education

HLED 553/Drugs in Society

HLED 555/Seminar on Aging, Death, and Dying

HLED 556/The Challenge of HIV: Prevention through Education

HLED 655/Sex Education and Family Living

Safety Education Option:

Designed for those having responsibility in the areas of general school or community safety or traffic safety education. Directed toward the study of the factors involved in the operation of safety programs. Select three courses, for a total of nine hours, from the following courses:

HLED 521/Stress and Tension Management

HLED 551/Alcohol and Narcotics Education

SAFT 582/Driver Education Teacher Certification Program

SAFT 587/Traffic Safety Workshop

Electives:*

3 cr.

HPED 597/Special Topics in Health, Physical Education, and Safety

HPED 697/Independent Study in Health, Physical Education, and Safety

HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety

HPED 699/Thesis in Health, Physical Education, and Safety

*Research options at discretion of graduate adviser.

Comprehensive Examination: HLED 700

Master of Education in Physical Education (PHEA) and (PHEB)**Graduation Requirements:**

30 credits

Required Courses:**Research:**

3 cr.

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

Foundations and Multicultural Education:

3 cr.

EDFN 500/Foundations of Education

or

EDFN 520/Social Problems and Education

Special Education:

3 cr.

SPED 501/Students with Disabilities in Our Schools

Specialization Requirements:

6 cr.

HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety

PHED 690/Professional Seminar

Specialization Options:

12 cr.

Adapted Physical Education and Scientific Foundations Option:

Designed for the physical educator with responsibilities in modified activity programs. Directed toward the assessment of physical limitations and status. Involves planning individualized programs that require specialized personnel and services. Complete the following three courses, and select one additional course in consultation with the coordinator:

HLED 521/Stress and Tension Management

PHED 500/Workshop in Physical Education

PHED 530/Theory and Practice of Physical Conditioning

Administration of Physical Education and Athletic Management Option:

Designed to prepare individuals for administrative positions in health, physical education, and athletics. Directed toward the study of purposes, policies, and procedures involved in the process of administering such programs. Select four of the following courses:

HLED 521/Stress and Tension Management

PHED 500/Workshop in Physical Education

PHED 511/Curriculum and Program Construction in Physical Education

PHED 530/Theory and Practice of Physical Education

PHED 610/Administration and Supervision of Physical Education and Athletics

PHED 612/Development and Maintenance of Facilities and Equipment for Physical Education, Athletics, and Recreation

PHED 633/Prevention and Care of Athletic Injuries

Elementary and Secondary School Physical Education Option:

Designed for the elementary or secondary school physical educator. Emphasis is placed upon the study of physical education programs consistent with current trends or academic enrichment value. Select four of the following courses:

PHED 500/Workshop in Physical Education

PHED 510/The Teaching and Planning of Physical Education in the Elementary School

- PHED 511/Curriculum and Program Construction in Physical Education
- PHED 603/Problems and Issues in Physical Education
- PHED 612/Development and Maintenance of Facilities and Equipment for Physical Education, Athletics, and Recreation

Electives: Chosen with advisement* **3 cr.**

- HPED 597/Special Topics in Health, Physical Education, and Safety
- HPED 697/Independent Study in Health, Physical Education, Recreation, and Safety
- HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety
- HPED 699/Thesis in Health, Physical Education, Recreation, and Safety

*Research options at discretion of graduate adviser.

Comprehensive Examination: PHED 700

Master of Arts in Teaching Health and Physical Education Specialization (HPEM)*

Aristomen Chilakos, Coordinator, Graduate Programs in Health and Physical Education (MAT)

The Master of Art in Teaching Health and Physical Education prepares students to become certified teachers in health and 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 comprised 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 full-time employed 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.

*This program is pending final approval.

Physical Education and Health Specialization

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)

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. *Content area required.

- Physical Education
- Foundations/Introductory Courses
- Health and Wellness
- Developmental*
- Individual, Dual, Group Activities*

- Human Structure
- Assessment and Evaluation

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

Summer I 6 cr.

- EDUC 501/Exploring Teaching 3
- EPSY 513/Psychology of Learning 3

Fall I 12 cr.

- HPED 694/Internship I 3
- RDLG 579/Content Area Literacy 3
- HPED 554/Curriculum and Program Construction in HPE 3
- HPED 590/Methods of Elementary and Secondary HPE 3

Spring I 11 cr.

- EDUC 614/Creating and Sustaining Classroom Communities 3
- HPED 695/Internship II (Student Teaching) 6
- HPED 698/Seminar in HPE 2
- EDUC 615/Capstone Experience: The Teaching Professional 0

Summer II 6 cr.

- EDUC 513/Collaboration, Consultation, and Partnerships 3
- HPED 653/Problems and Issues in HPE 3
- HPED 700/Comprehensive Examination 0

*Content area required.

Global Graduate Programs

The mission of The College of New Jersey Global Programs is to create exemplary professionals by providing focused professional graduate studies in education, grounded in current best practices, in preparation for our students to take instructional or leadership positions in international schools throughout the world. 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 professional development options to educators throughout the world at international sites. In addition, students enrolled in any of our on-campus (Ewing) graduate programs are welcome to participate in summer global graduate studies.

General Site Information

Students may enroll in courses during the summer months at a number of international sites and at selected sites during winter/spring.

Bolivia

In La Paz, Bolivia, students may enroll in courses leading to certification and master's degrees in elementary and secondary education. Classes are held periodically throughout the year at the American Consular School of La Paz.

Egypt

In Cairo, Egypt, students may enroll in courses leading to certification and master's degrees in elementary and secondary education. Classes are held periodically throughout the year in partnership with the Hayah International Academy, which hosts classes both on its main campus and at other Cairo venues.

Kuwait

At our site in Kuwait City, Kuwait, students can pursue certificate programs and master's degrees in elementary and secondary education. Classes are held periodically throughout the year at the Universal American School of Kuwait.

South Africa

At our site in Johannesburg, South Africa, course work leading to elementary or secondary education and/or master's degrees is available. This unique program focuses on a research-based framework and requires students to experience and examine education in a holistic fashion. Courses in each cohort are team-taught in an intensive three-week experience. Students live on campus at The American International School of Johannesburg, where classes are held.

Spain

In Palma de Mallorca, Spain, more than 18 graduate courses are held during a five-week period from late June through July. Students can pursue course work leading to completion of one of three master's degrees and/or certificate programs in elementary or secondary education (secondary subject area), teaching English as a second language, and educational leadership. Classes are held at Bellver International College, which is located in Cala Mayor, a popular tourist destination along the southern coast of the island. Housing is available within walking distance of the school or along the bus route.

Taiwan

At our site in Hsiuchu, Taiwan, students can pursue certificate programs and master's degrees in elementary and secondary education. Classes are held periodically throughout the year at the Pacific American School in Hsiuchu.

Thailand

In Bangkok, Thailand students can pursue certificate programs and master's degrees in elementary or secondary education. Courses are offered in three sessions during the month of June, and students can complete up to three graduate courses at that time. Classes are held at Ruamrudee International School in Bangkok, in an intensive 9 A.M.–5 P.M. schedule. Accommodations can be arranged by the local site coordinator at Canary House, a residential hotel.

Master of Education in Elementary (EDEO) or Secondary (SECO) Education

Stuart Carroll, *Academic Adviser, Graduate Global Programs in Elementary and Secondary Education*

Brenda Leake, *Academic Adviser, Johannesburg Program*

The Master of Education in Elementary or Secondary Education is designed to increase the professional competence of fully certified elementary and secondary school teachers. Courses include current trends and practices in schools today.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Teaching certificate
Graduate Record Exam (GRE)
(Also see page 9)

Graduation Requirements:

30 credits

Required Courses:

Research:		3 cr.
EDFN 508/Introduction to Research and Data-Based Decision Making		
Foundations and Multicultural Education:		3 cr.
EDFN 520/Social Problems and Education		
or		
EDFN 521/Cultural Foundations of Education		
Specialization:		18 cr.
SPED 501/Learning and Behavior of Handicapped		
EPSY 523/Advanced Child and Adolescent Development		
ELEM 663/SCED 663/Advanced Trends in Elementary/Secondary Education		
ELEM 696/SCED 696/General Seminar in Elementary/Secondary Education		
RDLG 537/Language Arts Literacy		
or		
RDLG 578/Teaching Reading K–12		
or		
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.)		6 cr.

Comprehensive Examination: REGS 999

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

Yiqiang Wu, *Academic Adviser, Graduate Global 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. Certificate programs are available for those students who hold a bachelor's degree and/or master's degree and wish to obtain an initial and/or second teaching endorsement. Careful advisement and course selection are needed by students who concurrently seek:

- MEd with ESL or bilingual certification
- ESL initial or endorsement certification
- Bilingual endorsement

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- (Also see page 9)

Graduation Requirements:

30 credits

Required Courses:

Research:

EDFN 508/Introduction to Research and Data-Based Decision Making **3 cr.**

Foundations and Multicultural Education:

EDFN 520/Social Problems and Education **3 cr.**

or

*(A) EDFN 521/Cultural Foundations of Education

Specialization:

15 cr.

*(A) ESLM 525/Second Language Acquisition

*(A) ESLM 578/Theory and Practice of Teaching English as a Second Language

*(A) ESLM 587/Curriculum, Methods and Assessment for ESL/Bilingual Education

*(A) ESLM 688/Practicum for Second Language Teachers

*(A) ESLM 545/English Structure and Proficiency Assessment

or

ENGL 510/The Structure of English

Electives: Chosen with advisement.

9 cr.

RDLG 579/Content Area Literacy

EPSY 523/Advanced Child and Adolescent Development

Another elective approved by program coordinator.

*Required for ESL endorsement certification.

(A) Required for ESL initial certification.

Comprehensive Examination: ESLM 700

Master of Education in Educational Leadership (SECL)

Stuart Carroll, *Academic Advisor, Graduate Global Programs in Educational Leadership*

The Master of Education in Educational Leadership is a program designed to provide educators with the knowledge and skills needed for a leadership position in a school setting. These courses include concepts of leadership administration, supervision, and curriculum development. The program consists of 36 semester hours of study and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the New Jersey State Department of Education. U.S. citizens are eligible for initial New Jersey principal certification, pending successful completion of the current state-approved exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

Admission Requirements:

- Undergraduate degree from an accredited college or university
- Competitive GPA
- Competitive scores on the Graduate Record Examination (unless the applicant is applying for the post-master's and/or holds a previous graduate degree)
- Teaching certificate or evidence of related educational experience*
- At least three completed years of successful educational experience*

Eligibility Requirements for New Jersey Principal License (for U.S. Citizens):

- Successful completion of master's or post-master's program
- Five years of successful educational experience*
- Pass a state-approved examination
- File application for certification with the TCNJ STEP office

Program Requirements:

36 credits

Required Courses:

Research: 3 cr.

EDFN 508/Introduction to Research

Foundations and Multicultural Education: 3 cr.

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
AND

CURR 555/Advanced Study of Curriculum

OR

EDAD 597/Special Topics in Educational Leadership: Curriculum

OR

EDAD 697/Independent Study in Educational Leadership: Curriculum

Practicum: 6 cr.

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:

REGS 999/Comprehensive Examination

Post-Master's Certification Program in Educational Leadership (SECM)

Stuart Carroll, *Academic Advisor, Graduate Global Programs in Educational Leadership*

The Post-Master's Certification Program in Educational Leadership is an intensive graduate program designed to provide educators with the knowledge and skills needed for a leadership position in a school setting. The program consists of 24 credit hours of study and meets standards of

*Educational experience is defined by the New Jersey State Department of Education as "experience in a public or non-public school, a public or non-public school district, or a regionally accredited higher education setting in New Jersey or out-of-state."

ISLLC (Interstate School Leaders Licensure Consortium) and the New Jersey State Department of Education. U.S. citizens are eligible for initial New Jersey principal certification, pending successful completion of the current state-approved exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

Admission Requirements:

- Undergraduate and graduate degree from an accredited college or university
- Competitive GPA
- Teaching certificate or evidence of related educational experience*
- At least three completed years of successful educational experience*

Eligibility Requirements for New Jersey Principal License (for U.S. Citizens):

- Successful completion of master's or post-master's program
- Five years of successful educational experience*
- Pass a state-approved examination
- File application for certification with the TCNJ STEP office

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/Spring Internship in Educational Leadership II
- EDAD 693/Summer Internship in Educational Leadership III

Student must take the following course if they have not previously had a graduate curriculum course.

- CURR 514/Curriculum Theory and Practice

Principals' Training Center

The College of New Jersey works cooperatively with The Principals' Training Center to allow students to earn graduate credit for the completion of specified PTC workshops. Students may combine graduate credit from PTC courses with The College of New Jersey's Educational Leadership courses taken in Mallorca, Spain.

The College of New Jersey will accept a maximum of 12 credits (four courses) from specified PTC course work, or a combination of PTC courses and up to six credits (if approved by the program advisor) from other institutions (totaling 12 credits), which may be applied towards the Master of Education Degree in Educational Leadership. A maximum of 6 credits (2 courses) from specified PTC course work may be applied towards the Post-Master's Certificate in Educational Leadership. Students who have not previously completed a course in curriculum may transfer an additional three credits (totaling nine credits) into the Post-Master's Certificate through the transfer of the Curriculum and Resource Development Course offered by PTC.

In order to earn TCNJ graduate credit for PTC courses, students must pay PTC an additional fee and complete an additional assignment to be graded by their PTC instructor in order to meet TCNJ graduate course

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equivalency requirements. Students do not need to apply to TCNJ or pay a TCNJ graduate school application fee to obtain credit.

To learn more about content and schedules go to the PTC Web site at www.theptc.org.

Teacher Certification for International Schools: (IOTE—Elementary) and (IOTS—Secondary)

Stuart Carroll, *Academic Adviser, Graduate Global Programs in Elementary and Secondary Education*

The program includes courses designed for the overseas professional seeking elementary and/or secondary certification through the state of New Jersey. Equivalent certification is available for non-U.S. citizens. Secondary (IOTS) certification is available in mathematics, English, social studies, biology, physical science (chemistry and physics), and earth science. Upon completion of this program, students may transfer into the MEd program (elementary or secondary).

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- IOTE—60 undergraduate credits in liberal studies, including two college-level courses in each of the following subjects:
 - English, mathematics, science, social studies (including at least one course in U.S. history)
- IOTS—30 undergraduate credits in core content (Also see page 9)

IOTE—Elementary:

Program Requirements:

25 credits

Required Courses:

Foundations and Multicultural Education: 3 cr.

EDFN 520/Social Problems and Education

or

EDFN 521/Cultural Foundations of Education

Specialization: 22 cr.

SPED 501/Students with Disabilities in Our Schools

RDLG 579/Content Area Literacy

EPSY 523/Advanced Child and Adolescent Development

VCPD 530/Learning to Read

ELEM 663/Advanced Trends

ELEM 694/Internship I (3 cr.)

or

EDFN 508/Introduction to Research and Data-Based Decision Making (Johannesburg only)

ELEM 695/Internship II (4 cr.)

Certification Examination: Praxis

Note: Students applying for elementary certification must have 60 undergraduate credits in liberal studies.

IOTS—Secondary:

Program Requirements:

25 credits

Required Courses:

Foundations and Multicultural Education: 3 cr.

EDFN 520/Social Problems and Education

or

EDFN 521/Cultural Foundations of Education

Specialization: 22 cr.

SPED 501/Students with Disabilities in Our Schools

RDLG 579/Content Area Literacy

EPSY 523/Advanced Child and Adolescent Development
 SCED 590/Content Area Methods
 SCED 663/Advanced Trends
 SCED 694/Internship I (3 cr.)

or

EDFN 508/Introduction to Research and Data-Based
 Decision Making (Johannesburg only)
 SCED 695/Internship II (4 cr.)

Certification Examination: Praxis

Note: Students applying for secondary certification must have an undergraduate major in one of the following areas approved for certification: mathematics, English, biology, chemistry, physics, or social studies.

Teaching English as a Second Language Certification Program (ESLO)

Yiqiang Wu, Academic Adviser, Graduate Global Programs in Teaching English as a Second Language

The Teaching English as a Second Language Certification Program provides the necessary courses for provisional certification 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. A notarized language proficiency interview form
3. A written exam form
4. Passing score on ACTFL oral/written proficiency test (www.ACTFL.org)
5. A photocopy of a teaching credential in another field (for endorsement only)
6. A letter documenting teaching experience from the school principal (for endorsement only)
7. A notarized non-citizen oath form (for non-U.S. citizens only)
8. An official copy of transcripts from other institutions (for course transfer only)
9. An application fee of \$150 (\$75 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
 (Also see page 9)

Program Requirements:

15–21 credits

Prerequisites for State Endorsement:

6 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 six credit hours of course work (or their equivalent) as part of this program:

EPSY 523/Advanced Child and Adolescent Development
 ESLM 688/Practicum for Second Language Teachers

Required Courses:

Foundations and Multicultural Education:

3 cr.

EDFN 520/Social Problems and Education

or

*EDFN 521/Cultural Foundations of Education

Specialization:

15–18 cr.

*ESLM 525/Second Language Acquisition
 *ESLM 578/Theory and Practice of Teaching ESL
 *ESLM 587/Curriculum, Methods, and Assessment for ESL/
 Bilingual Education
 RDLG 579/Language and Literacy for ESL

or

ENGL 510/The Structure and Phonology of American English

or

ESLM 545/English Structure and Proficiency Assessment

*Required for ESL endorsement.

Bilingual Endorsement (ESLB)

Yiqiang Wu, Academic Adviser, Graduate Global Programs in Teaching English as a Second Language

Bilingual endorsement provides the necessary courses for certification as a bilingual teacher in the state of New Jersey.

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:

12–15 credits

Required Courses:

15 cr.

EDFN 577/Sociolinguistics & Cultural Foundations of ESL
 ESLM 525/Second Language Acquisition
 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

Comprehensive Examination: ESLM 700

Performance Learning Systems (PLS)

The Office of Global 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 a distance learning experience. At present, students may enroll in the following graduate courses: Effective Classroom Management (VCPD 520), Learning to Read (VCPD 530), Reading to Learn (VCPD 540), and Teaching through Learning Channels (VCPD 550), which are offered in the fall, spring, and summer terms. To learn more about content and schedules for the courses, go to the PLS Web site at www.plsweb.com.

Courses Available through PLS

VCPD 520/Effective Classroom Management (Online)

3 cr.

Evaluate expectations for student behavior and learn practical strategies to increase student responsibility, self-control, and self-management. Learn how to create a proactive classroom environment that will allow you to spend the major part of your contact time in instructional activities, thus resulting in increased student learning. Create a positive classroom climate:

- Design the physical classroom environment.
- Establish teaching rules and routines.
- Appreciate the importance of the first days of school.
 - Minimize misbehavior.
 - Administer discipline with the brain in mind.

- Deal with misbehavior and consequences.
- Develop effective strategies:
 - Utilize reflective practices to adjust classroom management strategies.
 - Identify teacher and parent roles in promoting responsibility and learning.
 - Recognize ways in which diverse populations affect classroom management.
 - Understand learning styles and their application to classroom management.

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

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

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

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

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

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

VCPD 550/Teaching through Learning Channels (Online) 3 cr.

Explore learning-style preferences and develop brain-compatible strategies to address them through multisensory teaching. Discover how to address students' basic motivational needs in a learning environment that incorporates a variety of brain-compatible techniques.

- Understand basic student needs:
 - Learn the five basic requirements for motivating students.
 - Identify how these needs are met in your classroom and in your school.
 - Design lessons to meet all five needs.
- Discover how to teach to all learning styles:
 - Learn strategies that address all sensory, perceptual, and organizational preferences.
 - Meet classroom challenges by using learning-style approaches.
 - Design lessons you can use immediately with your students.
- Learn how to teach for concept mastery:
 - Explore the five steps of the natural learning process.
 - Design lessons that apply these steps.

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

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

Professional Development

Regional Training Center: Professional Development for Teachers

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

All courses carry graduate credit in teacher education from TCNJ. Students who are interested in applying for matriculation into the Master of Education program should see the Frequently Asked Questions document on the Web at www.tcnj.edu/~graduate/regional.html for information on transfer and use of previous course work. 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. A sample of RTC course work is listed below. For a full listing of courses available and to register for these courses please contact:

Regional Training Center
486 Route 10 West
Randolph, NJ 07869
800.433.4740
www.regionaltrainingcenter.org

Courses Available through the Regional Training Center

EDPD 542/Assessment Techniques: Assessment for Student Learning 3 cr.

The main focus of this course is on using assessment to support teachers in examining the effectiveness of their own practices, to improve student learning, and to help students become effective self-assessors. Teachers will have opportunities to use a wide range of assessment tools, developing skills that reflect a personal philosophy of assessment. While written tests are addressed, most of the emphasis is on performance assessment.

Key ideas are discovered experientially through a hands-on approach. Participants will accomplish the following:

EDPD 544/Increasing Student Responsibility and Self-Discipline in Learning Communities 3 cr.

This course provides a three-dimensional model for understanding why certain students act irresponsibly inside and outside the classroom. It involves an intrapersonal approach that focuses on students' internal dialogue, and helps them resolve their inner conflicts, develop more productive self-talk and become more responsible and self-disciplined.

EDPD 545/Expanding Student Thinking in the Classroom 3 cr.

Based on recent brain research and learner-centered principles, this is a practical experiential course on how to teach for, of and about thinking. Topics include the thoughtful and respectful classroom, specific thinking skills and processes, questioning frameworks and methods, metacognition and reflection, graphic organizers, and cooperative learning to enhance thinking.

EDPD 546/Teaching for Success in the Multicultural Classroom 3 cr. Participants will examine curricula, understand and develop a sensitivity toward the cultural "perils and pitfalls" in teaching different ethnic groups, and work to develop a variety of instructional techniques.

- Critically examine and challenge personal, cultural, and curricular assumptions and values.
- Develop classroom lessons that include diverse cultural perspectives and address the cognitive, affective, and pedagogical components of multicultural understanding at the classroom level.

EDPD 547/Integrating Essential Skills into the Curricula 3 cr.

Every teacher can help students integrate learning. In this course, curricular integration is explored through current research on experiential learning and higher-level thinking processes. Students learn best when associations and connections are provided in our lessons. Integration structures include applications within a traditional instructional approach, as well as those that require teachers to collaborate in their planning. In this course, structures are demonstrated, practiced, and applied at elementary, middle, and high school levels.

EDPD 548/Styles of Teaching: Personality Type in the Classroom 3 cr.

Styles of teaching, based on Jung's four basic personality types, will be explored and compared. Participants will delve into an understanding of their own style and organizational preferences while building a clearer understanding of the needs of other styles. Issues pertaining to teaching, learning, classroom management, communicating, conflict resolution, esteem building, and problem solving will be examined and applied to classroom situations.

EDPD 549/Teaching and Learning through Multiple Intelligences 3 cr.

Howard Gardner's Theory of Multiple Intelligences provides an innovative perspective on creating effective teaching/learning environments. Participants will be involved in experiential activities which will broaden their understanding of Gardner's work and guide them in developing practical applications for using this theory at all grade levels and in all content areas.

- Theories of human intelligence as applied to educational environments
- Enriching required subject areas by using strategies that utilize several intelligences
- Motivational strategies to engage the "hard-to-teach" student
- Rotating teaching techniques to appeal to a variety of intelligence preferences

EDPD 550/Dealing with AD/HD-Type Behavior in the Classroom 3 cr.

Regular classroom teachers must deal every day with students who are inattentive, impulsive, disorganized and/or distracted. This is AD/HD-type behavior, whether or not the students are so classified. The course provides teachers with comprehensive brain researched understanding of these behaviors, and provides ideas and strategies to stop these behaviors from interfering with school achievement.

EDPD 555/Skills and Strategies for Inclusion and Disability Awareness 3 cr.

Students will gain a deeper understanding of disabilities, and examine the social, academic, and physical considerations in school, community, and home environments. Special emphasis is made on the ways that teachers can integrate information about disabilities into the teaching of their curriculum and the management of their specific classroom environments.

EDPD 560/Brain-Based Teaching and Learning 3 cr.

Students will learn how the brain processes information, the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self-concept.

- Learn when to present new material.
- Improve processing and retention through various techniques.
- Understand the power of transfer in the teaching/learning process.
- Learn more about left-/right-brain preferences and developing higher-level thinking.

**EDPD 561/The Cooperative Classroom:
Kagan's Instructional Practices** 3 cr.

Learn the theory and research of cooperative learning and the approach developed by Dr. Spencer Kagan. The course guides participants in the acquisition of a wide range of practical instructional methods called Co-Op Structures and provides them with a theoretical framework that helps teachers decide which structures to use at different points in the instructional cycle.

- Deepen thinking skills.
- Intensify motivation to learn.
- Decrease time lost to classroom management.
- Improve acceptance of mainstreamed students.

EDPD 565/Cooperative Discipline 3 cr.

This classroom management program shifts the discipline paradigm from controlling student behavior through rewards and punishment to managing and motivating students by building self-esteem and helping all students make better choices. The goal is student growth—academically, socially, and psychologically. As part of the course students will learn over 50 strategies to use the moment misbehavior occurs and increase student achievement.

**EDPD 566/Teaching Writing and Thinking
Across the Curriculum** 3 cr.

Based on the theme "Writing to Learn and Learning to Write," participants will learn how to effectively integrate cooperative learning with the teaching of writing as a thinking skill in all subject areas. Teachers will have hands-on experience that encourages students to be active learners and to help prepare them for assessments based on state standards and benchmarks. This course will offer its participants a systematic, developmental approach to the teaching of writing in support of thematic, interdisciplinary, or subject-specific instruction. It will draw upon a balanced-literacy approach to the integration of writing in all curriculum areas:

- Writing as learning across all subject areas
- Bloom's taxonomy as it relates to writing and learning
- Writing to communicate in many genres
- Strategies for planning, outlining, and responding to writing prompts
- Teaching writing process through editing strategies
- Using graphic organizers and frames in science, social studies, and math
- Performing authentic assessment in writing

EDPD 570/Differentiated Instruction 3 cr.

The focus of this course is to provide a framework for designing effective instruction for all students using differentiated instruction (DI). Participants will investigate the theoretical background, rationale, and principles of differentiated instruction and translate them to their classroom settings. Course instruction will include modeling of DI principles and strategies.

Teacher Assessment Training

In partnership with the Educational Testing Service and The National Board of Professional Teaching Standards, The College of New Jersey will award up to six graduate credits for completion of the following special workshop course:

**EDFN 597/Teacher Assessment Training: National Board
of Professional Teaching Standards** 2–6 cr.

Students who have completed this special workshop course will be given a graduate special workshop course enrollment form. In order to earn graduate credit from The College of New Jersey, students must completely fill out that form and submit it to the Office of Graduate Studies at the College, along with the corresponding payment, by the deadline indicated on the form. Graduate special workshop course enrollment forms are available in the Office of Graduate Studies.

These credits are not intended for use as elective credits in the College's graduate programs.

Graduate Course Descriptions

School of Culture and Society

Note: ENGL 505 and ENGL 550 are required courses and serve as pre- or corequisites for all others. That is, students may enroll in other 500- or 600-level courses during the same semester they are enrolled in ENGL 505 or ENGL 550. ENGL 505 is offered in the fall semester; ENGL 550 is offered in the spring. Students entering in the spring or summer semester should consult the graduate coordinator before registering for courses.

ENGL 505/Contemporary Literary Theory and Methods 3 cr.

An introduction to the scholarly methods necessary for graduate work in literature and to the study of theoretical frameworks important to contemporary literary criticism, including formalism, structuralism, Marxism, deconstruction, feminism, post-colonial studies, cultural studies, new historicism, and psychoanalysis. The course exposes students to critical works by major advocates of each framework and requires application of theories to specific literary texts.

ENGL 507/Language, Mind, and Learning 3 cr.

This course examines the brain's basis of language skills and the role of language in the process of learning. It also reviews models of language development.

ENGL 508/Old English 3 cr.

The course explores the language and literature of the Anglo-Saxons (AD500 to AD1100). The first half of the term will be spent acquiring basic reading competence in Old English, the language in which *Beowulf* is written. The second half of the term will be devoted to reading and translating Old English literature while discussing the current state of literary criticism of Old English literature.

ENGL 510/The Structure of English 3 cr.

This course explores current ideas regarding the nature of the English language and reviews the core grammatical features of English.

ENGL 544/Language and Culture 3 cr.

This course provides analysis of all forms of language variation across speech communities within a culture as well as of the language-culture relationships across populations. This course is approved for bilingual certification.

ENGL 550/Seminar in Poetry 3 cr.

Intensive study in the close reading of poetry. The course emphasizes the tools necessary for the explication of poems. Topics include prosody and form, metaphor and figurative language, and the history of major movements, styles, and genres.

ENGL 552/Seminar in Drama 3 cr.

The study and analysis of representative plays and dramatists to develop understanding, appreciation, and mature assessment of dramatic theory and practice.

ENGL 554/Seminar in Prose Fiction 3 cr.

The study and analysis of representative works and authors of prose narratives in the novel, novella, and short-story forms.

ENGL 590/Methods of Teaching Secondary English 3 cr.

An introduction to the theory and practice of teaching English.

ENGL 597/Special Topics in English 1–6 cr.

In-depth study of a specialized topic selected by faculty. Recent classes have focused on literary style and contemporary rhetorical theory.

ENGL 610/Chaucer 3 cr.

This course examines the works of Geoffrey Chaucer within the context of the literary and social climate of late 14th-century Europe. Students will also become familiar with controversies and trends in the field of Chaucer studies.

ENGL 611/Medieval Literature 3 cr.

An examination of important works of medieval European literature with a particular focus on one aspect of medieval literary culture (e.g.,

the changing role of the court writer from the 11th to the 14th centuries, northern European medieval literature, or the flowering of secular vernacular literature in the 14th century).

ENGL 612/Shakespeare 3 cr.

Intensive study of several plays and a consideration of the historical and critical contexts.

ENGL 614/Milton and the 17th Century 3 cr.

An examination of Milton's poetry in the context of the literature and culture of early modern Britain. Topics may include Milton's involvement in radical politics and controversies, mythology and the pastoral, gender and sexuality, and Milton's friendship with metaphysical poet Andrew Marvell.

ENGL 622/Seminar in Early Modern Literature 3 cr.

An examination of literature of the early modern period in its historical and cultural contexts. Topics may include gender politics, the Reformation and Counter-Reformation, poetics, and exploration and colonization (e.g., Ireland, the Bermudas).

ENGL 626/Seminar in 18th-Century British Literature 3 cr.

This course explores English literature from 1700 to 1815, including works by Swift, Defoe, Pope, Johnson, Burke, Wollstonecraft, Austen, and Blake. Topics of study include the rise and fall of Augustan poetics, Augustanism and the development of the novel, and 18th-century lyricism and the rise of Romanticism.

ENGL 640/Seminar in Romantic Literature 3 cr.

An examination of writings by British and American authors whose works exemplify the chief tendencies of Romanticism, with attention given to the various sources of Romanticism and to the problems of definition and description.

ENGL 642/Seminar in Victorian Literature 3 cr.

A close examination of some of the major works of the poets and prose writers of the Victorian period.

ENGL 646/20th-Century British Literature 3 cr.

A study of two or more major 20th-century British writers and the cultural forces that influenced them.

ENGL 650/Early American Literature 3 cr.

Examination of American literature written between 1630 and 1830, with particular focus on historical and cultural contexts. Themes covered may include captivity narratives, autobiography, and sexuality and the body.

ENGL 652/American Realism and Naturalism 3 cr.

Study of late-19th and early-20th-century novels by Mark Twain, Stephen Crane, Charles Chesnut, Theodore Dreiser, Edith Wharton, Kate Chopin, Henry James, and others. The course focuses on the interaction between the era's literature and issues of class, gender, and race and ethnicity.

ENGL 654/20th-Century American Literature 3 cr.

Study of texts from Wharton to Oates and from Fitzgerald to Louise Erdrich, with focus on such issues as canon formation (its utility or inutility) and whether the nature of endings in fiction has changed since the beginning of the 20th century.

ENGL 670/Studies in Literature 3 cr.

Focuses on a different topic each semester. Some representative topics include early modern canon formation, New Historicism and the English Renaissance, historicizing the English Restoration, Latina/o literature, and racial passing in modern literature.

ENGL 687/Faculty-Student Research 3 cr.

Small-group research with a faculty member on a collaborative project, or a series of related projects, chosen to complement a faculty member's research or scholarly program.

ENGL 697/Independent Study in English 1–3 cr.

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

ENGL 699/Thesis/Creative Project in English 6 cr.

An original research or creative study completed over two semesters under the guidance of a thesis committee. Open only to students matriculated in the English program. Thesis may be substituted for parts one and two of the three-part MA comprehensive examination.

ENGL 700/Comprehensive Examination: English

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

School of Education**COUN 501/Introduction to Counseling** 3 cr.

Prerequisite: Permission of department

An introduction to the profession of counseling, including an overview of the history of counseling, professional counseling organizations and issues, major counseling specialties, requirements for counselor license and certification, and the ethical and legal issues in counseling. The course includes a laboratory component in which students learn the stages of the counseling process, the micro-skills of counseling, strategies for applying for employment and doctoral training in counseling, and conventions for writing professional counseling manuscripts.

COUN 515/Statistics and Research in Counseling 3 cr.

Prerequisite: Permission of department

Study of the organization, analysis, summarization, and interpretation of counseling data with special emphasis on developing research projects involving counseling data. The interrelationships among statistics, measurement, and research design are examined. Training in reading and interpreting counseling research literature is provided.

COUN 530/Multicultural Counseling 3 cr.

Prerequisite: Permission of department

The purpose of this course is to increase students' understanding of, and sensitivity to, major ethnic and cultural groups within the dominant Anglo-American culture served by counselors and teachers in the United States. Students will confront the crucial issues related to multicultural counseling.

COUN 535/Career Counseling and Placement 3 cr.

Prerequisite: Permission of department

This course will include information regarding theories of career development, sources of occupational information, and methods of career counseling and assessment. Both theory and practical application of career counseling will be explored through lectures, class discussion, readings, writings, and projects. Students will have the opportunity to examine the various techniques and gain an understanding of their own development.

COUN 545/Community Agency Counseling 3 cr.

Prerequisite: Permission of department

This course is designed to meet the needs of the counselor working in community agency settings. Focus is placed on understanding the types of services provided, populations served, counselor advocacy, and the basic skills for developing a treatment plan. Diagnosis of clients using the DSM and treatment planning will be stressed. The course will use a variety of teaching techniques: independent reading, class lectures and discussions, guest lectures by practicing professionals, written and video case reviews, and assignments.

COUN 550/Substance Abuse and Addiction Counseling 3 cr.

Prerequisite: Permission of department

The purpose of this course is to facilitate the learning of specific techniques for counseling individuals and their families who are affected by substance abuse, chemical dependency, and addiction. An emphasis will

be placed on strategies for addressing the full spectrum of substance abuse problems, from problematic use to abuse to dependence and addiction. Opportunities will be provided to practice counseling skills at various points along the treatment continuum with corresponding strategies for prevention, early intervention, and treatment. The development of competency in the professional treatment of substance use disorders is stressed.

COUN 551/Substance Abuse and Addiction: Individual, Family, and Society 3 cr.

Prerequisite: Permission of department

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes and the reinforcement of drinking and drug use are examined. Basic knowledge and attitudes that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed.

COUN 552/Substance Abuse Education and Prevention 3 cr.

Prerequisite: Permission of department

This course will help provide the groundwork for the prevention professional to implement a comprehensive program, supported by scientifically based prevention principles, that includes measurable goals, objectives, timelines, and an evaluative process. Prevention theory and strategies for educating the public about alcohol and other drug use, misuse, and abuse will be presented. The role of media in substance abuse prevention will be addressed. This course will discuss various aspects of culture in a broader sense to help professionals understand the relevance of culture in prevention-program planning.

COUN 554/Substance Awareness Coordination in the Schools 3 cr.

Prerequisite: Permission of department

This course addresses the needs of school personnel responsible for the coordination of substance awareness activities. The issues of education, prevention, and intervention with school-age youth affected with alcohol and drug problems are investigated. Specific programs and techniques for the appropriate developmental levels of school-age youth will be addressed. Current curricula, specific counseling techniques, family involvement, and referral sources will be addressed in accordance with the framework of approved school policy.

COUN 560/Counseling Women 3 cr.

Prerequisite: Permission of department

Issues relevant to counseling women clients will be covered. Sex differences in psychological disorders, the roles and status of women, and sex bias in counseling will be examined. The needs of special groups of women will be presented. Special skills in counseling women will be studied both didactically and experientially.

COUN 580/Counseling the Aged 3 cr.

Prerequisite: Permission of department

A study of the demographic characteristics, developmental transitions, psychosocial theories, life crises, and referral resources unique to older adulthood. Students will integrate this information into counseling strategies and program-planning skills specific to the needs of the aged and the practice of gerontological counseling.

COUN 597/Special Topics in Counseling 1–6 cr.

Prerequisite: Permission of department

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

COUN 600/Introduction to Marriage and Family Therapy 3 cr.

Prerequisite: Permission of department

This course is an introduction to and overview of the general field of marriage and family therapy. The history of the movement as well as a basic description of the major approaches to marriage and family therapy are discussed. Professional issues such as research, ethics, and training are also included in the course content.

- COUN 601/Theory and Techniques in Marriage and Family Therapy** 3 cr.
Prerequisites: COUN 600 (Note: COUN 600 may be taken concurrently with COUN 601) and permission of the department
 This course provides an in-depth experiential examination of current trends in family therapy theory and techniques based on student presentations of his/her family of origin. Attention will be given to family life cycle, stages of family development, and modes of working with the systemic issues identified in presentations.
- COUN 602/Advanced Assessment, Theory, and Treatment in Marriage and Family Therapy** 3 cr.
Prerequisites: COUN 600, 601, and permission of the department
 This course will focus on theoretical concepts from the major theories of family systems therapy with an emphasis on assessment and treatment planning. Therapist skills in assessment and consultation will be discussed and simulated. Genograms, family maps, and other specific techniques will be practiced. Treatment planning, facilitating change, evaluation, termination, and follow-up of families will be presented.
- COUN 603/Laboratory in Marriage and Family Therapy** 3 cr.
Prerequisites: COUN 600, 601, and permission of the department
 Through skills-building exercises, video demonstrations, role-plays, simulations, and live case presentations, this course provides students with an intensive laboratory training experience in marriage and family therapy. Opportunities to practice conceptual and intervention skills along the progressive phases of the treatment continuum are provided. Specific techniques from several methods of marriage and family therapy are presented.
- COUN 604/Special Issues in Marriage and Family Therapy** 3 cr.
Prerequisites: COUN 600 and permission of the department
 This course examines special populations and treatment issues in marriage and family therapy. Particular attention is given to marriage and family therapy with single-parent families, remarried and reconstituted families, cohabiting heterosexual couples, and gay/lesbian/bisexual families; sexuality and intersexual relationships; ethnically diverse families; and families with special characteristics—e.g., dual careers, substance abuse, aging parents, chronic illnesses, losses, grieving, and bereavement issues.
- COUN 605/Ethical, Legal, and Professional Issues in Marriage and Family Therapy** 3 cr.
Prerequisites: COUN 600 and permission of the department
 This course examines ethical, legal, and professional issues unique to marriage and family therapy. Special attention is given to principles of ethical decision making, professional codes of ethics, ethical concepts, and considerations within the context of marriage and family therapy. Legal concepts and sources, types of law, professional liability, risk management, and insurance are reviewed. Professional identifications and training, licensure and certifications, accountability, marketing, and research are discussed.
- COUN 606/Family Studies and Development/Practicum** 3 cr.
Prerequisites: COUN 600, 601, 602, 603, and permission of department
 This course is designed to examine the family from a developmental and life-cycle perspective. It will provide a foundation for practicum students to relate clinical experience to empirical studies of the stages of family development. Case presentation from clinical settings as well as simulated sessions will be the basis for learning.
- COUN 607/Clinical Internship in Marriage and Family Therapy** 3 cr.
Prerequisites: COUN 600, 601, 602, 603, and permission of the department
 This internship is designed to provide an intensive, supervised clinical field experience in marriage and family therapy. Internship requirements include: participation in a weekly clinical supervision seminar, a minimum of 300 clock hours working with couples and families in a field site (approved by the department), and one hour of individual supervision per week by an on-site field supervisor (approved by the department). Live, videotaped, and simulated therapy sessions, as well as self-, peer, and supervisor evaluation and conceptual and direct practice skills, are an integral component of this clinical experience.
- COUN 660/Organization, Administration, and Supervision of School Counseling** 3 cr.
Prerequisite: COUN 501
 Study of principles and practices fundamental to the organization, administration, and supervision of school counseling services. A comprehensive view of the responsibilities involved in the effective functions of school counseling systems.
- COUN 670/Counseling Theory and Techniques** 3 cr.
Prerequisite: COUN 501
 This course is designed to provide an overview of current approaches to psychological counseling, including psychoanalytic, existential/humanistic, cognitive/behavioral, and family approaches. Emphasis is on both theoretical and practical applications of the various approaches. Through lectures, class discussions, readings, films, writings, experiential exercises, and role-play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling.
- COUN 672/Advanced Counseling Theory and Techniques** 3 cr.
Prerequisites: COUN 501 and 670
 An advanced study of counseling theories with particular emphasis on theory application. Students will be expected to demonstrate their counseling effectiveness within the definitions of selected theories. This course will be part theory and part laboratory experience.
- COUN 675/Group Counseling** 3 cr.
Prerequisites: COUN 501, 670 (COUN 675 may be taken concurrently with COUN 670 with advisement)
 Through didactic and experiential learning activities, this course enables students to explore different theoretical approaches to groups; basic principles of group dynamics; ethical, legal, and professional issues; leadership and group development; member roles and functions; life-span developmental needs; and their own interpersonal styles of behavior.
- COUN 677/Group Leadership Skills** 3 cr.
Prerequisites: COUN 675 and permission of instructor
 Study and practice of professional skills and behaviors that enable the group leader to activate and maintain effective counseling groups. Focus will be on how the leader capitalizes on group forces to encourage member goal achievement. (Limit six students with permission of instructor.)
- COUN 680/Practicum in Counseling and Testing** 3 cr.
Prerequisites: COUN 515, 670, and 675 and EPSY 643
 The development of effective counseling behaviors and practice test selection, administration, scoring, and interpretation through laboratory experience. The focus is on an integration of counseling theory and practice and educational testing.
- COUN 687/Faculty-Student Research** 3 cr.
Prerequisite: Completion of 15 graduate credits
 This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.
- COUN 690/Practicum Seminar** 3 cr.
Prerequisites: A minimum of 24 credits, including COUN 501, COUN 670, and COUN 675 (Note: COUN 675 may be taken concurrently with COUN 690); COUN 660 is a prerequisite only for the school counseling program
 This course is designed for those students who have a basic understanding of the role and functions of counselors. Each student is required to participate in an intensive firsthand practicum experience in an area of counseling. The practicum experience will be assigned and supervised by the College. Weekly class meetings will be devoted to the discussion and utilization of students' practicum experiences. Field visitation by the instructor will be an integral part of the practicum.
- COUN 693/Internship (One Term) or COUN 694/695 (Two Terms)** 6 cr.
Prerequisites: COUN 675, 690, and permission of department
 This course is designed to provide an intensive, supervised, on-the-job counseling experience specific to students' counseling program specializations and totaling a minimum of 600 hours. Emphasis will be upon

analyzing and strengthening the application of counseling skills, maximizing utilization of community resources and facilities, and identifying and developing the consultation skills needed to negotiate professional counseling and administrative systems. Internship placements will be approved and supervised by the College. Advanced-level weekly individual and group supervision sessions are required components of this internship experience.

COUN 697/Independent Study in Counseling 1–3 cr.

Prerequisites: COUN 501 and permission of department
An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

COUN 698/Department Project in Counseling 1–6 cr.

Prerequisites: COUN 501 and permission of department
Provides opportunities for in-depth study in an area of interest to the student and/or participation in an activity related to counseling and personnel services.

COUN 700/Comprehensive Examination: Counseling

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

CURR 514/Curriculum Theory and Practice 3 cr.

The contemporary school curriculum from the primary through the secondary levels, including social and educational foundations, basic factors in design, and common organizational patterns.

CURR 555/Advanced Curriculum for Adolescence and Children

Prerequisite: CURR 514 or permission from instructor
A course designed to analyze, plan, develop and evaluate modern school curriculum. Emphasis will be placed on basis for decision making, processes for curriculum evaluation and improvement, and emerging developments in school curriculum.

CURR 616/Curriculum Development in the Urban School 3 cr.

Prerequisite: CURR 514
Enables students to determine and apply skills, techniques, and understanding necessary to plan and implement a relevant curriculum for urban youth.

CURR 635/Curriculum Change Strategies 3 cr.

Prerequisite: CURR 514
An examination of the process by which curriculum implementation and infusion occur. An investigation of a number of organizational development (OD) models and their application to curriculum implementation and infusion.

DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals 3 cr.

Prerequisite: SLP 140
Through readings, field trips, interviews with deaf and hard of hearing students, class discussion, and independent research, the course will explore the basic elements of assistive listening devices, cochlear implants, and aural habilitation as they apply to the education of deaf and hard of hearing children. Topics include anatomy and physiology of speech and hearing mechanisms, auditory disorders, newborn screening, audiometric testing, hearing aids, assistive listening devices, cochlear implants, and auditory habilitation techniques.

DFHH 530/Speech Development for the Deaf and Hard of Hearing 3 cr.

Techniques for developing and refining speech skills with students who are deaf and hard of hearing. Typical speech problems displayed by this population are highlighted along with various formal and informal assessment protocols. The use of technology and the delivery of speech services are also emphasized.

DFHH 690/Student Teaching—Deaf and Hard of Hearing 6 cr.

Prerequisite: Permission of the program coordinator
A semester of field experience working in classes for the deaf and hard of hearing under the direction of cooperating teachers certified in education of the deaf and hard of hearing. The student gradually assumes

responsibility for planning, teaching, and directing the learning activities of the classes.

DFHH 697/Independent Study Education of the Deaf and Hard of Hearing 1–6 cr.

By permission only
In depth independent exploration of a specific topic under the individual supervision of a faculty member.

ECED 504/Teaching Young Children 3 cr.

Review of the development of preschool education, characteristics of young children, basic practices in early childhood teaching, and recent trends and issues. Importance of experiences in guiding learning, observation, and participation.

ECED 520/Early Childhood Administration and Management 3 cr.

Workshop study of: administrative alternatives; management responsibilities; selection, training, and evaluation of staff; fiscal planning; record-keeping; computer applications; and regulatory procedures in child care centers.

ECED 550/Supervision in Early Childhood Education 3 cr.

Study and analysis of the competencies and skills needed by early childhood education supervisors to carry out the required responsibilities and services. It will provide a variety of organizational structures, program models, and staff roles in the child development field, with emphasis upon practical application, including such topics as leadership skills development, clinical supervision, assessment processes, and goal setting.

ECED 560/Curriculum Experiences for Young Children 3 cr.

Basic concepts underlying a desirable curriculum for young children. The role of the teacher in curriculum planning. Emphasis upon the major curriculum areas.

ECED 597/Special Topics in Early Childhood Education 1–6 cr.

An advanced course devoted to an in-depth study of current specialized topics selected by the faculty and approved by the department.

ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy 3 cr.

An advanced course devoted to an in-depth study in emergent and early literacy in a multicultural context.

ECED 640/Development and Learning of the Young Child 4 cr.

In this course, the student learns to apply research and theory in child development from infancy through middle childhood to learning. The physical, cognitive, language, and social/emotional domains are examined. A chronological approach, which also addresses the cultural and contextual influences on development, is followed. In the practicum portion of the course, the student conducts a performance-based assessment in the classroom.

ECED 651/P–3 Internship I 1 cr.

This is the first semester of a two-semester block. It will be completed at the intern's P–3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by an on-site supervisor.

ECED 652/P–3 Internship II 1 cr.

This is the second semester of a two-semester block. It will be completed at the intern's P–3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by an on-site supervisor.

ECED 655–656/Clinical Seminar in Early Childhood Education I and II, 5 clock hours each semester 0 cr.

These seminars accompany the P–3 Mentored Internships ECED 651 and ECED 652. They offer interns the opportunity to discuss and reflect upon field-based work, and to make connections between theory and practice.

ECED 670/Seminar: Current Issues and Trends in Early Childhood Education 0 cr.

Prerequisite: This course should be taken concomitantly with EDUC 615. Students should have completed all other required courses in the MAT EDEK program prior to taking this course

This course examines current trends and issues in the education of children from birth through age 8. A primary focus of the course is the analytical treatment of articles and research on topics relevant to young children. Major topics emphasized are innovations in school and classroom organization; recent developments in curriculum; current trends in evaluation and developmentally appropriate assessment; implications of PL 94–142 and other diversity legislation addressing gender, culture, ethnicity, and special needs; competing viewpoints in the care and education of children, ages birth through 8; and advocacy opportunities for early childhood education professionals.

ECED 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

ECED 695/Master of Arts in Early Childhood Education

Internship II

6–10 cr.

Prerequisite: Successful completion of MAT Internship I (EDUC 694)

The Internship II experience will be a full semester in an early childhood education classroom. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

ECED 697/Independent Study in Early Childhood Education 1–3 cr.

Prerequisite: EDFN 500, 520, or 521

An in-depth exploration of a topic within a specific area of the discipline involving supervised teaching, research, and regular conferences with the faculty adviser.

ECED 700/Comprehensive Examination in Early Childhood Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

EDAD 525/Introduction to Educational Administration 3 cr.

A comprehensive overview of the field of educational administration. An examination of the objectives, techniques, and materials of educational administration to assist the prospective school administrator in administrative leadership.

EDAD 530/Group Dynamics for Educational Leaders 3 cr.

Theoretical basis for group and individual interaction with practical applications to school situations. The emphasis is on development of knowledge and skills that are essential to effective leadership and communication capabilities of educators. Students participate in and evaluate group processes for team building, decision making and the people side of change.

EDAD 540/School Finance 3 cr.

Students will explore the institutional basis and economics of finance. The course provides a comprehensive overview of the development, implementation, and evaluation of budgets, comparing funding sources in the public and educational sectors.

EDAD 572/School Law 3 cr.

A study of federal and state laws affecting the rights, privileges, and duties of administrators, nurses, and other ancillary personnel, teachers, pupils, and citizens. Attention is given to the structural organization of government, public education, finance, collective bargaining, and other pertinent factors.

EDAD 597/Special Topics in Educational Administration 3 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

EDAD 617/Advanced School Leadership: Supervision/

Administration

3 cr.

Prerequisite: EDAD 525

An analysis of the administrative process in theory and practice in contemporary schools. Topics will include examination of leadership theory and styles, school organizations, administrative curriculum leadership, scheduling, facility management, school/community relations, contract administration, and service learning. Policies and practices will be examined in the context of: knowledge and inquiry, best practice, multiculturalism diversity, and inclusion; multiple context and communities; and leadership and advocacy.

EDAD 653/School Personnel Administration 3 cr.

Prerequisite: EDAD 525

A study of the administrative and organizational processes involved in school personnel management. Emphasis will be placed upon strengthening competencies in the development of personnel policies and practices; social systems management; and recruitment, retention, and exit procedures for both professional personnel and support staff.

EDAD 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

EDAD 691/Internship in Educational Leadership I

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Fall Practicum is on the responsibilities, tasks, and activities typically encountered by leaders in establishing a high performance learning culture. Through field based experiences, students should seek opportunities to learn how a leader emphasizes and reinforces the importance of teaching and learning goals that are consistent with school improvement plans.

EDAD 692/Internship in Educational Leadership II

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Spring Practicum is on the responsibilities, tasks, and activities to help the student gain self-confidence in administrative decision making as related to the use of data to maintain and establish a high performance learning culture. Through field based experiences, students should seek opportunities to learn how a leader prepares for standardized testing, professional development opportunities and brings closure on a school year.

EDAD 693/Internship in Educational Leadership III

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Summer Practicum is on the responsibilities, tasks, and activities typically encountered by leaders in preparation for beginning a school year. Through field based experiences, students should seek opportunities to learn how a leader readies the setting for a new school year.

EDAD 697/Independent Study in Educational Administration 1–3 cr.

Prerequisites: EDAD 525 and at least 3 credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

EDAD 698/Department Project in Educational Administration 1–3 cr.

Prerequisites: EDAD 525 and at least 3 credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline, involving supervised reading, research, and regular conferences with the faculty adviser.

EDAD 700/Comprehensive Examination: Educational Leadership

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

EDFN 500/Foundations of Education 3 cr.

A synthesis of the contributions to education from the basic disciplines of history, philosophy, anthropology, religion, sociology, economics, and political science. This course fulfills the state of New Jersey requirements for multicultural education.

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

A course that examines basic research design, library and computer search strategies, and certain statistical concepts. Emphasis is on understanding and interpreting research studies.

EDFN 520/Social Problems and Education 3 cr.

Through a human relations approach, this course will examine social norms and the discriminatory practices individuals face as a result of the institutional policies and beliefs of individuals that are generated by these social constructions. Race, class, gender, sexuality, home, and ableism are among the topics to be explored. Through a process of self-examination of social positions that forge the lenses through which we perceive the world, this course intends to engage educators to reflect on their own experiences and develop an understanding of how these experiences are shaped by the intersection of race, class, gender, nationality, religion, sexual orientation, family values and beliefs, and so on. It is in our understanding of how social structures have impacted the development of our own identities and beliefs that we can create the space to understand how different “realities” shape the identity and beliefs “of the other.” Through discussions, lectures, participatory research, case studies, and other activities, students will have various opportunities to examine their own values and beliefs and the values and beliefs of others in order to develop a critical awareness of the complexities of our diverse society and the impact this bears on the nature of school, school policies, curricula, and teaching practices. Finally, this course intends to prepare educators in their becoming thoughtful and caring practitioners who strive to create safe learning environments that foster the growth and development of all learners and seekers of social justice, who promote policies that will create a more just and equitable society.

EDFN 521/Cultural Foundations of Education 3 cr.

This course will examine education as a cultural phenomenon and will focus upon culture, its relationship to language and school achievement, and the implications for teaching, learning, and counseling. There is an emphasis upon the multicultural curriculum, second-language instruction, and critical pedagogy. This course fulfills the requirements for multicultural education.

EDFN 697/Independent Study in Educational Foundations 1–3 cr.

Prerequisite: EDFN 500, 520, or 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

EDFN 698/Departmental Project in Educational Foundations 1–3 cr.

Prerequisite: EDFN 500, 520 or, 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

EDUC 501/Exploring Teaching 3 cr.

This course introduces students to the challenges they face as they embark on teaching careers. The course explores multiculturalism, inclusion, the education of children in poverty, and the place of technology in education. Students will examine the leadership and advocacy roles that teachers must play in order to guarantee excellent education for all children. Students will be introduced to the notion of teacher-as-researcher and participate in inquiry-based activities and assignments. The course explores the process of becoming a teacher and introduces the New Jersey professional teaching standards that students are expected to meet as well as the core curriculum content standards that guide them in their

work with children. Students begin work on the electronic portfolios that accompany them throughout the program and demonstrate their achievement of teaching standards.

EDUC 510/Exploration of Classroom Inquiry 3 cr.

Prerequisite: Admission to Master of Education in Instruction program (RTCM)

Through readings, discussions, journaling, written assignments, and other activities, this course explores the history, philosophy, and practice of “teacher research” as a field. Through exploration of such questions as “What does teacher research look like?” and “What does teacher research mean for teachers?” the course prepares students to identify personal beliefs, attitudes, and assumptions while formulating their own inquiry questions. Learning goals include: 1) exploration and evaluation of major examples of classroom and teacher research theory and practice; 2) examination of assumptions and beliefs about teaching and their relationship to student learning, teacher knowledge, education reform, and school culture; and 3) development of a research agenda and critical perspective related to teaching practice.

EDUC 513/Collaboration, Consultation, and Partnerships 3 cr.

This course focuses on methods and approaches to facilitating partnerships for planning and decision making within educational and habilitative systems. Collaborative teaming skills and productive planning processes on behalf of children with disabilities will be developed. Students will be guided through a series of lectures, readings, and activities that are designed to facilitate the basic understandings of the following: (1) parameters of collaborative teams and transdisciplinary approaches; (2) characteristics of effective teams, including membership, roles, responsibilities, and processes; (3) effective communication and conflict resolution among team members; (4) creative problem-solving and decision-making processes; (5) evaluating outcomes and change; and (6) the unique attributes of school-agency-family collaboration. This course is designed to provide experiences in skill development in a wide variety of approaches to team participation and facilitation. It is expected that the students will demonstrate these skills within their professional environment.

EDUC 601/Modes of Inquiry and Research 3 cr.

Prerequisites: Admission to Master of Education in Instruction program (RTCM) and EDUC 510

Expanding on work from EDUC 510, this course prepares students to develop the skills and dispositions needed to begin planning their own teacher research project, set within their own classroom context or educational setting. Students work individually, and in collaborative groups, to develop research plans for a project designed to address personal questions about teaching practice. Learning goals include: 1) understanding the relationship between research questions and methodology; 2) development of a research question and action plan for classroom inquiry-based study that students will conduct in their own school settings; and 3) development of personal and critical research skills as teacher-researcher and leader.

EDUC 602/Inquiry in Practice 3 cr.

Prerequisites: Admission to Master of Education in Instruction program (RTCM) and EDUC 601

This third course in the Research Core (following EDUC 510 and 601) guides students through the major phases (and predictable obstacles) of conducting a classroom-based teacher research project as well as a culminating presentation of findings, implications for teaching, and emerging questions. Emphasis is on collecting, analyzing, and writing about teacher research data, experiences, and discoveries. Learning goals include: 1) development of research skills related to writing professional-quality classroom-based research; 2) development of a “Poster Session” presentation of teacher research project; and 3) examination of the practical implications of research on multiple levels: classroomwide, schoolwide, and systemic.

EDUC 614/Creating and Sustaining Classroom Communities 3 cr.

This course will expose students to research-supported “best practices” in the areas of schoolwide behavior supports, classroomwide behavior supports, individualized behavior supports, as well as inclusion. The course promotes the development of a position of inquiry toward

behavior that is reflective, proactive, and non-aversive. The emphasis is not merely on reactive- or deceleration-oriented approaches toward behavior but on prevention and quality-of-life changes. Students will develop varied skills, such as the ability to analyze the various models that are currently used; observe varied classroom- and school-based settings; use discipline-based tools of inquiry such as a functional behavioral analysis; identify strategies of instruction and classroom organization that create inclusive classroom communities; and widen their knowledge with respect to the best practices that are currently recognized as being effective. The discussions and experiences in this course should enable students to define their own position with respect to challenging behaviors by the end of the course. Discussion of student observation journals, case studies, video analysis, and other problem-solving exercises will be an ongoing part of this course.

EDUC 615/Capstone Experience: The Teaching Professional 0 cr.

This course will assist students in completing the exit requirements for the Master of Arts in Teaching program and prepare them for future roles as teacher-leaders. Emphasis is on three areas: (1) communication—verbal, written, and electronic; (2) the interpretation of information amassed across course work, and their integration into a personal and collective understanding of their profession; and (3) the creative presentation of these materials in a public arena as a demonstration of this self-knowledge, of mastery of their content knowledge, and of a commitment to the teaching profession, specifically to the continuous investment of themselves to lifelong learning and to student learning.

EDUC 694/Internship I 3 cr.

The course includes observation and participation in a classroom under the guidance of a cooperating teacher and supervising professor. Topics discussed in on-campus sessions include curriculum, lesson and unit planning, individualizing instruction, cultural and socioeconomic diversity, classroom management, and measurement and evaluation of student progress. Students apply theoretical knowledge in their field placement, culminating in a week and a half full time in the classroom. The internship takes place in an urban, culturally and linguistically diverse setting.

EDUC 700/Comprehensive Examination

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

ELEM 520/Multicultural Social Studies 2 cr.

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the elementary school from a multicultural perspective. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing understanding of content.

ELEM 521/Methods for Teaching Science in the Inclusive Classroom 2 cr.

This course examines the purpose, scope, sequences, materials, and methodology of teaching science in inclusive elementary school classrooms.

ELEM 522/Methods for Teaching Science and Mathematics in the Inclusive Classroom 3 cr.

This course focuses on the curriculum and methodology for teaching science and mathematics in inclusive classrooms, with an emphasis on methods for special educators who are meeting the needs of children with disabilities or learning challenges. It examines the elementary school science and mathematics curriculum, how children learn science and mathematics, and methods and strategies appropriate for teaching topics in these areas to students with special needs. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing their understanding of content.

ELEM 524/Study in Elementary School Social Studies 3 cr.

Investigation of recent research and current theory and practice concerning the social studies program in modern elementary schools. Survey of objectives, curricular pattern, methods, and materials of instruction, content, and skill development. Emphasis is on process curriculum, value components, and development of cognitive skills.

ELEM 550/Supervision in Elementary Education 3 cr.

An analysis of the responsibilities and services of elementary school supervisors based on the goals, structure, curriculum, faculty, students, and resources of elementary schools today.

ELEM 555/Advanced Curriculum for Adolescence and Children 3 cr.

A course designed to analyze, plan, develop, and evaluate the modern school curriculum. Emphasis will be placed on bases for decision making, processes for curriculum evaluation and improvement, and emerging developments in school curriculum.

ELEM 597/Special Topics in Elementary Education 1–6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

ELEM 663/Advanced Trends in Elementary Education 3 cr.

Examination of current trends in elementary education through the critical analysis of recent research. Topics emphasized are: (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in elementary education.

ELEM 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

ELEM 690/Student-Teaching Seminar 2 cr.

Prerequisite: EDUC 694

This seminar will expose participants to a range of interesting topics across the disciplines. Sessions will be offered primarily by guest experts who will share their passion for their topics and give participants learning opportunities similar to those they should be providing their own elementary school students.

ELEM 694/Internship I 3 cr.

Prerequisites: Completion of required core courses; consultation and approval of program coordinator

Observation and limited teaching in a school classroom two full days a week for eight weeks under the guidance of a college supervisor. Weekly seminar meetings for one month prior to the classroom experience and a concluding seminar. Topics discussed include aims and objectives of educational programs, lesson and unit planning, methods of teaching and styles of learning, school curriculum, classroom management, and assessment of student progress.

ELEM 695/Internship II 4–8 cr.

Prerequisite: Successful completion of Internship I

The Internship II experience will be a full semester. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

ELEM 696/General Seminar in Elementary Education 3 cr.

Prerequisites: Consultation and approval of the program coordinator. Must be taken either (a) during the semester in which the student is registered to take the comprehensive examination; or (b) no more than one semester prior to the anticipated registration for the comprehensive examination.

Designed to be the culminating seminar for all students in the MEd and MAT programs. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work. Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

ELEM 697/Independent Study in Elementary Education 3 cr.

Prerequisite: EDFN 500, 520, or 521

An in-depth study of a topic within the discipline of elementary education involving supervised reading, research, and regular conferences with

the faculty adviser. Open only to students matriculated in the elementary education programs.

ELEM 698/Department Project in Education 3 cr.
Prerequisite: EDFN 508

A critical independent study of an aspect of education of interest to the student that is explored under faculty guidance. Open only to students matriculated in the elementary education programs.

ELEM 699/Thesis/Creative Project in Education 6 cr.
Prerequisite: EDFN 508

An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the elementary education programs.

ELEM 700/Comprehensive Examination: Elementary Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

EPSY 513/Psychology of Learning 3 cr.

The purpose of this course is to examine leading theories of learning and their experimental basis. Applications of the role of learning to real-life situations pertaining to perceptions, motivation, and personality development are also explored.

EPSY 520/Fundamentals of Human Growth and Development 3 cr.

This course examines the various psychological processes as they develop across the lifespan. It surveys the major issues in developmental psychology and integrates them using a lifespan perspective.

EPSY 523/Advanced Child and Adolescent Development 3 cr.

This course is designed to provide practicing and pre-service teachers with opportunities to examine human growth and development issues as they are directly tied to the improvement of instruction and learning in multicultural settings. Effective educators possess understanding of, and the abilities to critique and appropriately apply, the most current knowledge base and theories of child growth and development. Students in this course will be presented with opportunities to enhance their knowledge base and their critiquing and application skills so as to increase their efficacy in the teaching-learning scenario. Through a realistic, yet theoretically sound structure, students in this course will be required to participate in the professional tasks of consuming, assessing, applying, and/or creating knowledge of “how” students grow and learn. Through case analyses, discussions, lectures, role-playing, action research, and group activities, students will have numerous opportunities to apply a variety of theoretical concepts relative to the physical, cognitive, language, and psychosocial development of humans, with emphasis on early childhood through early adolescent youth (PK–8).

EPSY 524/Adolescent Development and Education 3 cr.

Consideration of physical, intellectual, personality, and social development during the stages of adolescence and youth. Particular emphasis is placed on the roles of the family, peers, and schools as contributors to development.

EPSY 643/Measurement and Evaluation 3 cr.

Prerequisite: COUN 515 or EDFN 508 for all counseling majors
 The purpose of this course is to acquaint students with the field of psychological and educational testing. Students will become familiar with the basic principles of test construction, administration, scoring, and interpretation. In addition, issues related to validity, reliability, testing in the multicultural context, and performance assessment will be examined. Commonly used tests of ability, aptitude, and personality will be reviewed. This course requires a working knowledge of descriptive statistics.

ESLM 525/Second Language Acquisition 3 cr.

An overview of some of the major themes and issues in second-language acquisition and how this impacts learning in an academic setting. Consideration will be given to topics such as research methodology, the role of the native language, morpheme acquisition orders, differential success, the linguistic environment, theories of second-language acquisition, and conversation analysis.

ESLM 545/English Structure and Proficiency Assessment 3 cr.

This course is designed to develop students' competency in the applied linguistics with a good understanding of English structure and its application in L2 learning and acquisition. It enables students to compare the structures of phonetics and grammar of English and L2 learners' L1, to discover or identify the pitfalls and potential trouble spots in various areas of phonetics and grammar during L2 learners' learning process, and design appropriate and effective strategies for L2 learning and instruction. This course also provides students with language proficiency assessment standards, instruments, and strategies.

ESLM 577/Sociolinguistics and Cultural Foundations of ESL 3 cr.

This course provides an overview of topics in sociolinguistics and cultural foundations of education as they relate to teaching English as a second language (ESL). Special emphasis is given to the role and nature of culture in the educational context and the significance of cultural groups and cultural identity. We focus on what it means to engage in culturally responsive teaching and learning in mainstream and ESL classrooms. Among the topics that we explore are: speech communities, multilingualism, multiculturalism, language variation, race, gender, and cross-cultural communication. We consider those topics from the perspective of teaching linguistically and culturally diverse learners. The course also includes an introduction to Conversation Analysis (CA) and its connections to language pedagogy, pragmatics and foreign language acquisition.

ESLM 578/Theory and Practice of Teaching English as a Second Language 3 cr.

Designed to develop competency in the theoretical foundations of second-language acquisition, an understanding of the unique aspects of the process of second-language teaching, and the necessary practical application of those theories as required in the ESL classroom.

ESLM 579/Language and Literacy for ESL 3 cr.

This course provides an overview of issues in language and literacy as they relate to the teaching of English as a second language. Theories and models of first and second language reading processes are discussed, which provide a basis upon which to consider reading and literacy skills development and acquisition in the second language context. Among the topics that we address are: linguistic processing of text (i.e., phonological, morphological, syntactic, and semantic cueing in L1 and L2), strategies and metacognitive skills, content schema and background knowledge, vocabulary acquisition, reading and writing relationships, and theories and issues in second language reading.

ESLM 587/Curriculum, Methods, and Assessment ESL/Bilingual Education 3 cr.

This course is designed to develop competence in the application of the theoretical foundations of second language learning and acquisition and bilingual education in teaching multilingual populations. It enables candidates to practice ESL and/or bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select material, and to perform proper assessment and evaluation procedures for ESL and bilingual programs respectively.

ESLM 597/Special Topics in English as a Second Language Education 1–3 cr.

Prerequisite: One of the following: RDLG 571 or ESLM 578, 579, or 587
 An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

ESLM 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits
 This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

ESLM 688/Practicum for Second Language Teachers 3 cr.

Prerequisite: ESLM 578 or 587
 On-site experiences arranged for students in government and related institutions and agencies in the community. Covers 450–550 clock hours over the duration of one full-time semester or two part-time semesters.

ESLM 697/Independent Study in ESL or Bilingual Education 1–3 cr.**Prerequisite:** ESLM 578 or 587

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

ESLM 700/Comprehensive Examination: Teaching English as a Second Language

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

INCD 562/Enhancing Curriculum and Instruction with Computer Technology 3 cr.

This course emphasizes the link between appropriate use of computer technology and good teaching. Conducting hands-on activities in a computer lab, students are taught to evaluate, select, and apply computer-based resources to the teaching process. Included are Internet applications, hypermedia, teacher productivity tools, and software that enriches learning in specific subject areas.

MATH 591/Number Theory and Systems for Middle School Teachers 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of number systems (integers, rational numbers, and real numbers) and number theory. Physical materials, models, technology, and middle school curricula will be used to explore fundamental properties of number systems, to model algorithms, and to explore number theory topics. How children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

MATH 592/Data Analysis and Probability for Middle School Teachers 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of data analysis and probability. Physical materials, models, technology, and middle school curricula will be used to explore data, statistical measures, and the elements of probability. How children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

MATH 594/Patterns, Functions, and Algebra for Middle School Teachers 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of patterns, functions, and algebra. Physical materials, models, technology, and middle school curricula will be used to explore these topics. Exploration of ways to engage middle school students meaningfully in experiences that lay a strong foundation for more formal algebraic work will be integrated with the mathematics content.

MATH 595/Geometry for Middle School Teachers 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of geometry. Physical materials, models, technology, and middle school curricula will be used to explore these topics. Exploration of ways to engage middle school students meaningfully in experiences that lay a strong foundation for more formal work in geometry will be integrated with the mathematics content.

MATH 596/Concepts and Methods of Teaching Mathematics in the Elementary Grades 3 cr.

This course offers a modern view of mathematics content in the elementary school in combination with an exploration of contemporary methods of teaching this content. This course is offered to students in the Master of Arts in Elementary Teaching (MAT) program.

RDLG 530/Exploring Children's Literature: An Educator's Perspective 3 cr.

A multidimensional and multimedia approach to children's and adolescents' literature, with extensive reading, critical examination, selection, and evaluation. Emphasis will be on: children's and adolescents' books

and story presentation strategies as related to the children's needs and interests at various age levels; historic trends; research; and the influence and utilization of literature upon the academic, social, and emotional growth of the child and adolescent.

RDLG 537/Language Arts Literacy 3 cr.

Note: This course will not be accepted for credit in the reading program. Examination of the interrelationships among the language arts; learners' language abilities and needs; instruction in word recognition, comprehension, study skills, content area reading; the organization of the reading program; and parental involvement.

RDLG 541/Study in Elementary School Language Arts 3 cr.

Prerequisite: One course in teaching language arts
Considers the language arts and their interrelationships, especially listening, speaking, writing, reading, and viewing; curriculum models, methods, and materials; and current research trends.

RDLG 570/Issues in Literacy Instruction 3 cr.

Prerequisite: An undergraduate or graduate course in the methods of teaching reading
Note: This course will not be accepted for credit in the reading program. Deals with the basic principles for a corrective reading program, methods of preventing reading difficulties, and methods and materials used in dealing with corrective problems; causes of poor reading; and deficiencies in specific skills.

RDLG 571/Language and the Teaching of Reading 3 cr.

The place of language in culture; linguistics and psycholinguistics as academic disciplines; examination of concepts significant for the reading program; analysis of American English; implications of cultural, linguistic, and psycholinguistic data for instructional practice and for selection of instructional materials.

RDLG 579/Content Area Literacy 3 cr.

Prerequisite: One course in teaching reading
This course provides pre-service and in-service teachers with the basic concepts of how students interact with text in order to acquire content information. The course, building on these concepts, demonstrates how classroom teachers can best enhance and facilitate this acquisition by using teaching practices that have been validated through research.

RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice 3 cr.

Examination and study of research basic to an understanding of the phonological and morphological foundations of reading instruction and to the perceptual, psychological, and sociological bases of reading; emphasis is on the implications of research for instructional materials, classroom procedures, and organization.

RDLG 673/The Writing Process in Literacy Development 3 cr.

A study of reading comprehension and writing strategies as they are connected to reading theory based on research in the disciplines of cognitive psychology, sociology, linguistics, and reading education. Current theory and related research are used as bases for the development and implementation of teaching strategies in the areas of literacy, comprehension, expression and writing.

RDLG 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

RDLG 691/Reading Diagnostic Procedures: Practicum 3 cr.

Investigation of formal and informal diagnostic methods and materials for testing reading achievement; critical appraisal of these methods and materials based on psychological and linguistic principles; use of the results of both formal and informal assessment to identify reading difficulties; corrective techniques appropriate for meeting these difficulties determined. Case studies required.

RDLG 692/Correction and Remediation of Reading Difficulties:**Practicum 3 cr.****Prerequisite:** RDLG 691

A practicum in which the student employs various assessment procedures to develop and implement corrective instruction under supervision in the reading center.

RDLG 693/Supervision and Administration of Reading Programs**K–12 3 cr.****Prerequisite:** RDLG 691 (may be taken concurrently with RDLG 692)

A practicum and seminar for demonstrating ability to apply the concepts and skills developed in the graduate reading program and for analyzing and evaluating instructional procedures used. Selected topics related to the role of the school/district reading professional are researched and discussed.

RDLG 697/Independent Study in Developmental Reading 1–3 cr.**Prerequisites:** EDFN 508 and graduate coordinator's approval

An in-depth study of a topic within the discipline of reading, involving supervised reading, research, and regular conferences with the faculty adviser.

RDLG 698/Department Project in Reading 3 cr.**Prerequisite:** EDFN 508

A critical independent study of an aspect of reading of interest to the student that is explored under faculty guidance. Open only to students matriculated in the reading program.

RDLG 699/Thesis/Creative Project in Reading 6 cr.**Prerequisite:** EDFN 508

An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the reading program.

RDLG 700/Comprehensive Examination: Reading

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

SAFT 582/Driver Education Teacher Certification Program 3 cr.

This program meets the certification requirements to teach driver education in the secondary schools and commercial driving schools of New Jersey. The course content emphasizes teaching methods in the classroom, simulation behind the wheel, and the psychological aspects of the driver education program.

SAFT 587/Traffic Safety Workshop 3 cr.

Investigation and application of current information on theory, techniques of teaching, and administrative procedures related to specific traffic safety problems. Programs on motorcycle education, emergency maneuvers, handicapped drivers, pedestrian safety, bicycle safety, and public transportation.

SCED 510/Curriculum of the Secondary School 3 cr.

A study of the evolution of the American secondary school curriculum, including various curriculum patterns as they exist today and current plans for improvement. Open only to students enrolled in MAT programs. Not accepted by the New Jersey Department of Education toward administrative or supervisory certificates.

SCED 590/Methods for Teaching in the Content Areas 3 cr.

This course immerses secondary MAT students in the methods in their specific disciplines. There are separate sections for mathematics, sciences, social studies, and language arts.

SCED 663/Advanced Trends in Secondary Education 3 cr.**Prerequisite:** EDFN 508

Examination of current trends in secondary education through the critical analysis of recent research. Topics emphasized are: (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in secondary education.

SCED 667/Issues in Secondary Education 3 cr.

This course provides students with an in-depth examination and analysis of topics and issues germane to secondary educators. The emphasis throughout the experience is on effective use of teaching strategies, decision-making/problem-solving techniques, and teacher leadership.

SCED 687/Faculty-Student Research 3 cr.**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SCED 691/Seminar in Supervised Pre-Teaching—
Observation and Participation 6 cr.****Prerequisite:** Matriculated in a MAT program with program supervisor's approval

Part I: A series of pre-session orientation meetings held in early June.

Part II: A pre-student-teaching summer session consisting of daily presentations, class discussions, individual conferences, lesson observation, and participation in the preparation and presentation of lessons and projects to secondary middle school students. Topics include: educational goals and objectives, planning, classroom management, creative teaching strategies, and student evaluation.

**SCED 692/Seminar in Supervised Teaching—
Field (Student Teaching) 4 cr.****Prerequisites:** SCED 691 and methods course

Full-time teaching for 13 weeks under the supervision of a cooperating teacher in a secondary school. Payment of student-teaching fee must accompany tuition and fees at time of registration. A student may take no more than 6 credits while doing intern teaching. A student must be matriculated into a graduate program and within 9 credits of completing the requirements for the master's degree in order to be admitted to student teaching. Students may elect one of the following three plans:
Plan A: On-the-job teaching supervised for one semester by members of the College staff.

Plan B: Student teaching for 13 weeks under the supervision of a certified cooperating teacher.

Plan C: Student teaching in an accredited evening high school under the supervision of a certified teacher for two consecutive semesters.

SCED 694/Internship I (Pre-Student Teaching) 3 cr.**Prerequisites:** Matriculated in a MAT program and within 12 credits of completing degree requirements

A pre-student-teaching experience in which students meet weekly for presentations, discussions, and in-class peer lessons. Topics include long- and short-term planning, classroom management, and student evaluation. Some off-campus field work will be required.

SCED 695/Internship II (Student Teaching) 6 cr.**Prerequisites:** SCED 694 and methods course—see SCED 692**SCED 696/General Seminar in Secondary Education 3 cr.****Prerequisites:** Consultation and approval of the program coordinator. Must be taken either:

- During the semester in which the student is registered to take the comprehensive examination or
- No more than one semester prior to the anticipated registration for the comprehensive examination

Designed to be the culminating seminar for all students in the MEd and MAT programs. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work. Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

SCED 700/Comprehensive Examination: Secondary Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

SPED 501/Students with Disabilities in Our Schools 3 cr.

This course presents an introduction to the field of special education within the broader context of public education. The history and changing philosophies of teaching children and youth with disabilities are discussed in relation to the history and philosophy of public education in the U.S. The legal foundations for special education today are covered in depth, as are discussions of current social and ethical issues such as the over-representation of minority children in special education, the use of segregated schools in special education, and the changing role of teachers in meeting the needs of today's students with disabilities. Given the unique position of special education in schools as well as the current shift from segregated to inclusive settings, it is imperative that students understand the underlying theories and philosophies that inform current special education practices.

SPED 506/Seminar in Educational Technology 1 cr.

This seminar covers the key issues in education and technology that will provide a context for students in the Master of Science in Educational Technology program. Topics include the role of technology in school reform, technology coordinators as agents of change, technology's role in the inclusion of students with disabilities, and equity issues in educational technology related to race, gender, and ethnicity. The seminar format will emphasize discussions of readings from current literature.

SPED 521/Assistive Technology 3 cr.

This course explores technology applications that benefit children and youth with disabilities. It focuses on teaching students the skills they will need to use assistive technology appropriately and effectively to enhance the educational programs of children and youth with disabilities. Emphasis is placed on developing the skills necessary to make computers accessible, use assistive technology to provide access to the curriculum and New Jersey core curriculum content standards, enhance the ability to communicate, and utilize Internet resources to keep current with best practices and advances in assistive technology.

SPED/DFHH 597/Special Topics in Special Education* 3 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

SPED 605/Language and Reading Strategies for Students with Disabilities 3 cr.

This course presents an in-depth study of language and literacy development as related to communication skills for learners with speaking, reading, writing, and spelling disabilities. Instructional models, including direct teaching strategies and whole language strategies, are examined in detail, as are effective strategies used by successful readers. The five dimensions of early reading are emphasized: phonemic awareness, systematic phonics, fluency, reading comprehension, vocabulary development, and motivation. Assessment, lesson development, and unit planning are featured. Alternative access to content via technology, instructional support systems, and relevant applications of reading/language skills in the life-skills curricula are discussed and applied.

SPED 612/Curriculum and Methods for Students with Mild Disabilities 3 cr.

This course examines societal, legal, and professional effects on how curriculum and methods choices are made for learners with disabilities, presents an overview of basic principles of teaching, and examines the repertoire of current best practices in teaching and learning strategies. Curriculum development, curriculum adaptations, integration of cognitive strategies, classroom management, and monitoring of student progress are emphasized. Curriculum design, along with lesson planning and delivering and assessing instruction in academic areas, will be discussed and used in course applications. Collaboration with families, colleagues, and community resources and strategies for meaningful inclusion are integrated into the course as important corollaries to curriculum.

SPED 624/Advanced Study of Learning Disabilities 3 cr.

An intensive overview of the field of learning disabilities, including definitions, characteristics, medical aspects of attention deficit disorder (ADD), social and emotional behavior, assessment techniques, and major educational approaches to teaching. Instructional approaches will focus on cognitive learning theories and the learning strategies approach to instruction.

SPED 626/Curriculum Design for Students with Severe Disabilities 3 cr.

The purpose of this course is to provide our students with the skills and knowledge that will enable them to address the needs of students with significant disabilities. We recognize that our students as future teachers are going to be required to teach a diverse group of students, including students with the most severe disabilities. This course will expose our students to research-supported "best practices" that can address the needs of students with severe disabilities within the context of regular education programs. We envision that students who take this course will emerge feeling confident and ready to address the needs of a diverse group of children in their classroom. It is expected that by the end of this course, students should have an in-depth knowledge base of research-supported instructional strategies and curriculum design in the area of severe disabilities. They should have the ability to use the tools and approaches in this area to meet the needs of students with the most severe disabilities.

SPED 631/Transition and Community-Based Instruction 3 cr.

This course introduces students to the historical, philosophical and legal foundations of transition and vocational education in public schools. Based upon a review of the current literature in this area, this course identifies research-validated practices and issues in the transition of youth with disabilities from high school to adult living. Contemporary issues including the legal responsibilities of schools and educators; person centered planning; functional vocational assessment; and collaboration with families and community agencies are addressed. It is expected that by the end of this course, students will have an understanding of the development of transition services; and methods of assessment and instruction for learners with diverse abilities in a variety of community settings.

SPED 647/Communication Development of Students with Significant Disorders 3 cr.

This course focuses on preparing teachers to understand the early communication development of children with severe disabilities and its educational program implications. Students will develop skills in the analysis of communication development in children who have social, cognitive, motor, and sensory impairments, as well as the application of appropriate augmentative communication systems. There will be an emphasis on assessment of expressive/receptive communication skills (nonsymbolic-symbolic); teaching communication as an access skill across the curriculum; using augmentative communication to access the New Jersey core curriculum content standards; natural and assistive technology supports for communication (augmentative/alternative communication); and measuring skills of interaction/communication in students.

SPED 648/Positive Behavior Supports for Students with Extreme Behaviors 3 cr.

This course specifically focuses on addressing the needs of students who demonstrate extremely challenging behaviors and are at a high risk of being excluded from inclusive school and community settings. What are the varied challenges faced by these students and their families? How should the positive behavior supports inquiry process be guided for such students? What can we learn from the perspectives of consumers who are navigating these challenges? What strategies should we use to mobilize school and community support for such students? What are the pros and cons of medication? What kinds of quality-of-life issues need to be addressed in order to bring about a long-term impact on behavior? These are some of the questions that will be addressed throughout this course. The intent of this course is to provide students with the necessary skills that will enable them to support such students and advocate for them within the system. The emphasis of the course is on collaboration, inclusion, and non-aversive techniques.

SPED 664/Research Trends in Special Education 3 cr.
Prerequisite: EDFN 508

Research Trends in Special Education presents research methodologies used in special education, with a particular emphasis on qualitative methods and single-subject research design. Students will acquire the skills and knowledge required of a competent research consumer by examining the literature on disability and conducting a mini-research project on a topic related to teaching children with disabilities in their own classrooms and schools.

SPED 671/Nemeth Braille Code for Mathematics and Scientific Notation and Strategies for Developing Mathematical Skills in Learners Who Use Braille **cr.**

The purpose of this course is to provide students with the knowledge and skills necessary for teachers of learners who are Braille readers/tactile learners to access math instruction and develop math skills. Students of this course will study and master the Nemeth Braille Code for Mathematics and Scientific Notation and plan and implement instruction in the Nemeth Code for learners who are blind and unable to access math and science materials through the print medium. The course includes extensive practice of the Nemeth Code, including the transcription of print material into Nemeth Code and Nemeth Code material into print, use of the Cranmer abacus for mathematical calculations, strategies for fostering successful numeracy for all tactile learners, planning and delivering instruction in the Nemeth Code, and utilizing specialized materials for teaching math and science to Braille readers/tactile learners and supporting them in general math and science classes. This course will also provide students with an introduction to other tactile codes used by Braille readers, such as the Music Braille Code, which allows Braille readers to access music notation.

SPED 672/Strategies for Teaching Students Who Are Blind or Visually Impaired **cr.**

This course will provide entry-level skill development for planning interventions based on individual assessment of learning needs. The course will examine educational needs of both tactual and visual learners at various levels of development: infancy and early childhood; school years; transition to college/work. The expanded core curriculum (ECC) for B/VI learners will be examined, and determination of how it can best be woven into the core curriculum for all learners will be discussed. Included in the ECC is the reinforcement of supporting students' orientation and mobility, and basic skills of negotiating indoor and outdoor environments.

SPED 673/Braille I: Literary Braille, Instructional Strategies, and Materials **cr.**

The purpose of this course is to provide students with the knowledge and skills necessary to plan and implement instruction in Literary Braille for learners who are blind and unable to access literacy through the print medium. The course includes extensive practice and mastery of the Literary Braille Code, including the transcription of print material into Braille and Braille material into print. The course will examine historical and current research and practices in Braille literacy for all learners who are blind, including those with multiple disabilities, as well as approaches for planning instructional units in Braille, delivering Braille instruction, and effective utilization of reading programs for general classroom participation and functional literacy. The course will also include development and utilization of specialized materials, Braille books, and other instructional supports necessary for assisting learners who are blind to access instruction.

SPED 674/Assistive Technology for Students Who Are Blind or Visually Impaired **cr.**

This course examines factors involved in determining appropriate assistive technology devices and programs for students who are blind/visually impaired. Through hands on experience in a computer lab, students review available technology in the categories of CCTV/video magnifiers, screen-reading software, screen-magnification software, Braille notetakers, Braille printers, Braille translation programs, digital book readers, and optical-character-recognition systems. In addition to being proficient users of software and hardware for students who are blind/visually impaired, students gain experience in assistive technology selection considerations, feature comparisons, implementation concerns, technical-assistance resources, and assistive-technology funding opportunities.

SPED 675/Research on Implications of Blindness and Visual Impairment **3 cr.**

This course introduces students to the historical and philosophical foundations of blindness and visual impairments. Based on a current examination of the research and literature in this area, this course identifies contemporary issues in the education of students who are blind/visually impaired (BVI), including those with multiple disabilities. Contemporary

issues will include current educational definitions, identification criteria, educational placement options as well as instructional options for students who are blind/visually impaired. The psychosocial factors that impact the dynamic interaction between individuals who are blind/visually impaired and those who are normally sighted will be addressed within the context of current research and evidence-based practices in education. Students will examine the research on the impact of blindness, whether total or partial, on all developmental levels, including infancy, early childhood, later childhood, adolescence, and transition to post-school settings.

SPED 680/Seminar and Practicum on Diagnostic Procedures **3 cr.**

Prerequisites: SPED 624 and permission of adviser
Principal diagnostic problems and procedures encountered in evaluating and understanding the individual behavior and learning difficulties of children with developmental and learning disabilities. Techniques of assessment and interpretation of individual profiles in intellectual development, social-emotional adjustment, perceptual-motor abilities, and aptitude. Students are expected to purchase any necessary testing and/or curriculum materials needed for the proper completion of the course. Open to Option III and post-master's certification candidates only (LDT/C).

SPED 681/Seminar and Practicum on Remediation Techniques **3 cr.**

Prerequisites: SPED 680 and permission of adviser
The principal remediation problems and procedures used in understanding and modifying the individual behavior and learning difficulties of children with developmental learning disabilities. Approaches and techniques of remediation and their use in individual and/or group instruction, how they relate to the diagnostic data, and how they can be integrated with current theories of learning and child development. Students are expected to purchase any necessary testing and/or curriculum materials for the proper completion of the course.

SPED 682/Externship in LDT/C **3 cr.**

Prerequisites: SPED 680 and 681
A period of full-time work as a learning disabilities teacher/consultant in a public school and as a part of a child study team under the supervision of an approved/certified learning disabilities teacher/consultant and a faculty member of the College. Minimum clock hours for this course are 200. A student may enroll in this course while s/he is employed as a provisionally certified learning disabilities teacher/consultant if s/he is able to be supervised by an approved and fully certified learning disabilities teacher/consultant and is in a location making faculty supervision practical. This course is taken after completion of all other required courses in the LDT/C program.

SPED 687/Faculty-Student Research **3 cr.**

Prerequisite: Completion of 15 graduate credits
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

SPED 691/Internship I: Seminar and Field Experience in Special Education **3 cr.**

This course is an introductory field experience in which students will have an opportunity to observe children with disabilities in an educational setting and participate in standard classroom routines and teaching activities. Based on their observations and field experiences, students will complete a series of written assignments that relate to observational assessment, individualizing instruction, classroom environment, lesson planning, curriculum design, and behavior management. A seminar is an integral part of this experience.

SPED 695/Internship II: Student Teaching **3 cr.**

Prerequisites: Completion of 18 graduate credits and permission of the department
Fourteen weeks of full-time placement in a class or program designated for children or young adults with disabilities under the direction of a cooperating teacher certified in special education. Through field experience as well as specific assignments, this course will help students strengthen and apply skills in various areas of teaching.

SPED 697/Independent Study in Special Education 1–3 cr.

Prerequisites: Completion of 6 graduate credits and permission of the adviser and department chair
Independent exploration of a specific topic in depth under the individual supervision of a faculty member.

SPED 698/Department Project in Special Education 3 cr.

Prerequisites: Completion of 6 graduate credits and permission of the adviser and department chair
A critical independent study of a current issue in special education of interest to the student is completed under the guidance of faculty.

SPED/DFHH 700/Comprehensive Examination: Special Education

All candidates for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program and demonstrate that he/she has met New Jersey professional teaching standards and competencies in preparation for both elementary teaching and special education.

SPED 705/Culminating Experience: Educational Technology cr.

Candidates in the Master of Science in Educational Technology program must present the results of their department project (SPED 698 or TCED 698) at a Student Symposium on Educational Technology. The presentation will demonstrate their in-depth understanding of critical issues in educational technology.

SUPV 520/Staff Supervision 3 cr.

A study of the objectives, techniques, and materials of staff supervision. Examination of the supervisory function toward improvement of instruction. The nature of contemporary supervision, interpersonal relations, and the supervisor as an agent of change.

TCED 582/Computer Systems 3 cr.

Prerequisite: SPED 506 for educational technology program
Orientation to the fundamentals of technical computer systems, including theory of operation, hardware, operating systems, and computer applications. The issues raised by the increasing use of computers in education will be addressed. Students will use the computer to communicate and control through an intermediate-level programming language, such as Forth, Visual Basic, or Real Basic.

TCED 605/Networking Technology 3 cr.

Prerequisites: SPED 506 and TCED 582
The fundamentals of computer networking systems, including hardware and software applications designed to allow multiple users to access data, applications, e-mail, and other networks. A comprehensive overview of current networking concepts, terminology, and components will allow the student to understand the many discrete operations of network communication and become familiar with basic administration and problem solving.

TCED 610/Authoring and Multimedia for Instruction 3 cr.

Prerequisite: SPED 506
A comprehensive overview of hypermedia/interactive multimedia technology, including the design and production process of developing multimedia course materials and presentations and integrating network/Internet-based instructional strategies into the classroom. Connecting multimedia development with sound instructional design theories will be emphasized.

TCED 698/Departmental Project 3 cr.

Prerequisites: SPED 506, TCED 581, 610
A critical independent study of an aspect of technology education of interest to students of technology education and explored under faculty guidance.

School of Nursing, Health, and Exercise Science**HLED 500/Workshop in Health Education** 1–3 cr.

An in-depth study of highly specialized topics of recent origin, with emphasis on application to health education programs and improvement of teaching effectiveness.

HLED 521/Stress and Tension Management 3 cr.

Examination of the interrelationships of mind, stress, and tension management. Key concepts will be extracted from a variety of fields for discussion and formation of a personal view.

HLED 550/School Health Problems 3 cr.

Approaches for experienced teachers to the health problems of school-age children and their families. Emphasis on the importance of early detection of deviation from normal development and the need for understanding and cooperating with other service providers in the school and community.

HLED 551/Alcohol and Narcotics Education 3 cr.

Drug dependencies and their effect on the individual, school, and society. The use, misuse, and abuse of a variety of mood-modifying substances are studied, with particular emphasis on alcohol and other drugs of abuse. Includes implications for drug education in the public schools.

HLED 552/Health Science 3 cr.

This course is designed to provide a comprehensive overview of the current content of all aspects of health science education. Emphasis is on both theory and in-depth research of practical applications or advances in the areas of personal and community health programs in wellness by utilizing lectures, class discussions, readings, and investigations, and application of modern techniques of health science instruction for communities, teachers, administrators, or students.

HLED 553/Drugs in Society 3 cr.

Study of the trends and practices of drug abuse in contemporary society, including identification and evaluation of behavior patterns of use and abuse of drugs. The drug user will be viewed from biological, medical, and psychological points of view, and the roles of professionals in these areas will be investigated.

HLED 554/Curriculum and Program Construction in Health and Safety Education 3 cr.

The selection and adaptation of a comprehensive health and safety education program for children of various ages. An inquiry-oriented experience wherein the participant engages in the process of building a curriculum for K–12 grades, and those in community health programs. Using research, New Jersey state standards, personal experiences, and interaction with others, the individual identifies desirable content for health and safety units emphasizing a conceptual approach to this discipline.

HLED 555/Seminar on Aging, Death, and Dying 3 cr.

An exploration of various aspects of aging and death in contemporary America will be undertaken. An examination of the diverse roles of gerontology and thanatology professionals will be addressed through current research. Formulation of realistic plans for effective living through education regarding aging and death will be a primary area of focus.

HLED 556/The Challenge of HIV: Prevention through Education 3 cr.

An in-depth study of human immunodeficiency virus (HIV): the basics (transmission, prevention, education); coping (psychosocial issues); helping (volunteerism, health/social services); and caring (critical issues, research).

HLED 653/Problems and Issues in Health and Safety Education 3 cr.

Prerequisites: HLED 552 and 544
The study of major trends and current problems/issues in wellness, health promotion, or safety education both in the schools as well as within the community, including the aging population, health in the technological age, school-community cooperation in health programs, investigation of infectious and degenerative diseases, and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other referral agencies serving the health and safety of children or adults.

HLED 655/Sex Education and Family Living 3 cr.

Prerequisite: HLED 552
Individual study of personal and family living. Development of increased knowledge and competence in the use of such knowledge in teaching. Development of teaching materials, analysis of tests, and other resources.

HLED 700/Comprehensive Examination: Health Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

HPED 597/Special Topics in Health, Physical Education, and Safety 1–6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety 3 cr.

Prerequisite: EDFN 508

Study of research design, with opportunities for individual study. Areas include creativity and communication, understanding and using research, identifying professional needs and problems, orientation to laboratory procedures and application of inquiry, and investigation of future growth and development in the field.

HPED 687/Faculty-Student Research 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

HPED 697/Independent Study in Health, Physical Education, Recreation, and Safety 1–3 cr.

Prerequisites: EDFN 508 and HPED 600

Independent exploration of a specific topic or problem in depth under the individual supervision of a faculty member. This could include a unique area of the discipline, exploration of recent research on this topic, extensive reading in an area of interest, participation in medical clinics, grants, projects, or extensive forums with regular conferences during the semester with the faculty adviser. Open only to advanced students matriculated in graduate programs.

HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety 3 cr.

Prerequisites: EDFN 508 and HPED 600

A critical independent investigation of an aspect of health, physical education, or safety of interest to the student is explored and developed under the guidance of faculty. Students are expected to purchase all necessary materials or equipment (laboratory time) required for the completion of the course. Open only to students matriculated in the health and physical education program or with permission of the faculty supervisor.

HPED 699/Thesis in Health, Physical Education, Recreation, and Safety 6 cr.

Prerequisites: EDFN 508 and HPED 600

Extensive research under the guidance of a thesis committee. Open only to students matriculated in the health and physical education program.

NURS 501/Perspectives in Advanced Practice Nursing 3 cr.

This course focuses on current and emerging issues affecting advanced practice nursing with an emphasis on historical, political, social, ethical, and economic factors. Examination of internal and external pressures affecting advanced practice nursing, assessment of the political environment, and evaluation of the strategies to enhance the political effectiveness of nursing are included.

NURS 511/Introduction to the CNL Role 4 cr.

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader's role within a health care agency. The course focuses on acquisition of advanced knowledge in key areas such as: horizontal leadership, effective use of self, advocacy, conceptual analysis of the CNL role, and lateral integration of care. This course includes 35 clinical hours and 1 classroom hour per week.

NURS 503/Pharmacology for Advanced Nursing Practice 3 cr.

Prerequisite: NURS 504

This course examines concepts and principles related to pharmacology and the therapeutic use of drugs. Pharmacokinetics and pharmacological dynamics are emphasized related to organ systems and disease processes.

NURS 504/Advanced Human Pathophysiology 3 cr.

This is an advanced course that concentrates on the pathogenesis of common alterations in children and adults that lead to illness. The content learned in this course will be used as a basis for clinical management. This course allows the graduate student to understand the normal physiologic and pathologic mechanisms of disease to serve as the primary component of clinical assessment, decision making, and holistic health management. Emphasis is placed on alterations in systemic regulatory mechanisms (feedback loops, networks, and interconnections) that lead to illness. The influences of pathogens, environmental factors, genetics, and behavior on the human body, a complex adaptive system, are explored.

NURS 506/Theoretical Foundations for Advanced Nursing Practice and Research 3 cr.

This course provides the graduate nursing student with an introduction to the theoretical foundations that support advanced nursing practice. Students will engage in a critical analysis of selected theories that are used to support nursing education, practice, and research. The wide range of relevant theories that the student will be exposed to in this course include those used in nursing as well as the natural, social, organizational, and biological sciences. Knowledge of both relevant theory and current research provide a firm foundation for advanced nursing practice.

NURS 603/Individual, Family, and Community Systems 3 cr.

This course provides a foundation for nurses engaged in advanced nursing practice to view individuals, families, and communities as complex adaptive systems. Graduate students will apply critical-thinking skills to assess the needs of and plan culturally sensitive and competent care for individuals and families across the lifespan, recognizing the diversity of these members of the global healthcare community.

NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice 3 cr.

Prerequisite or Corequisite: NURS 506

This course will provide the graduate nursing student with the knowledge and skills necessary to engage in evidence-based practice in the healthcare environment. The course will focus on analysis of research and its application to practice. Students will learn to design intervention strategies based on current best evidence, and to measure patient outcomes related to the implementation of evidence-based practice.

NURS 633/Advanced Holistic Health Assessment 4 cr.

Prerequisite: NURS 504

Prerequisites or Corequisites: NURS 503 and 603

This clinical course provides lecture and clinical laboratory experience where students learn and refine comprehensive health assessment abilities consistent with advanced nursing practice. This course allows students to sensitively and skillfully elicit a comprehensive health history, which includes aspects of the client's biopsychosocial, cultural, and spiritual profile. Students will develop and practice communication and observation skills through interviewing, as well as performing physical, functional, and risk assessments on clients across the lifespan. The student will complete 75 practicum hours supervised by a preceptor in a clinical setting to refine the skills necessary in the advanced nursing practice role.

NURS 636/Primary Care I 5 cr.

Prerequisite: NURS 633

This clinical course focuses on the delivery of primary care to individuals from young adulthood through older adulthood. Emphasis is placed on therapeutic interventions appropriate for management of adults experiencing acute and chronic illness as well as strategies for health promotion and disease prevention. Students will have the opportunity to develop knowledge and skills relevant to the delivery of primary care through lecture and clinical practice under the guidance of a nurse practitioner or physician preceptor. Clinical experience of 135 hours plus 15 hours of clinical seminar.

- NURS 637/Primary Care III** 5 cr.
Prerequisite: NURS 633
 This second of a two-course sequence focuses on the delivery of primary healthcare to individuals from young adulthood through older adulthood. While continuing to expand on the role of the nurse practitioner in health promotion and disease prevention, and acute and chronic illness, emphasis is placed on strategies for management of adults experiencing multiple or complex illness. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lecture and clinical practice, under the guidance of a nurse practitioner or physician preceptor, of 135 clinical hours plus 15 hours of clinical seminar.
- NURS 638/Primary Care II** 5 cr.
Prerequisite: NURS 633
 This clinical course focuses on the delivery of primary healthcare to specific populations including adolescents and women. Emphasis is placed on health assessment, health promotion, and therapeutic interventions appropriate for management of acute and chronic illnesses in these populations. Students will be assigned to ambulatory care settings, community settings, and other settings where nurse practitioners and/or physicians will serve as preceptors. Students will have the opportunity to develop knowledge and skills through lectures, discussions, and clinical practice. Clinical practice occurs under the guidance of a nurse practitioner or physician preceptor. Clinical experience of 200 hours plus 15 hours of clinical seminar.
- NURS 643/Primary Care of the Childbearing Family** 3 cr.
Prerequisite: NURS 633
 This course focuses on primary health care in the ambulatory setting for women during pregnancy and the post-partum period and for infants, toddlers and school-age children. Emphasis is placed on strategies for health promotion, illness prevention, and therapeutic management of two populations: women experiencing normal childbearing experiences as well as those experiencing acute episodic or complex chronic conditions during pregnancy and the post-partum, and children during normal developmental phases and those experiencing acute episodic or chronic conditions. This course will prepare the student for clinical experiences in ambulatory care settings such as clinics, private offices, and other community settings where women and children receive primary care.
- NURS 660/Nurse Management of Chronic and Complex Conditions** 3.25 cr.
Prerequisites: NURS 633, NURS 501 and NURS 511 Introduction to CNL Role
 This course will focus on advanced nursing assessment and management of the individual with a chronic and/or complex condition or multiple chronic and/or complex conditions across the lifespan. Emphasis will be placed on planning care based on best clinical evidence and evaluation of client outcomes. Family coping, and support for families experiencing complex and chronic illness will also be considered. Clinical experiences will give the student the opportunity to plan and delegate care for clients with multiple chronic health problems: and identify nursing interventions to impact outcomes of care: assimilation and application of research-based information to design, implement and evaluate client plans of care: and contribute to interdisciplinary plans of care based on best practice guidelines and evidence based practice. Includes 35 clinical practice hours and 3 classroom hours per week.
- NURS 685/Health Promotion for Advanced Nursing Practice** 3 cr.
 This course focuses on health promotion for individuals, families, and communities. Primary, secondary, and tertiary prevention will be addressed. Emphasis is placed upon strategies that promote health and prevent disease. The advanced nursing practice role in modifying disease processes through education, counseling, facilitating, stress reduction, and lifestyle changes will be explored.
- NURS 690/Practicum in the Nurse Practitioner Role** 5 cr.
Prerequisites for family and adult nurse practitioner students (NURT/NURX): NURS 633, 636, 638 and 637 (includes clinical)
Prerequisites for neonate nurse practitioner students (NURK): NURS 633, 662, 663, 665, 66 (no clinical)
 The primary focus of this course is to provide the student with an opportunity to integrate and develop further competencies in the role of nurse practitioner in the primary care setting. Continued emphasis will be placed on clinical decision making as well as strategies for evaluation of healthcare practice, marketing, and legal and employment issues. Interdisciplinary experiences will be pursued and collaborative practice emphasized, allowing students to explore the role of the nurse practitioner in the current healthcare system. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary healthcare through lecture and clinical practice, under the guidance of a nurse practitioner or physician preceptor, over 180 clinical hours.*
 *Clinical hours earned by NURT and NURX students only
- NURS 695/Practicum in the Clinical Nurse Leader Role** 4 cr.
 This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader role within a healthcare agency. The focus is on acquisition of advanced knowledge in key areas such as finance/economics, quality management, patient safety/risk management, healthcare technology, and informatics. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes 1.5 hours/week of on-campus seminar plus 340 clinical practicum hours.
- NURS 705/Capstone Project** 1 cr.
 Every candidate for a graduate degree must complete a capstone project that provides the candidate with the opportunity to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice. These will be demonstrated through the development, implementation, and evaluation of an evidenced-based practice project.
- PHED 500/Workshop in Physical Education** 1–3 cr.
 An in-depth study of highly specialized topics of recent origin, with an emphasis on application to physical education programs and on improvement of teaching effectiveness.
- PHED 510/The Teaching and Planning of Physical Education in the Elementary School** 3 cr.
 Study and evaluation of recent concepts and practices in the planning and teaching of physical education. Emphasis is placed on the role of physical education in the elementary grades.
- PHED 511/Curriculum and Program Construction in Physical Education** 3 cr.
 Selection and adaptation of physical education activities for children of various age levels with emphasis on objectives and pupil classification. Criteria formulated for scientific evaluation of activity programs.
- PHED 530/Theory and Practice of Physical Conditioning** 3 cr.
 An in-depth investigation of the scientific basis for physical conditioning work, including techniques, specific programs, equipment, and facilities.
- PHED 596/Teaching Health, Physical Education, and Safety in Elementary Grades** 1 cr.
 Theory and practice of health, physical education, and safety in the elementary school physical education program. Required of all elementary education majors.
- PHED 603/Problems and Issues in Physical Education** 3 cr.
Prerequisite: PHED 510, 511, or 530
 Current problems in physical education, including an objective analysis of the claims for the benefits of physical education activities.

PHED 610/Administration and Supervision of Physical

Education and Athletics

3 cr.

Prerequisite: PHED 510, 511, or 530

Administration of physical education in elementary, junior, and senior high schools, including the organization of physical education programs, athletic programs, and intramural sports.

PHED 612/Development and Maintenance of Facilities and

**Equipment for Physical Education, Athletics,
and Recreation**

3 cr.

Prerequisite: PHED 510, 511, or 530

Principles and practices of planning and developing facilities and equipment for physical education, athletics, and recreation programs.

Attention given to budgeting, long-range planning, and maintenance.

Field trips may be required at the student's expense.

PHED 633/Prevention and Care of Athletic Injuries

3 cr.

Prerequisite: PHED 510, 511, or 530

Theory and practice in the prevention of athletic injuries and rehabilitation. Training room organization and management with emphasis on facilities and equipment.

PHED 690/Professional Seminar

3 cr.

Prerequisite: Must complete 24 hours of graduate credit

A culminating experience for the graduate student in health and physical education. Includes discussions and lectures with guest speakers, emphasizing probable trends and future responsibilities of the individual and the profession.

PHED 700/Comprehensive Examination: Physical Education

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

Faculty and Staff

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Catherine B. Cheng, Librarian
Tao Cheng, Political Science
Stephen Chukumba, African-American Studies
Roy Clouser, Philosophy
Joyce Cochrane, Health and Exercise Science
Alfred Cohen, History
Elsie M. Collins, Education
Phyllis Cooper, Education
Eugene N. Copeland, Music
Christina CraigKumnick, Art
Norman E. Cromack, Mathematics
Paul Cruser, English
Wade Curry, Dean Emeritus
William DeMeritt, English
Anthony E. DeNicola, Music
Lahna Diskin, English
Patricia Duffy, Business
Leon J. Durkin, Education
Albert Eble, Biology
Walter Ehrenpreis, Mathematics
Michael Ekizian, English
John Frank Erath, English
John T. Ervin, Music
Nelson Evans, Library
Kenneth Everard, Management
William Fassbender, Education
Clarice Feinman, Law and Justice
Judson J. Fink, Jr., Physics
Keith Finkral, Technological Studies
Shirley Fisher, Health and Exercise Science
Hugh Ford, English
Evelyn B. Franz, Education
Neil A. Gaston, Business
Richard A. Gellman, Education
Frederic Golstein, Physics
Howard Goldstein, Art
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Anne V. Gormly, Psychology
Alan Gotthelf, Philosophy
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Siegfried Haenisch, Mathematics and Statistics
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Barbara J. Harned, Elementary and Early Childhood Education
Robert Harris, Speech Pathology, Audiology, and Education of the Hearing Impaired
Ruthann Harrison, Music
William H. Hausdoerffer, Mathematical Sciences
Norman Heap, Communication and Theatre
Otto A. Heck, Biology
Otto H. Helbig, Music
Joe Herzstein, Health and Exercise Science
Richard Hewitt, Geoscience
Paul Hiack, Physics
Gail A. Hilbert McAllister, Nursing
Harriet Hinck, Economics
Harold Hogstrom, Communication and Theatre
Dorothy May Ingalls, Elementary Education
Ruth Iorio, Accounting
Jack Irwin, Mathematics and Statistics
Anthony Isch, Music
Pauline Jensen, Language and Communication Sciences
Conrad J. Johnson, Industrial Education and Technology
Gwendolyn Jones, Education
William O. Jones, Speech Pathology and Audiology
Marlene Kayne, Biology
Regina Kenen, Sociology and Anthropology
Michael S. Kline, Director Emeritus
George H. Krablin, Health and Physical Education and Recreation
Carole Krauthamer, Psychology
Allan K. Lazarus, History
Martin Le Beau, Music
Mark Lehman, Art

- Linda Lengyel**, Criminology and Justice Studies
- Milton I. Levin**, English
- Alexander S. Liddie**, English
- Esther Lopez**, Modern Languages
- Thomas Lucas**, Music
- Alan Lutz**, Geography
- James W. Mahoney**, Social Sciences Librarian
- Kathleen Malley**, Health and Exercise Science
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- Richard Mathews**, Special Collections Librarian
- Richard McCorkle**, Health and Exercise Science
- Jack W. McCullough**, Communication and Theatre
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- Marian McLeod**, Communication Studies
- Robert Mehlman**, English
- Enrique V. Menocal**, Accounting
- Bruce Mericle**, Nursing
- Carolyn Metz**, Sociology and Anthropology
- William E. Metzger**, Education
- Annette E. Meyer**, Economics
- Lebern N. Miller**, Education
- Sheldon L. Moore**, Elementary Education
- Karleen Morrison-Dahms**, Education
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- Denis Murphy**, Spanish
- Thomas J. Murrey Gordon Myers**, Music
- Robert B. Myers**, English
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- Barry Novick**, English
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- Robert Parrish**, Music
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- Harris C. Rawicz**, Engineering
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- Jim B. Robinson**, Business
- Frank R. Romano**, Elementary and Early Childhood Education
- Dorothy Rubin**, Language and Communication Studies
- Stanford D. Ruggles**, Technology Education
- Arno M. Safran**, Music
- Robert Salois**, Health and Physical Education
- Ed Sarafino**, Psychology
- George H. Saxton**, Psychology
- Melvin R. Schmid**, Health and Physical Education and Recreation
- Bernard Schwartz**, Education
- Joseph G. Shannon**, Art
- Joseph Shelley**, Engineering
- Morton Shenker**, Business
- Ann Shenkle**, Special Education
- Richard C. Shepherd**, Language and Communication Sciences
- Victor L. Sherrer**
- Barbara J. Shiarappa**, Accounting
- Wei Tun Shih**, Engineering
- David F. Smith**, Elementary and Early Childhood Education
- Eileen Smith**, Chemistry
- Robert Smith**, Religion and Philosophy
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- Francis G. Spera**, Elementary and Early Childhood Education
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- Henry Wang**, Psychology
- Herman Ward**, English
- Eleanore B. Warner**, Elementary Education
- Edward D. Watson**, Elementary and Early Childhood Education
- Robert Weber**, Technology Education
- William H. Wegner**, Communications
- Phyllis Weisberg**, Special Education
- Donald E. Williams**, Health and Physical Education and Recreation
- Kenneth E. Williams**, English
- Dent Williamson**, Music
- Peter A. Winkel**, Modern Languages
- Peter Wood**, English
- Edythe P. Woodruff**, Mathematics and Statistics
- Roland Worthington**, Education
- Lilyan B. Wright**, Health and Physical Education
- Mary L. Yates**, Elementary Education
- Kuang-Hua Yu**, Library

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Directions to the 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. See directions below from *Continue on U.S. 202 South.

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-95, 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 North into New Jersey. Take exit 4 (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-95, 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-95 North exit toward Trenton. Merge onto Delaware Expressway/I-95 North. Proceed into New Jersey. Take exit 4 (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 295 Princeton/Camden. Exit at "I-295 North/Route 1/95 South/Princeton." Continue on I-295 North (becomes I-95 South) to exit 4. 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 (becomes I-95 South) to exit 4. 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 Paul Loser Hall.

Railroad

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



