

Contents

General Information /3

Graduate Academic Calendar /4

Degree Programs and Coordinators /5

Certificate Programs and Coordinators /7

Directory of Graduate Services /8

Graduate Opportunities at The College of New Jersey /9

Financial Aid /13

Tuition and Fees /14

Registration Procedures /16

Academic Policies and Procedures /18

Academic Services and Support /21

Campus Services and Organizations /23

School of Culture and Society Graduate Programs /27

School of Education Graduate Programs /28

School of Nursing Graduate Programs /45

Global Graduate Programs /49

Professional Development /53

Graduate Course Descriptions /56

Faculty and Staff /73

Index /83

Directions to the Campus /84

General Information

The College of New Jersey

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Assistant Dean of Graduate Studies

Susan L. Hydro

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Claire Lindberg	Nursing
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Lisa Ortiz-Villarella	English
Jacqueline Toth	Graduate Student
Lisa Watson	Records and Registration
Atsuko Seto	Counselor Education
Susan L. Hydro	Assistant Dean of Graduate Studies

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.

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

- 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 2005–2006

Fall 2005

August 30	Classes Begin
August 30–September 6	Add/Drop Week
September 5	No Classes (Labor Day)
September 6	Alternate Day Schedule (Monday Classes)
September 19	Deadline to Submit Application and Fee for December Graduation (\$25 late fee if not received by this date)
October 24–25	Mid-Semester Break
November 15	Last Day Withdrawal from School or Class
November 23–25	Thanksgiving Break
December 20	Last Day of Fall Classes

Spring 2006

January 18	Classes Begin
January 18–24	Add/Drop Week
January 30	Deadline to Submit Application and Fee for May Graduation (\$25 late fee if not received by this date)
February 20	Deadline to Submit Application and Fee for August Graduation (\$25 late fee if not received by this date)
March 13–17	Spring Break
April 11	Last Day Withdrawal from School or Class
May 5	Last Day of Spring Classes
May 12	Commencement

Degree Programs and Coordinators by Department

School of Culture and Society

Department of English

Master of Arts in English (ENGA) /27

Michele Lise Tarter
tarter@tcnj.edu
609.771.3115

Department of Modern Languages

Master of Arts in Applied Spanish Studies (SPAN) /27

Deborah Compte
dcompte@tcnj.edu
609.771.2392

School of Education

Department of Counselor Education

Master of Arts in Counselor Education:

School Counseling Option (CPSA) /31

MaryLou Ramsey
ramsey@tcnj.edu
609.771.2119

Community Counseling Option:

Substance Abuse and Addiction Counseling (CPSD) /32

Human Services (CPSE) Specialization /32

Mark Woodford
woodford@tcnj.edu
609.771.2119

Educational Specialist in Marriage and Family Therapy (CPSJ) /33

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) /30

Richard Farber
rfarber@tcnj.edu
609.771.2395

Secondary Education Specialization (SECJ-Technology Education) /30

John Karsnitz
karsnitz@tcnj.edu
609.771.2782

Master of Education in Educational Leadership (SECL) /36

Donald Leake
leake@tcnj.edu
609.771.2395

Master of Education in Instruction (in Partnership with the Regional Training Center, RTCM) /37

Alan Amtzis
amtzis@tcnj.edu
609.771.2586

Department of Elementary and Early Childhood Education

Master of Arts in Teaching:

Early Childhood Specialization (EDEK) /29

Program A – No Prior Teaching Certificate

Program B – Alternate Route P-3 Certified

Blythe Hinitz
hinitz@tcnj.edu
609.771.3093

Elementary Education Specialization (EDET) /30

Brenda Leake
bleake@tcnj.edu
609.771.2219

Master of Education in Elementary and Early Childhood Education:

Supervisory Certification Option (EDEC) /35

Elementary Master Teacher Option (EDEG) /35

Early Childhood Master Teacher Option (EDEP) /35

Brenda Leake
bleake@tcnj.edu
609.771.2219

Department of Health and Exercise Science

Master of Education in Health or Physical Education:

Health Education, Certified Option (HLEA) /38

Physical Education, Certified Option (PHEA) /39

Health Education, Non-Certified Option (HLEB) /38

Physical Education, Non-Certified Option (PHEB) /39

Aristomen Chilakos
chilako@tcnj.edu
609.771.3034

Department of Special Education, Language, and Literacy

Master of Arts in Teaching:

Special Education Specialization (SEDD) /31

Shridevi Rao
raos@tcnj.edu
609.771.2781

Education of the Deaf and Hard of Hearing/ Elementary Education (DHHT)—5 Year Program

Matriculation Available to TCNJ Graduates with a Bachelor's Degree in the Deaf/Elementary Education Only /31

Barbara K. Strassman
strassma@tcnj.edu
609.771.2805

Master of Arts in Speech Pathology (SPPA) /34

Jasper Phelps
phelps@tcnj.edu
609.771.2743

Master of Education in Reading K-12 (RDGA) /39

Susan Blair-Larsen
blair@tcnj.edu
609.771.2321

**Department of Special Education,
Language, and Literacy (continued)**

Master of Education in Special Education:

Certified in Special Education Option (SEDA) /42

Certified in Other Area Option (SEDB) /42

Learning Disabilities Teacher/Consultant Option (SEDF) /42

Shridevi Rao
raos@tcnj.edu
609.771.2781

**Master of Education in Teaching English as a
Second Language (ESLC) /40**

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

Master of Science in Educational Technology (EDTA) /43

Amy Dell
dellamy@tcnj.edu
609.771.2308

Global Graduate Programs

Master of Education in Educational Leadership (SECL) /36

Richard Farber
rfarber@tcnj.edu
609.771.2395

**Master of Education in Elementary (EDEO) or
Secondary (SECO) Education /49**

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) /49**

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

School of Nursing

Master of Science in Nursing:

Family Nurse Practitioner Option (NURT) /45

**Family Nurse Practitioner for Certified Nurse Practitioners
Option (NURV) /45**

Adult Nurse Practitioner Option (NURX) /45

Neonatal Nurse Practitioner Option (NURK) /45

Clinical Nurse Leader Option (NURL) /45

School Nurse Option (NURH) /45

Claire Lindberg
lindberg@tcnj.edu
609.771.2510

Certificate Programs and Coordinators

School of Education

Post-Master's/Learning Disabilities Teacher/Consultant (SEDG) / 43

Post-Master's/Teacher of the Handicapped (SEDH) / 43

Shridevi Rao
raos@tcnj.edu
609.771.2781

Post-Master's/Reading Specialist (RDGB) / 40

Susan Blair-Larsen
blair@tcnj.edu
609.771.2321

School Personnel Licensure, Preschool–Grade 3 (EDPK) / 29

Blythe Hinitz
hinitz@tcnj.edu
609.771.3093

Post-Master's/Substance Abuse and Addiction Counseling (CPSF) / 33

Substance Awareness Coordinator (CPSH) / 33

Mark Woodford
woodford@tcnj.edu
609.771.2119

Post-Master's/Educational Leadership—Principal's Certificate (SECM) / 36

Donald Leake
leake@tcnj.edu
609.771.2395

Supervisor's Certificate (SECD) / 37

Donald Leake
leake@tcnj.edu
609.771.2395

Teaching English as a Second Language (ESLA) / 41

Bilingual Endorsement (ESLB) / 41

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

School of Nursing

Post-Baccalaureate School Nurse Certificate (NURD) / 45

Post-Master's/Adult Nurse Practitioner (NURX) / 45

Post-Master's/Family Nurse Practitioner (NURU) / 47

Claire Lindberg
lindberg@tcnj.edu
609.771.2510

Global Graduate Programs

Teacher Certification for International Schools:

Elementary (IOTE) or Secondary (IOTS) / 51

Stuart Carroll
szcarrol@tcnj.edu
609.771.2221

Teaching English as a Second Language (ESLO) / 51

Bilingual Endorsement (ESLB) / 41

Yiqiang Wu
wuyiqian@tcnj.edu
609.771.2808

Post-Master's/Educational Leadership—Principal's Certificate (SECM) / 36

Richard Farber
rfarber@tcnj.edu
609.771.2395

Directory of Graduate Services

Office of Graduate Studies Green Hall 109 Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.2300 graduate@tcnj.edu www.tcnj.edu/~graduate	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. Voicemail and E-mail Support: 24 hours a day, 7 days a week <i>Leave a message or report a problem by e-mail and your message will be replied to within three normal business hours.</i> Walk-in Support: Monday–Friday, 8:30 A.M.–4:30 P.M.	609.771.2660 www.tcnj.edu/~helpdesk/ helpdesk@tcnj.edu
Athletics	609.771.2230 www.tcnjathletics.com		
Aquatic Center	609.771.3249 www.tcnj.edu/~aquatics		
Physical Enhancement Center	609.771.2014 www.tcnj.edu/~wellness pec@tcnj.edu		
Student Recreation Center	609.771.2190		
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.	609.637.5001 http://tcnj.bkstore.com bkcollegeofnj@bncollege.com		
Brower Student Center Open 7 A.M.–2 A.M. every day	609.771.2331 www.tcnj.edu/~studcent		
Career Services Forcina Hall 158 Monday–Thursday 8:30 A.M.–6 P.M. Friday 8:40 A.M.–4:30 P.M.	609.771.2161 www.tcnj.edu/~career career@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		
Child Care Center Forcina Hall 159 Monday–Friday 7:45 A.M.–5:30 P.M.	609.771.3055 www.tcnj.edu/~studlife/childcare		
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/~wellness yamioiko@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/~wellness hlthserv@tcnj.edu		
Information Desk Brower Student Center	609.771.2331		
Information/Main Switchboard Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.1855		
		Instructional Technology Services Monday and Wednesday 9 A.M.–10 P.M. Tuesday and Thursday 9 A.M.–7:00 P.M. Friday 9 A.M.–4:30 P.M.	609.771.2114 www.tcnj.edu/~it/its
		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.	609.771.2311 www.tcnj.edu/~library
		Police (Campus) Administrative Services Building 24 hours a day/7 days	609.771.2167 www.tcnj.edu/~tcnjpd
		Psychological Counseling Services Eickhoff Hall 107 Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.2247 www.tcnj.edu/~wellness psycouns@tcnj.edu
		Records and Registration Green Hall 112 Monday–Friday 8:30 A.M.–4:30 P.M.	609.771.2141 www.tcnj.edu/~recreg recreg@tcnj.edu
		Snow/Inclement Weather Closing	609.637.6000
		Student Accounts Card Services Parking Services Green Hall 119 Monday and Tuesday, 8:30 A.M.–5:30 P.M. Wednesday, Thursday, and Friday 8:30 A.M.–4:30 P.M.	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.	609.771.2211 www.tcnj.edu/~osfa OSFA@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 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 Green Hall 109, and may be reached at 609.771.2300. For your added convenience, all applications to graduate school may be completed and submitted online at www.tcnj.edu/graduate.

Application Deadlines

Master of Arts in Teaching, Educational Leadership (Immersion), Speech Pathology and Counselor Education (Fall Matriculation)—March 1
Fall Matriculation—April 15

Fall Special Admission—August 1

Counselor Education (Spring Matriculation)—October 1

Spring Matriculation—October 15

Spring Special Admission—December 1

Note: There is no January or summer enrollment for Speech Pathology.

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. Applicants

should have a 2.75 cumulative 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; 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 dean of graduate studies.

Special Admission

Qualified applicants who wish to pursue graduate studies for professional renewal or personal growth may apply for special admission. Applicants must have a bachelor's degree and a 2.75 cumulative 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. Admissions are competitive and decisions are made by program admissions committees. If special-admission students wish to matriculate into a program, they must submit an application and all documentation necessary for matriculation.

Once accepted, special admission 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.

Special-admission students may choose to become graduate degree or certificate program candidates. Special-admission students have one year from the time of initial enrollment to matriculate into a degree program in order to utilize six special-admission credits toward that degree. Failure to matriculate in this timeframe will negate the use of these credits toward a degree at TCNJ. Applications for matriculation are available in the Office of Graduate Studies.

Change of Status from Special Admission to Matriculation

Special admission students who wish to matriculate into a graduate degree or certificate program must submit a formal application 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. Special admission 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. Information on TOEFL and other nationally standardized examinations is available in the Office of Graduate Studies, Green Hall 109.

Note: Students applying to the Master of Arts in Applied Spanish Studies do not need to take the TOEFL.

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 is approved by the department and endorsed by the dean of graduate studies.

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, the library, administrative offices, athletic programs, Office of Student Life, or the Learning Center. For information concerning assistantships and for application forms, contact the Office of Graduate Studies, Green Hall 109, 609.771.2300. For additional information, please visit our Web site (www.tcnj.edu/graduate).

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 of 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 graduate studies at the time of registration.

Grading System

A student's academic standing in every subject is reported at the end of each semester by 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	0.00 (for transfer purposes a P is considered a B or better)
INC	Not calculated—Incomplete work
W	Not calculated—Withdrew from course before midpoint of semester
WD	Not calculated—Withdrew from college before midpoint of semester
WF	0.00—Withdrew from college, failing*
AU	Not calculated—Audit
IP	Not calculated—In Progress

*For withdrawals from college after the midpoint of the semester.

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 this 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 College's Schedule of Classes and the Records and Registration Web site document 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% 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 withdrawal forms are available in the student life office, Brower Student Center 214. The forms are also available online at www.tcnj.edu/~studlife/withdraw/. 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.

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.

Please 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 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 and 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 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 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, 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. A special reception and ceremony is held by the Office of Graduate Studies each August for students who complete their program in the summer. More information will be provided for these students as they approach completion of their programs.

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, which is determined by the results of the free application for federal student aid (FAFSA). The factors taken into consideration when evaluating the Expected Family Contribution (EFC) include student income and assets, family size, number attending college, additional educational benefits (including graduate assistantships), and aid from outside sources, i.e., employer reimbursement.

Financial Aid Application Process

To be considered for most types of aid, you must first complete either the 2005–06 Free Application for Federal Student Aid (FAFSA), FAFSA on the Web (www.fafsa.ed.gov), the 2005–06 Renewal FAFSA or the 2005–06 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 to previous FAFSA filers to the address on record with the United States Department of Education. You may use the PIN to complete a Renewal FAFSA on the Web. 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 or a paper application. The paper applications are available in the Office of Student Financial Assistance, many public libraries, or 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 Student Aid Report 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 acknowledgment. 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 made, please contact the Office of Student Financial Assistance at 609.771.2211 or call the federal processor at 1.800.433.3243.

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 \$18,500 per academic year, or the estimated cost of attendance based on enrollment, whichever is lower. The interest rate is an annual variable rate that will not exceed 8.25 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.

New Jersey College Loan to Assist State Students (NJCLASS)

Loans are available to matriculated students enrolled for at least five credits per semester. Qualified students may borrow up to the cost of attendance less other financial aid resources. The interest rate will be fixed or variable depending on the repayment option chosen by the borrower. The borrower also has the option of deferring repayment of principal and/or interest until graduating, leaving school, or dropping below five credits. New Jersey Higher Education Student Assistance Authority (NJHESAA) is lender, guarantor, and administrator of the program. Contact NJHESAA at 800.792.8670 for further information or visit the Web site at www.hessa.org.

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: <http://www.tcnj.edu/~osfa/>

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, 2006,
www.tcnj.edu/~osfa/summer.html.

Tuition and Fees

Application Fee

A \$50 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.

Costs per Semester

Costs are charged per credit hour (Fall 2004/Spring 2005). See www.tcnj.edu/~admsys/faframe.html for current rates.

	NJ Resident	Out-of- State Resident
Tuition	\$456.60	\$639.00
General Service Fee	58.90	58.90
Student Center Fee	4.55	4.55
Computing Access Fee	9.50	9.50
ID Fee	5.00	5.00
Total Cost Per Semester Hour	\$534.55	\$716.95
Additional fees:		
Late Registration Fee	\$100	
Returned Check Fee	\$25	
Late Payment Fee	\$75	

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 2004–05 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 Fee

A non-refundable \$5 identification 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 \$65 for Student Health and Accident Insurance. This fee must be paid to the College. However, if the student can demonstrate to the College health services office, 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 for these fees.

Parking/Vehicle Registration Fee

The 2004–05 fee is \$66 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, 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 Tuesday, and from 8:30 A.M. to 4:30 P.M., Wednesday 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 via the Web at www.tcnj.edu/lioncard or to the Office of Student Accounts, 609.771.3146. A fee of \$10 is charged for each replacement.

Refunds of Tuition and Fees

A student must withdraw from all courses for the semester (or reduce their registered course load) by the last day of Add/Drop in order to be eligible for a refund. The computing of all refunds will be based upon the date of receipt shown on the written notice or Intent to Withdraw Form. Refunds are not based upon date of 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 fifth week of classes in the fall and spring semesters shall receive a 50 percent refund of applicable tuition and fees* paid.
4. A student withdrawing from the College after the fifth week of classes shall receive no refund.
5. Summer withdrawal policies are different. Please consult the College's Web site at www.tcnj.edu/~summer.
6. 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 Fee, 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/~admsys/faframe.html.

Residency for Tuition Purposes

Persons 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.

Registration Procedures

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 graduate studies. 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.

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 graduate 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, Green 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 schedule is available on the Web at The Electronic Student Services (T.E.S.S.), a Web application accessible worldwide via the Internet at <http://tess.tcnj.edu>. The schedule provides complete course listings, procedures, and policies for registering that may differ from those for fall and spring semesters.

For further information, contact the Office of Summer and Undergraduate Global Programs, Green Hall 111, 609.771.2596.

Release of Transcripts and Disclosure of Educational Records

In order to comply with federal regulations, The College of New Jersey (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 education 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 Administration 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 written requests that identify the record(s) they wish to inspect. The TCNJ official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the TCNJ official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the TCNJ official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including campus police and campus wellness center persons); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official school committee such as the All-College Academic Integrity Board; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. 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 cancelled.

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* will typically be the primary source 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.

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 from, 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 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 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.

Note: An All-College Academic Integrity Board hearing is mandatory if the student has a prior record of integrity violation(s).
- 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 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 or failing to 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 or failing to 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 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 graduate studies.

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 shall go directly to its respective school committee.
- II. The dean of graduate studies 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 dean of graduate studies 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 dean of graduate studies.
- 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 graduate studies.
 - 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

Library

The College will open a new library facility in the summer of 2005. This facility will serve as an intellectual, cultural, and social center for the College, and 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, directly between the original library building and Eickhoff Hall. In addition to housing traditional library collections and services in an atmosphere that is elegant yet friendly and inviting throughout, the building will provide 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 multi-purpose 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 Web page through the TCNJ home page.

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/uss and click on computer labs.

Bookstore

The College Bookstore, located in the Brower Student Center, offers text and trade books, magazines, newspapers, supplies, clothing, and snack foods.

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

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

The convenience store section is open:

7:30 A.M.–10 P.M. Monday–Thursday

7:30 A.M.–9 P.M. Friday

10 A.M.–9 P.M. Saturday and Sunday

Check with the store for summer business hours.

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

Instructional Technology Services Center (ITS)

The center serves to promote effective communication through the use of instructional technology. ITS is located in Forcina Hall 111 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.

Media and Technology Support Services

Media and Technology Support Services is responsible for the maintenance and distribution of a large inventory of audio visual 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.

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–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.

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+ seating in the main theater. The facilities include scenic and costume shops with storage, makeup, and dressing rooms; and video-editing studios. WTSR, the campus radio station, is housed in this facility.

Music Building and Concert Hall

The College's state-of-the-art Music Building 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+ 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. 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 some 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 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.–2 A.M. 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
- ATMs
- The Food Court
- Edith's Place
- The Rathskeller
- The Information Desk
- The Game Room
- The Box Office
- Lounges and conference rooms

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/safety or contact a campus police representative at 609.771.2171.

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 a variety of services and programs designed to assist graduate students with career planning. The career planning process begins early in a student's graduate career. A staff of professional career counselors assists students in clarifying their interests, skills, and values. This self-assessment helps graduate students choose appropriate career options. Graduate students are encouraged to explore career options and develop professional skills by participating in internships. A comprehensive placement program assists students in finding employment.

Career Services offers the following:

- Individual counseling designed to help students clarify career goals and develop strategies for pursuing occupational choices.
- Workshops on topics such as resume writing, interviewing, job search strategies, and planning for graduate study.
- SIGI-PLUS, a computerized system of career guidance.
- Graduate and Professional School Advisement assists students in identifying and applying to advanced degree programs.
- Student Employment: campus employment and community service opportunities.
- Experiential Education: full-time and part-time employment listings (local, state, and national).
- Annual Education On-Campus Recruitment Program: six days each spring semester during which school districts hold job interviews for full-time permanent positions within their districts.
- 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.
- Annual Graduate and Professional School Admissions Day.*
- Special Programs: Dining Out in Professional Style teaches students professional and dining etiquette. Framing Your Future prepares graduate students to make a smooth transition into careers and/or additional graduate study.

*Please call the Office of Career Services for dates, times, and locations.

The Office of Career Services is open from 8:30 A.M.–6 P.M. Monday–Thursday, and 8:30 A.M.–4:30 P.M. Friday. 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).

Child Care Center

The College of New Jersey Child Care Center is designed to serve the needs of students, faculty, staff, and alumni with children from 2½- to 6-years old. All children must be toilet trained. The purpose of the center is to enhance the development of the total child—physical, mental, social, and emotional. Activities are planned according to age, interest, and capabilities of the child.

Indoor and outdoor experiences include: creative art, rhythm and music, math-their-way calendar, practical life activities, story boards, whole-language activities, books and stories, manipulative toys and games, block building and carpentry, campus walks, dramatic play, water play, climbing, riding, sand play, and much more.

A unit approach is used to incorporate many of these activities around one subject area. Children are encouraged to learn by doing—to explore and discover in a safe and healthy environment.

Summer Child Care includes all of the academic year “Play and Learn” activities plus daily water play and weekly visits to the Aquatic Center for supervised recreational swimming. Children enjoy campus nature walks, visiting our lakes, feeding the ducks and geese, and also picnicking under shade trees.

The center is open Monday through Friday from 7:45 A.M. to 5:30 P.M. Services are provided year round, closing during the last two weeks in August, College holidays, and College energy-saving days.

For information and registration, please contact Connie Danser, coordinator, Child Care Center, at 609.771.3055. Applications are available at the Child Care Center, Forcina Hall 159 or by writing to The College of New Jersey, Forcina Hall 159, PO Box 7718, Ewing, NJ 08628-0718.

Differing Abilities Services

The Office of Differing Abilities Services, located in Eickhoff Hall 159 (609.771.2571), is committed to meeting an individual’s special needs 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 that may interfere with the academic or social adjustment of a person 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 sign interpreters, alternate testing accommodations, and assistance with campus-wide accessibility. Services are confidential and the staff will only inform professors and other staff members of an individual’s differing ability with the individual’s consent.

This office recognizes that the student has the right to decline to be identified as a person with differing abilities. However, if special assistance is needed, in order for TCNJ to provide the most effective services, it is imperative that one identifies oneself.

Dining Facilities on Campus

Brower Student Center

Brower Food Court

Breakfast, lunch, and dinner options in a casual dining setting. Deli, grill, pizza, and pasta, fresh-made salads, bagels, drinks, and more.

Monday–Thursday 7 A.M.–8 P.M.

Friday 7 A.M.–5 P.M.

Edith’s Place

Fresh-brewed coffee, espresso, cappuccino, tea, bottled beverages, bagels, and upscale pastries.

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 12 P.M.–5 P.M.

Sunday 12 P.M.–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.

Monday–Friday 7:30 A.M.–8 P.M.

Saturday, Sunday 10 A.M.–8 P.M.

The 1855 Room

An upscale dining location offering buffet luncheon and waitstaff service at both lunch and dinner.

Monday–Friday

Lunch 11.30 A.M.–2 P.M.

Dinner 5 P.M.–8 P.M.

Saturday, Sunday

Dinner 5 P.M.–8 P.M.

Marketplace Convenience Store

Groceries, beverages, fresh-made salads, sandwiches, and snacks.

Monday–Friday 7:30 A.M.–1:30 A.M.

Saturday, Sunday 7:30 A.M.–MIDNIGHT

Health Services

The Office of Health Services, located in Eickhoff Hall 107, provides quality, confidential, interim health care to all current TCNJ students with special attention given to those problems frequently encountered in a college-age population. Office hours are as follows: Monday through Thursday 8:30 A.M.–8 P.M., Friday 8:30 A.M.–4 P.M., and Saturday 9 A.M.–11:30 A.M. while the College is in session. Appointments are required. Saturday and evening appointments are reserved for students with acute illnesses and injuries.

In addition to treatment services for the acute care of common illnesses and injuries, Health Services provides the following: vaccinations, tuberculosis screening, testing for sexually transmitted infections, emergency contraception (“morning-after pill”), required physical examinations, pregnancy tests, flu shots, allergy injections, HIV testing, and other health-related services and information. Health Services works with students to increase their knowledge of health-related issues, improve individual self-care capabilities, encourage responsible use of health care resources, and promote an appreciation for wellness based on healthy lifestyle choices.

More complicated or chronic health conditions are referred to physicians and other specialists in the community. Please note that dental services and vision care are not available on campus. 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.

Visits to Health Services are free. However, there is a charge for vaccinations, certain tests, and supplies. Community health facilities must be utilized for pharmacy, X-ray, laboratory, emergency services, specialized care, etc., at additional cost to the student. Student insurance will help defray the cost of most of these services and is strongly recommended.

For more information or to schedule an appointment, call the Office of Health Services at 609.771.2483.

Routine Gynecological Care and Contraceptive Services:

Planned Parenthood Association of the Mercer Area, Inc., operates an onsite clinic within Health Services during the fall and spring semesters by appointment. Routine gynecological examinations and testing, as well as birth control counseling and supplies, can be obtained. Call 609.771.2110 for information. There is a fee for this service.

Student Health Insurance:

A benefit of being a TCNJ student is the opportunity to enroll in the Student Health Insurance Plan (SHIP). Benefits of the Plan include the following:

- \$3,000 per accident/sickness max with an additional \$47,000 major medical.
- Caremark® prescription card with \$500 prescription drug coverage for treatment of accidents and sickness per policy year. No co-pays.
- Short pre-existing condition waiting period (6 months).
- X-Rays for accidents: \$1,000 per accident.
- X-Rays and laboratory testing for sickness: \$600 per sickness.
- Physical therapy (accident and sickness): \$60 per visit/\$300 max.
- Doctor's office visits for sickness/accidents: up to \$80 per visit, beginning with the second visit, to \$800 max. If you use TCNJ Health Services for your initial treatment, or if Health Services is closed or you are more than 50 miles from campus and see a physician, coverage will begin with the first visit.
- Wellness benefits (routine preventative health care as recommended by current clinical guidelines): \$350 per year.
- No co-pays or deductibles.
- Can be used as a supplement to your existing insurance. Since SHIP is not an excess policy, claims may be filed regardless of what other insurance coverage you may have.
- SHIP now offers a vision and dental discount plan available at an additional cost.

The cost for enrolling in SHIP is \$150 for 12 months of coverage. This charge will appear on your tuition bill. Please note that State Law N.J.S.A. 18A:62-15 requires that all full-time undergraduate and graduate students attending colleges must maintain health insurance coverage which provides basic hospital benefits.

Full-time students (undergraduate students with a minimum of 12 credit hours; graduate students with a minimum of 9 credit hours) will be billed and automatically enrolled in SHIP by TCNJ. Students with adequate health insurance coverage can waive enrollment in this plan by completing a waiver card and providing evidence of other insurance coverage before the waiver deadline to the Office of Health Services, Eickhoff Hall 107 (see tuition bill for details and deadline dates).

Part-time students can enroll in SHIP by visiting the Office of Student Accounts, Green Hall 119. Part-time students will NOT be automatically billed or enrolled in this plan.

For more information about SHIP, please visit the Health Services Web site at www.tcnj.edu/healthservices or call 609.771.2483.

Library

The New Library Café

Located in the new library across from Eickhoff Hall, the Library Café will offer fresh brewed coffee, smoothies, gourmet pastries, and Good to Go salads and sandwiches.

Hours of operation will be announced fall 2005 on the Web, www.tcnjdining.com.

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 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. Equivalent to a practicum, 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.—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 and administered jointly by Speech and Hearing Associates and the Department of Language and Communication Sciences. 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 just 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 609.771.2322.

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, 609.771.2161.

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.–5:00 P.M. Monday through Friday during the fall and spring semesters. For more information, please call 609.771.2120.

School of Culture and Society

SUSAN ALBERTINE, 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)

Graduation Requirements:

30 credits

Required Courses:

ENGL 505/Contemporary Literary Theory and Methods
ENGL 550/Seminar in Poetry

6 cr.

Electives:

At least 18 elective credits must be from department offerings

24 cr.

Comprehensive Examination: ENGL 700

Master of Arts in Applied Spanish Studies (SPNA)

Deborah Compte, *Coordinator, Graduate Program in Applied Spanish Studies*

The Master of Arts in Applied Spanish Studies offers students an advanced program of study in Spanish language, literature, linguistics, and culture with an applied focus on the K–12 classroom. The program stresses the intersection of second language acquisition methodologies with the study of various areas of interest within the discipline, and how best to apply this knowledge in creating learning units for the K–12 classroom. All courses require oral presentations and the creation of applied lesson plans for the K–12 classroom. As the student progresses through the degree program, s/he will develop a comprehensive Web portfolio of assignments demonstrating mastery of the material and its application to the classroom.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Essay in Spanish
Graduate Record Exam (GRE)
Two letters of recommendation

Graduation Requirements:

36 credits

Required Courses:

SPAN 500/Advanced Spanish Language (may be waived)
SPAN 501/An Inductive Approach to Spanish Grammar
SPAN 503/History and Culture of Spain
SPAN 504/Culture and Society of Spanish America
SPAN 511/Peninsular Literature
SPAN 512/Survey of Spanish American Literature
SPAN 515/Applied Spanish Phonetics
SPAN 590/Second Language Acquisition and Related Methodologies
SPAN 591/Curriculum Design

24–27 cr.

Electives:

9–12 credits from additional department offerings

9–12 cr.

Web Portfolio:

A comprehensive compilation of applied course requirements demonstrating mastery of course material and application to the K–12 classroom through the development of learning units.

School of Education

WILLIAM BEHRE, INTERIM DEAN

Mission Statement

The mission of the School of Education is to create exemplary professionals prepared to enrich the lives of the people of New Jersey through education and, consequently, to provide a national model for the preparation of educators. Through their practice and scholarship, members of our professional community model the outcomes candidates are to attain as they prepare for and develop in their professions as teachers, administrators, counselors, and clinicians. Commitment to exemplary professionalism is expressed thematically, in all programs and across the continuum of professional practice, with focus on knowledge and inquiry; excellence in practice; multiculturalism, diversity, and inclusion; leadership and advocacy; and the preparation of professionals who function effectively and reflectively in multiple contexts and communities.

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 between 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.

Creating Exemplary Professionals

Creating Exemplary Professionals 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, and schooling, the framework supports the creation of an active, reflective, interactive educator, who is not only effective but exemplary. The mission, themes, and outcomes define our shared vision of Creating Exemplary Professionals.

Themes and Associated Learning Outcomes: The themes and learning outcomes, presented next, are emphasized in all courses and field experiences in the School of Education. Five programmatic themes support and define the overarching concept of Creating Exemplary Professionals. The phrases listed immediately beneath each theme are dispositions that develop the meaning and intent of the theme and become significant as directions for action and guidelines for programs. These are followed by the associated learning outcomes expected to be attained by graduates at the completion of their programs of study.

Knowledge and Inquiry

- Learners viewed as active constructors of knowledge;
- Knowledge generated and disseminated by faculty, students, and professional community partners;
- Teaching based on research, best practice, inquiry, and analysis;
- Reflection practiced for professional development and program improvement.

TCNJ graduates demonstrate highly advanced communication and ethical decision-making skills in their interactions with others.

They apply and transform the growing knowledge bases in the content and practice of their professions.

They value inquiry, critical thinking, connected knowledge, creativity, independent thinking, and interdisciplinary conversation.

As reflective, effective educational decision makers, they attain and demonstrate efficacy in the best educational practices.

Excellence in Practice

- Instructional strategies exemplifying best practice;
- Technology as a tool for teaching and learning;
- Collaboration to enhance growth for all members of the learning community;
- Ethical behavior and integrity modeled.

TCNJ graduates work to maintain excellence across the continuum of educational practice through ongoing inquiry and learning.

They use defensible, appropriate instructional/therapeutic strategies, grounded in the knowledge bases of their profession and on assumption of personal responsibility for effective practice.

They use technology effectively as a tool to support and enhance learning, and they understand how technology changes teaching and learning, including the contexts in which learning may occur.

They make connections among theory, research, and practice; between content and pedagogy; between special and general education; between the contexts of the classroom or clinic and the community; between ethics and actions; and among professionals.

Multiculturalism, Diversity, and Inclusion

- Knowledge about and respect for human commonalities affect practice;
- Knowledge about and respect for human differences affect practice;
- Equity and social justice through education.

TCNJ graduates work successfully with learners and clients of increasingly diverse backgrounds, many of whom speak English as a second language and who come from communities different from their own.

They are knowledgeable about how universal characteristics of human development interact with individual and cultural differences to influence learners and are competent in using that information to promote development in all populations and with all persons they serve.

Multiple Contexts and Communities

- Efficacy demonstrated in multiple contexts that include urban, multicultural, multilingual, and global;
- Positive interactions in multiple communities that include families, neighborhoods, schools, and agencies.

TCNJ graduates are collegial and professional in their interactions and competent in collaborating with others in a community of learners to create positive educational environments.

They demonstrate success in multiple contexts and with members of multiple communities, acknowledging the potency of context and relationships and using that knowledge positively.

Leadership and Advocacy

- Providing service on behalf of students and clients;
- Developing leadership for the enhancement of practice and the profession;
- Promoting individual development and social justice through education.

TCNJ graduates are leaders in the improvement of practice in their professions.

They are active advocates for their students and clients.

They are active in establishing policy that has a positive impact on those they serve.

Master of Arts in Teaching

Stuart Carroll, Overall Coordinator, MAT Program

The Master of Arts in Teaching program consists of a core of courses which 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 which 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)

Program A—No Prior Teaching Certificate

Program B—Alternate Route P-3 Certified

Blythe Hinitz, Coordinator, Graduate Program in Early Childhood Education (MAT)

Admission Requirements:

Bachelor's degree from an accredited or approved institution

Cumulative GPA of 2.75 or better

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

Program A 36 credits

Program B 35 credits

Required Courses: (Program A):

Summer I 6 cr.

EDUC 501/Exploring Teaching

EDUC 513/Collaboration, Consultation, and Partnerships

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 13 cr.

ECED 640/Development and Learning of the Young Child

ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy

ECED 695/Internship II

Summer II 5 cr.

EDUC 615/Capstone Experience: The Teaching Professional

RDLG 570/Issues in Literacy Instruction

ECED 670/Early Childhood Education: Current Issues and Trends

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 7 cr.

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 5 cr.

EDUC 614/Creating and Sustaining Classroom Communities

RDLG 570/Issues in Literacy Instruction

Summer II 2 cr.

ECED 670/Early Childhood Education: Current Issues and Trends

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
- Cumulative GPA of 2.75 or better
- 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 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, Consultations, and Partnerships	
EDUC 615/Capstone Experience:The Teaching Professional	
RDLG 570/Issues in Literacy Instruction	
EDUC 700/Comprehensive Examination	

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

Richard Farber, Coordinator, Graduate Program in Secondary Education (MAT)

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Cumulative GPA of 2.75 or better
- Graduate Record Exam (GRE)
- Present an undergraduate major or 30 semester hour credits in a coherent sequence of courses in the subject teaching field.

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	
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	
EDFN 520/Social Problems and Education	
Summer II	6 cr.
EDUC 513/Collaboration, Consultation, and Partnerships	
EDUC 615/Capstone Experience:The Teaching Professional	
SCED 597/Topics in Secondary Education	
EDUC 700/Comprehensive Examination	

Secondary Education Specialization (SECJ–Technology Education)

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 35 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
- Cumulative GPA of 2.75 or better
- Graduate Record Exam (GRE)
- Present an undergraduate major or 30 semester hour credits in a coherent sequence of courses in the subject teaching field.

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 524/Adolescent Development and Education	
OR	
EPSY 513/Psychology of Learning	
Fall I	12 cr.
SCED/TCED 694/Internship I	
TCED 591/Foundations of Design and Engineering	
TCED 592/Inclusive Methods in Technology Education	
RDLG 579/Content Area Literacy	
Spring I	11 cr.
EDUC 614/Creating and Sustaining Classroom Communities	
SCED/TCED 695/Internship II	
TCED 691/Seminar in Technology Education	

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

Special Education Specialization (SEDD)

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

Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Cumulative GPA of 2.75 or better
- 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)

NOTE:This program leads to dual certification—teaching students with disabilities and elementary certification.

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
- 39 credits

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	
OR	
SPED 691/Internship I	
RDLG 579/Content Area Literacy	
SPED 612/Curriculum and Methods for Students with Mild Disabilities	
ELEM 522/Methods for Teaching Math and Science in the Inclusive Classroom	
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	
EDUC 700/Comprehensive Examination	
Fall II	6 cr.
EDUC 615/Capstone Experience:The Teaching Professional	
SPED 695/Internship II*	

*Internship II must take place at the elementary instructional level.

Education of the Deaf and Hard of Hearing/Elementary Education (DHHT)

Barbara K. Strassman, Coordinator, Graduate Program in Deaf and Hard of Hearing/Elementary Education (MAT)

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
- 34 credits

Required Courses:

Senior Year of Undergraduate Program	6 cr.
DFHH 530/Speech Development in Deaf or Hard of Hearing Individuals	
RDLG 537/Language Arts Literacy	
Summer and Following Year	30 cr.
EDUC 513/Consultations and Partnerships	
ESLM 578/Theory and Practice of Teaching ESL	
OR	
ESLM 587/Curriculum and Methods for Multilingual Populations	
OR	
ESLM 525/Second Language Acquisition	
DFHH 690/Deaf Education Internship and Seminar	
ELEM 690/Elementary Education Internship	
DFHH 597/Special Topics	
EDFN 508/Introduction to Research and Data-Based Decision Making	
EDFN 521/Cultural Foundations of Education	
OR	
EDFN 520/Social Problems and Education	
OR	
EDFN 500/Foundation of Education	
RDLG 570/Issues in Literacy Instruction	
OR	
RDLG 579/Content Area Literacy	
DFHH 700/Comprehensive Examination	

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

Mark Kiselica, 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 and Pennsylvania state certification in school counseling 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 option 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)

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 (20420) and a series of Pre-Professional Skills Tests (PPST) in Reading (0710), Writing (0270), Math (0730), and Listening Skills (0740), all of which are administered by the Educational Testing Service (ETS).

Graduation Requirements:

- 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.
- Students must complete COUN 501, 670, 675, 690, 693 (or 694/695) with a grade of B- or better.
- 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).
- 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.
- 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/Students with Disabilities in Our Schools

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 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: 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

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 Woodford, 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 six cr.

Comprehensive Examination: COUN 700**Educational Specialist in Marriage and Family Therapy (CPSJ)**

Charleen Alderfer, Coordinator, 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.

Post-Master's Certificate in Substance Abuse and Addiction Counseling (CPSF)

Mark Woodford, Coordinator, Graduate Programs in Community Counseling

21 credits

This certificate provides a 21-semester-hour program in substance abuse and addiction counseling and training. The program is designed to meet the professional development needs of master's-level human services professionals who seek further knowledge and skills in substance abuse and addiction counseling and for current practitioners who work in the field and seek to improve their expertise in this area.

All applicants for the post-master's certificate in substance abuse and addiction counseling must meet the admission requirements of the Department of Counselor Education.

Pre-Professional Requirement:

Course work in introductory counseling should be completed prior to enrollment in the program

Admission Requirements:

Application for admission including undergraduate and graduate transcripts, personal statement and reference letters

Master's degree in counseling, including courses in prepracticum skills, theories of counseling, and community counseling or their equivalents. Applicants who have not completed these particular courses must take COUN 501, COUN 545, and COUN 670, and other department prerequisites for practicum.

Certificate Performance Requirements:

All students must complete COUN 550 and COUN 551 prior to enrollment in practicum and must earn a grade of B or higher in all courses in order to continue in the program

A total of three graduate credits may be accepted for transfer into the certificate program

Required Courses:

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

COUN 690/Practicum Seminar

*COUN 693/Internship

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

Substance Awareness Coordinator Program (CPSH)

Mark Woodford, Coordinator, Graduate Programs in Community Counseling

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 Coursework:

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:

Complete an application for admission, including undergraduate and graduate transcripts (where applicable), personal statement and reference letters; and

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 of university; and

Provide Graduate Record Exam (GRE) scores (if candidate does not have a master's degree from a regionally accredited college or university); and

Participate in an interview process (to be arranged by the Department of Counselor Education)

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/Students with Disabilities in Our Schools

AND

1 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

1 Clinical course to be chosen from the following:

COUN 690/Practicum Seminar (completed at a 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.

Master of Arts in Speech and Language Pathology (SPPA)

Jasper Phelps, Coordinator, Graduate Program in Speech and Language Pathology

Admission Requirements:

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

An undergraduate major in speech pathology or the following courses or their equivalents*:

SPAU 305/Acoustic Phonetics
 SPAU 311/Language and Speech Development
 SPAU 318/Introduction to Measurement of Hearing
 SPAU 319/Aural Rehabilitation
 SPAU 320/Introduction to Communication Disorders
 SPAU 420/Diagnosis and Treatment of Communication Disorders
 SPED 101/Exceptional Populations in Society

Six credits in the biological/physical sciences and mathematics

Six credits in the behavioral and/or social sciences

*Above courses not credited toward MA; may be completed prior to or concurrent with the graduate program.

Graduation Requirements:

48 credits

Required Courses:**Specialization:**

42 cr.

SPAU 505/Neurophysiological Bases of Language and Speech
 SPAU 510/Disorders of Phonology
 SPAU 530/The Organization, Supervision, and Administration of Programs in Speech Pathology and Audiology
 SPAU 540/Applied Diagnostics in Speech Pathology
 SPAU 545/Voice Disorders
 SPAU 550/Communication Development: Principles and Processes
 SPAU 555/Motor Speech-Fluency Disorders
 SPAU 565/Speech Science
 SPAU 685/Dysphagia
 SPAU 570/Research Methods in Speech-Language Pathology and Audiology
 SPAU 606/Adult Language Disorders
 SPAU 618/Developmental Language Disorders
 SPAU 690/Clinical Practice

Electives:

6 cr.

SPAU 542/Augmentative and Alternative Communication Systems

One Open Elective

Comprehensive Examination: SPAU 700

Additional Requirements:

1. Completion of academic and clinical practicum requirements for the certificate of clinical competence in speech-language pathology from the American Speech-Hearing-Language Association.
2. Completion of academic and clinical practicum requirements for the New Jersey state license in speech-language pathology.
3. Completion of academic and clinical practicum requirements for the New Jersey state speech/language specialist certificate for the public schools.
4. In order to complete clinical practicum and graduate, the student must have speech which is considered clinically acceptable.

Master of Education in Elementary and Early Childhood Education

The Master of Education in Elementary Education is designed to increase the professional competence of fully certified elementary school teachers and to offer them, through the careful selection of electives, the following three options:

1. Supervisory Certification Option (EDEC) in which work toward the New Jersey supervisor's certificate is pursued. Three years of successful teaching experience (experience in New Jersey public schools must have been completed under a New Jersey teacher's certificate) must be completed before application for supervisory certification is submitted.
2. Elementary Master Teacher Option (EDEG) which is designed to improve teaching competence. Elective courses could count toward the reading teacher's certification (see Reading Teacher Certification (RDGC) Listing).
3. Early Childhood Master Teacher Option (EDEP) which is designed to increase teacher competence in meeting specific needs of preschool and primary grade young children.

Supervisory Certification Option (EDEC)

Brenda Leake, Coordinator, Graduate Programs in Elementary Education (MEd)

Admission Requirements:

Bachelor's degree from an accredited institution
Elementary Education certification
Graduate Record Exam (GRE)

Graduation Requirements:

30 credits

Required Courses:

Research:

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

3 cr.

Foundations and Multicultural Education:

*EDFN 500/Foundations of Education
EDFN 520/Social Problems and Education

6 cr.

OR

EDFN 521/Cultural Foundations of Education

Specialization:

***CURR 514/Curriculum Theory and Practice
***SUPV 520/Staff Supervision
*EPSY 523/Advanced Child and Adolescent Development
**ELEM 550/Supervision in Elementary Education
**ELEM 555/Advanced Study in Curriculum for Children
and Adolescents
ELEM 696/General Seminar in Elementary Education

18 cr.

Electives: See adviser for listing of approved electives.

3 cr.

Comprehensive Examination: ELEM 700

* Students must take this course within the first 12 credit hours of their program of study.

** Students are advised to take this course as part of their credits for the NJ supervisor certificate.

*** Required for NJ supervisor certificate.

Elementary Master Teacher Option (EDEG)

Brenda Leake, Coordinator, Graduate Programs in Elementary Education (MEd)

Admission Requirements:

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

Graduation Requirements:

30 credits

Required Courses:

Research:

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

3 cr.

Foundations and Multicultural Education:

*EDFN 500/Foundations of Education
EDFN 520/Social Problems and Education

6 cr.

OR

EDFN 521/Cultural Foundations of Education

Specialization:

*EPSY 523/Advanced Child and Adolescent Development
ELEM 696/General Seminar in Elementary Education

12 cr.

Choice of at least two of the following:

ECED 504/Teaching Young Children
ECED 520/Early Childhood Administration and Supervision
ECED 550/Supervision in Early Childhood Education
ECED 560/Curriculum Experiences for Young Children
RDLG 541/Study in Elementary School Language Arts

ELEM 555/Advanced Study in Curriculum for Children
and Adolescents

ELEM 663/Advanced Trends in Elementary Education

INCD 562/Enhancing Curriculum and Instruction with
Computer Technology

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

**RDLG 570/Corrective Techniques in Reading

OR

**RDLG 571/Language and the Teaching of Reading

OR

**RDLG 579/Content Area Literacy

Electives: Electives must be approved by the graduate adviser.

9 cr.

Comprehensive Examination: ELEM 700

*Students must take this course within the first 12 credit hours of their program of study.

**Only one of the RDLG courses may be used to satisfy the core requirement.

Early Childhood Master Teacher Option (EDEP)

Brenda Leake, Coordinator, Graduate Programs in Elementary Education (MEd)

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Elementary Education certification OR evidence of successful
completion of the appropriate Praxis Examination
Graduate Record Exam (GRE)

Graduation Requirements:

31 credits

Required Courses:

Research:

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

3 cr.

Foundations and Multicultural Education:

*EDFN 500/Foundations of Education
ECED 620/Multicultural and Social Foundations of Emergent
and Early Literacy

6 cr.

Specialization:

ELEM 696/General Seminar in Elementary Education
*ECED 640/Development and Learning of the Young Child
ECED 504/Teaching Young Children: Sustaining Classroom
Communities
ECED 560/Curriculum Experiences for Young Children in the
Inclusive Classroom

13 cr.

Electives: See adviser for listing of approved electives.

9 cr.

Comprehensive Examination: ELEM 700

*Students must take this course within the first 13 hours of their program of study.

School Personnel Licensure, Preschool–Grade 3 (EDPK)

Blythe Hinitz, Coordinator, Graduate Program in P–3 Certification

The College of New Jersey/Early Childhood Education (P–3) Specialized
Alternate Route or Endorsement on NJ 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 140 years. Recent court-mandated and legislative initiatives

have resulted in mandatory preschool for 4-year-olds in over 150 Early Childhood Program Aid 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 recent National Academy of Sciences Committee on Early Childhood Pedagogy (2000) has joined the School of Education 35 NAEYC and the NEA in recommending specialized certification for teachers of young children.

Admission Requirements:

- Bachelor's degree with an academic major from an accredited institution
- Overall grade point average of 2.75
- 60 credits in general education or liberal learning in undergraduate program

Program Requirements:

Required Courses:

15 cr.

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

Master of Education in Educational Leadership (SECL) (options include Traditional, International, and Immersion*)

Donald Leake, Coordinator, Graduate Programs in Educational Leadership

The Master of Education in Educational Leadership is designed for college graduates who wish to become school principals. Successful completion of the program requires 33 credits of study. The program of study is designed to help students develop an in-depth understanding of methods and concepts to guide instruction, manage resources, elevate student performance, and utilize support from the entire school community. The educational leadership program of study provides a comprehensive forum for reflective practice as an instructional leader. This degree is one element in the requirements for a New Jersey principal's certificate. The other elements currently required by the State of New Jersey include: Pass a state-approved examination that is aligned with the Interstate School Leaders Licensure Consortium (ISSLC) standards and the NJ State Department of Education Professional Standards for School Leaders as defined in N.J.A.C. 6A: 9-3.4 and complete a one- to two-year mentored internship. This degree will also meet requirements for a Pennsylvania principal's certificate, for certified and experienced teachers.

***Administrative Intern Immersion Program Option**

The administrative intern immersion program is an alternative leadership-training program that integrates clinical experience with course work. The program is designed so that students may complete the requirements in four semesters and earn a Master of Education in Educational Leadership. Instead of requiring a supervised practicum at the end of the course of study, this option is designed to pair a one-year field experience with an intense program of courses which students take as a cohort. The student, in collaboration with the program adviser, designs the field experience.

Admission Requirements:

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

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
- OR
- EDFN 521/Cultural Foundations of Education

Specialization:

24 cr.

- CURR 514/Curriculum Theory and Practice
- EDAD 525/Introduction to Educational Administration
- EDAD 540/School Finance
- EDAD 572/School Law
- EDAD 530/Group Dynamics for Educational Leaders
- EDAD 617/Advanced School Leadership: Supervision/Administration
- EDAD 660/Computer Application in Educational Administration
- SUPV 520/Staff Supervision

Practicum:

3 cr.

- EDAD 688/Practicum/Seminar in School Administration and Supervision

Comprehensive Examination: EDAD 700

Post-Master's of Education in Educational Leadership (SECM)

Donald Leake, Coordinator, Graduate Programs in Educational Leadership

The post-master's program in educational leadership is an intensive graduate program leading to eligibility for initial New Jersey principal certification. A master's degree from an accredited institution is required for admission. The program consists of 21* semester hours of study, and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the NJ State Department of Education. Seven three-credit courses are included in areas such as educational administration/leadership, research, supervision, school finance, and school law. A field-based practicum experience and seminar are required as well.

*If at least one graduate-level course in the area of curriculum development has not previously been completed, it will be an additional requirement.

Admission Requirements:

- Master's degree from an accredited or approved institution
- Teaching certificate

Graduation Requirements:

21 credits*

Required Courses:

Research:	3 cr.
EDFN 508/Research and Data-Based Decision Making	
Specialization	15 cr.
EDAD 525/Introduction to Educational Administration	
EDAD 540/School Finance	
EDAD 572/School Law	
EDAD 617/Advanced School Leadership: Supervision/Administration	
SUPV 520/Staff Supervision	
Practicum:	3 cr.
EDAD 688/Practicum/Seminar in School Administration and Supervision	

*Note: Student must take the following course if they have not previously completed a graduate curriculum course.

CURR 514/Curriculum Theory and Practice

Supervisor Certification Program (SECD)

Donald Leake, Coordinator, Graduate Programs in Educational Leadership

New Jersey: The supervisor certification program (non-degree) is designed to provide the appropriate courses necessary for certification as a supervisor in the public schools in the State of New Jersey. General requirements for issuance of the certificate are: (1) master's degree; (2) standard New Jersey teacher's certificate; (3) three years of successful teaching experience (experience in New Jersey public schools must have been completed under a New Jersey teacher's certificate); and (4) 12 credits of graduate study in the appropriate areas of supervision and curriculum.

The 12-credit program must include: (a) six credits in curriculum development; (b) three credits in staff supervision; and (c) three elective credits in staff supervision or curriculum development. Work may be oriented directly toward supervision and curriculum development in particular grade levels, or specific subject fields. A list of approved courses is available from the Department of Educational Administration and Secondary Education and from the graduate program supervisor.

TCNJ also offers a 24-credit (non-degree) program in the general principles of staff supervision and curriculum development and evaluation for grades kindergarten through 12. This program is also designed to provide the appropriate courses necessary for certification as a supervisor.

Admission Requirements:

Master's degree from an accredited or approved institution
Teaching certificate

Three years of successful teaching experience (experience in
New Jersey public schools must have been completed under a
New Jersey teacher's certificate)

Program Requirements:**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	
OR	
*EDFN 521/Cultural Foundations of Education	

Specialization:**12 cr.**

*SPED 501/Students with Disabilities in Our Schools
**SUPV 520/Staff Supervision
**CURR 514/Curriculum Theory and Practice
EDAD 688/Practicum/Seminar in School Administration and Supervision

Electives: Select two from the following courses. Note: New Jersey requires two electives in either supervision or curriculum.

6 cr.**Elementary Education:**

ELEM 550/Supervision in Elementary Education
ELEM 555/Study in Elementary School Curriculum Physical Education/Health Education/Recreation:
PHED 511/Curriculum and Program Construction in Physical Education
HLED 554/Curriculum and Program Construction in Health and Safety Education
PHED 610/Administration and Supervision of Physical Education and Athletics
HLED 658/Organization, Administration, and Supervision of Health Programs in Schools

Secondary Education:

CURR 614/Secondary School Curriculum
CURR 616/Curriculum Development in the Urban School
CURR 635/Curriculum Change Strategies
SUPV 622/Supervision in the Secondary School
SUPV 651/Supervision of Adult/Community Education Special Education:
SPED 612/Curriculum and Methods for Students with Mild Disabilities
SPED 622/Curriculum Alternatives for the Disabled Preschool Child, Ages Birth to Five
SPED 646/Administration and Supervision of Special Educational Services

*Required courses if not taken in a prior graduate program.

**Required courses for New Jersey certificate.

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

Alan Amtiz, Coordinator, Graduate Program in Instruction

The Master of Education in Instruction program addresses the teacher in the context of the classroom, and the greater educational community with regard to school-wide reform, teacher growth and teacher leadership. The Regional Training Center has been providing quality graduate course work in education throughout the Middle Atlantic region since 1993. TCNJ has been the New Jersey partner in providing graduate sponsorship for RTC courses offered offcampus throughout the state since 2000. This partnership has grown to include this Master of Education in Instruction which will include both on-campus and off-campus course 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)

Graduation Requirements:

- 30 credits including:
- Four 3-credit Instructional Core Courses (completed with RTC at one of their New Jersey regional sites)
- Three 3-credit Classroom Action Research Courses (completed with TCNJ at the Ewing campus)
- Three 3-credit Focus Area (completed with RTC at one of their New Jersey regional sites)

Program Requirements:

Instructional Core Courses: provide framework and foundation for effective teaching practices which enhance student achievement in a learning community **12 cr.**

- 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.**

- EDFN 510/Exploration of Classroom Inquiry
- EDFN 601/Modes of Inquiry and Research
- EDFN 602/Inquiry in Practice

Focus Area: Choose one of the following three areas of emphasis. **9 cr.**

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

Comprehensive Exam:**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 cr.) 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)

Department Prerequisites:

- Human Anatomy I
- Human Anatomy II
- Motor Development
- Exercise Physiology
- Nutrition and Energy Balance

Master of Education in Health Science Education

(HLEA) and (HLEB)

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: **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, or 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 or 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:

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

Foundations and Multicultural Education:

EDFN 500/Foundations of Education **3 cr.**
OR
EDFN 520/Social Problems and Education

Special Education:

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

Specialization Requirements:

HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety **6 cr.**
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 Education in Reading K–12 (RDGA) Master of Education in Reading K–12 with Reading Specialist Certificate (RDGA)

Susan Blair-Larsen, 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

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

Graduation Requirements:

30 credits
(Reading Specialist Certification Option: 33 credits)

Required Courses:

Research:

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

Foundations and Multicultural Education:

EDFN 500/Foundations of Education **3 cr.**
OR
EDFN 520/Social Problems and Education

Special Education:

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

Specialization:

21 cr.

RDLG 530/Exploring Children's Literature: An Educator's Perspective
RDLG 571/Language and the Teaching of Reading
RDLG 672/Advanced Study in the Teaching of Reading I
RDLG 673/Advanced Study in the Teaching of Reading II
RDLG 691/Diagnostic Procedures and Appraisal
RDLG 692/Practicum: Diagnostic Procedures and Corrective Instruction
RDLG 693/Supervised Practicum and Seminar (K–12)

Supervision: For students seeking the NJ Reading Specialist Certificate

*SUPV 520/Staff Supervision **3 cr.**

*Will not be counted as an elective toward the reading specialist certificate.

Electives: Chosen with advisement.

3 cr.

Related Fields:

0–6 cr.

An opportunity to select courses leading to the supervisor's certificate. See program coordinator for options.

Research: Students may elect with advisement: **0–6 cr.**
 RDLG 697/Independent Study in Reading
 RDLG 698/Department Project in Reading
 RDLG 699/Thesis/Creative Project in Reading

Comprehensive Examination: RDLG 700

Notes: Matriculated students in the reading program who have successfully completed 36 credits in required courses with two years' 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 degree in reading constitutes the completion of an approved program for the reading teacher certificate, provided the student has passed the National Teacher Examination in Reading.

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

Susan Blair-Larsen, 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

Program Requirements:

30 credits

Required Courses:

Special Education:

SPEd 501/Students with Disabilities in Our Schools **3 cr.**

Specialization:

RDLG 530/Exploring Children's Literature: An Educator's Perspective **21 cr.**

RDLG 571/Language and the Teaching of Reading

RDLG 672/Advanced Study in the Teaching of Reading I

RDLG 673/Advanced Study in the Teaching of Reading II

RDLG 691/Diagnostic Procedures and Appraisal

RDLG 692/Practicum: Diagnostic Procedures and Corrective Instruction

RDLG 693/Supervised Practicum and Seminar K–12

Supervision:

SUPV 520/Staff Supervision **3 cr.**

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

Additional Requirements:

*National Teacher Examination in Reading

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' 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.

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

Yiquiang Wu, Coordinator, Graduate Program 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)

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.**

*(A,B) EDFN 521/Cultural Foundations of Education
 OR

EDFN 520/Social Problems and Education

OR

EDFN 500/Foundations of Education

Specialization: **15 cr.**

* (A,B) ESLM 525/Second Language Acquisition

* (A,B) ESLM 578/Theory and Practice of Teaching ESL

* (A,B) ESLM 587/Curriculum and Methods for Multilingual Populations

* (A,B) ESLM 688/Practicum for Second Language Teachers
 ESLM 545/Sociolinguistics and TESL

OR

ENGL 510/The Structure of English

Electives: Chosen with advisement **9 cr.**

* (A) RDLG 571/Language and the Teaching of Reading

(A) EPSY 513/Psychology of Learning

OR

EPSY 523/Advanced Child and Adolescent Development

OR

EPSY 524/Adolescent Development and Education

*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)

Yiquiang 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. A notarized Language Proficiency Interview Form
3. A written Exam Form
4. A photocopy of a teaching credential in another field (for endorsement only)
5. A letter documenting teaching experience from the school principal (for endorsement only)
6. A notarized Non-Citizen Oath Form (for non-U.S. citizens only)
7. An official copy of transcripts from other institutions (for course transfer only)
8. 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
Cumulative GPA of 2.75 or better
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)

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

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 six (6) credit hours of course work (or their equivalence) as part of this program.

- EPSY 513/Psychology of Learning
- OR
- EPSY 523/Advanced Child Growth and Development
- OR
- EPSY 524/Adolescent Development and Education
- ESLM 688/Practicum for Second Language Teachers

*Requirement waived for certified teachers with at least one-year teaching experience in a multilingual setting.

Required Courses:

Foundations and Multicultural Education:

3 cr.

- EDFN 521/Cultural Foundations of Education
- OR
- EDFN 520/Social Problems in Education
- OR
- EDFN 500/Foundations of Education

Specialization:

18 cr.

- ESLM 525/Second Language Acquisition
- ESLM 578/Theory and Practice of Teaching ESL
- ESLM 587/Curriculum and Methods for Multilingual Populations
- RDLG 571/Language and the Teaching of Reading
- OR
- ESLM 545/Sociolinguistics and TESOL
- OR
- RDLG 537/Language Arts Literacy
- OR
- ENGL 510/The Structure of English

Bilingual Endorsement Certification (ESLB)

Yiquiang 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. Notarized Language Proficiency Interview Forms for both English and the other language
3. A Written Exam Form in both English and the other language
4. A photocopy of a teaching credential in a subject area
5. A letter documenting teaching experience from the school principal
6. A notarized Non-Citizen Oath Form (for non-U.S. citizens only)
7. An official copy of transcripts from other institutions (for course transfer only)
8. 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

Program Requirements:

12–15 credits

Required Courses:

Foundations and Multicultural Education:

3 cr.

- EDFN 520/Social Problems and Education
- OR
- EDFN 521/Cultural Foundations of Education
- OR
- EDFN 500/Foundations of Education

Specialization:

9–12 cr.

- ESLM 525/Second Language Acquisition
- ESLM 578/Theory and Practice of Teaching English as a Second Language
- ESLM 587/Curriculum and Methods for Multilingual Populations
- ESLM 688/Practicum for Second Language Teachers

*Requirement waived for certified teachers with at least one-year of teaching experience in a multilingual setting.

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

Shridevi Rao, Coordinator, Graduate Program 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) prepares individuals who hold a standard teacher certification in areas other than special education and who desire certification as teacher of students with disabilities. Option III (SEDF), for advanced certification as learning disability teacher/consultants, is available through special advisement only.

*600-level courses are available to students only through advisement.

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 masters"; 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. The program has been designed to meet the standards of the Early Childhood through Young Adulthood/Exceptional Needs Specialist of the National Board for Professional Teaching Standards (NBPTS).

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

Option II—Certified in Other Area (SEDB)

Option II (SEDB) is for candidates who hold standard teaching certificates in fields other than special education, and is designed to meet the needs of teachers who wish to obtain certification as a teacher of students with disabilities.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)
Standard New Jersey teaching certificate or equivalent in an area other than special education
A course in child psychology
A course in teaching reading

Graduation Requirements:

33 credit minimum

Required Courses:

Research: 3 cr.
SPED 664/Research in Special Education

Specialization: 21 cr.
Prerequisites must be completed before enrolling in the following courses.

SPED 501/Students with Disabilities in Our Schools
SPED 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: 6 cr.
SPED 695/Internship II: Student Teaching

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

Comprehensive Examination: SPED 700

Option III—Advanced Certification as Learning Disabilities Teacher/Consultant (SEDF)

Option III (SEDF) is for candidates who hold standard special education certificates, and is designed to meet the needs of teachers who wish to earn a master's degree in special education with additional certification as a learning disabilities teacher/consultant, the educational specialist on state-mandated child study teams.

Admission Requirements:

Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)
Standard New Jersey teaching certificate as teacher of students with disabilities or equivalent
Minimum of three years' successful classroom teaching

Graduation Requirements:

39 credit minimum

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

Psychology: 6 cr.

EPSY 513/Psychology of Learning
 EPSY 643/Measurement and Evaluation

Specialization: 18 cr.

SPED 605/Language and Reading Strategies for Students with Disabilities
 SPED 624/Advanced Study of Learning Disabilities
 SPED 625/Biophysical and Neurological Problems of Children/Youth
 SPED 680/Seminar and Practicum on Diagnostic Procedures
 SPED 681/Seminar and Practicum on Remediation Techniques
 SPED 698/Department Project in Special Education

Field Experience: 3 cr.

SPED 682/Externship LDT/C*

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

Electives: Chosen with advisement. 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 and want certification as a teacher of students with disabilities.

*600-level courses are available to students only through advisement.

Admission Requirements:

Master's degree from an accredited or approved institution
 Standard New Jersey certificate in an area other than special education
 A course in Child Psychology
 A course in Teaching Reading
 GPA: 2.75

Program Requirements:

24 credits

Required Courses: 18 cr.

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

SPED 695/Internship II: Student Teaching

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

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 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.

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 LDT/C*

*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, 33-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

Graduation Requirements:

33 credits

Required Courses:

Research:

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

Foundations and Multicultural Education:

EDFN 520/Social Problems and Education

OR

EDFN 521/Cultural Foundations of Education

Specialization:

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

3 cr.

3 cr.

21 cr.

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

TCED 597/Special Topics: Integrating Math, Science, and 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

SUSAN BAKEWELL-SACHS, DEAN

Mission Statement

The mission of the School of Nursing 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 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) (NURK) (NURH)

Claire Lindberg, Chair, Division of Advanced Nursing Education and Practice

The Master of Science in Nursing prepares advanced practice 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 health care outcomes.

The program offers six 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. Two additional MSN options include the Clinical Nurse Leader and School Nursing. 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 to the MSN for RNs with a non-nursing baccalaureate.

The baccalaureate and master's degree programs of The College of New Jersey School of Nursing 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:
 - 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.
 - 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. For nurse practitioner and clinical nurse leader applicants, one of the two courses must be NURS 503/Advanced Pathophysiology.

Undergraduate statistics course

Undergraduate health assessment course or approved equivalent

Preadmission interview

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 634/Primary Care of Women
- NURS 635/Primary Care of Children
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II
- NURS 690/Practicum in the Nurse Practitioner Role

Comprehensive Examination: NURS 700

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 690/Practicum in the Nurse Practitioner Role

Clinical Courses:*

- NURS 634/Primary Care of Women
- NURS 635/Primary Care of Children
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II

Comprehensive Examination: NURS 700

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

Adult Nurse Practitioner Option (NURX)

Graduation Requirements:

42 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 of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II
- NURS 638/Primary Care of Adults: Special Populations
- NURS 690/Practicum in the Nurse Practitioner Role

Comprehensive Examination: NURS 700

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 XXX/Practicum in the Neonatal Nurse Practitioner Role

Clinical Courses:*

- NU 662/Diagnostic Reasoning and Clinical Decision Making for NNP I
- NU 663/Diagnostic Reasoning and Clinical Decision Making for NNP II
- NU 664/Diagnostic Reasoning and Clinical Decision Making for NNP III
- NU 665/Comprehensive Assessment for Clinical Decision Making of the Mother and Neonate
- NU 666/Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners

Capstone Project: NURS XXX

*Required clinical courses are taken at Thomas Jefferson University. See page 48 for course descriptions.

Clinical Nurse Leader Option (NURL)

Graduation Requirements:

34 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 685/Health Promotion for Advanced Nursing Practice

NURS XXX/Practicum in the Clinical Nurse Leader Role

Capstone Project: NURS XXX

School Nursing Option (NURD)

Graduation Requirements:

34 credits

Required Courses:

- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
 - NURS 501/Perspectives in Advanced Practice Nursing
 - NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
 - NURS 603/Individual, Family, and Community Systems
 - NURS XXX/School Nursing Theory
 - NURS XXX/School Nurse Role Practicum
 - NURS 530/Assessment and Nursing Management of the School Age Child and Adolescent
 - NURS XXX/School Nurse Teaching Practicum
 - HELD 554/Curriculum and Program Construction in Health and Safety Education
 - EDFN 520/Social Problems and Education
- OR
- EDFN 521/Cultural Foundations of Education

Capstone Project: NURS XXX

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

Claire Lindberg, Chair, Division of Advanced Nursing Education and Practice

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 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 their baccalaureate degree program.
- PLUS a GPA of 3.2 or better from their 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

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 16 undergraduate cr.

One of the following courses:

- NURS 210/Professional Role I (Learner)
- NURS 310/Professional Role II (Clinician)

The following three courses are required:

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

*Up to six 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 School 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 42-credit Adult Nurse Practitioner Program, the 34-credit Clinical Nurse Leader Program, or the 34-credit School Nursing Program.

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

Claire Lindberg, Chair, Division of Advanced Nursing Education and Practice

This program is designed for registered nurses, with a master's degree in nursing, who wish to become family or adult nurse practitioners. The program begins in the spring. 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

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:**

38 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 634/Primary Care of Women
- NURS 635/Primary Care of Children
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II
- 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 of Adults and Elders I

- NURS 637/Primary Care of Adults and Elders II
- NURS 638/Primary Care of Adults: Special Populations
- 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, geriatric, pediatrics, and women's health 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 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

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:
- NURS 634/Primary Care of Women
 - NURS 635/Primary Care of Children
 - NURS 636/Primary Care of Adults and Elders I
 - NURS 637/Primary Care of Adults and Elders II

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 FNP options include NURS 633, 634, 635, 636, 637, 638, and 690. 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.

School Nurse Certificate Program (NURG)

Claire Lindberg, Chair, Division of Advanced Nursing Education and Practice

This program prepares nurses with the baccalaureate degree in nursing for certification as non-instructional school nurses in elementary, secondary, and vocational schools in New Jersey. Foundation courses are offered day and evening on a part-time basis. Two days a week are required for the School Nurse Practicum.

Admission Requirements:

- Baccalaureate in Nursing degree from an NLN- or CCNE-accredited program

Additional Requirements:

Professional liability insurance
 CPR certification
 Health requirements
 License to practice as a registered nurse in New Jersey

Program Requirements:

11 credits

Required Courses:**Foundations and Multicultural Education:**

EDFN 520/Social Problems and Education
 OR
 EDFN 521/Cultural Foundations of Education

Specialization:

NURS XXX/School Nursing Theory
 NURS XXX/School Nursing Role Practicum

The following are courses offered by Thomas Jefferson University that are required for students in the TCNJ Neonatal Nurse Practitioner program (NURK)

NU 662/Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner I 3 cr.

Prerequisites: Graduate Pathophysiology Course; NU 665; NU 666
 This is the first of three clinical courses required for the NNP student. It provides an introduction for the neonatal nurse practitioner, advanced practice nurse student to the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. This course will prepare the student to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the pregnant mother with prenatal care and the neonates at birth. Concepts, theories, and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiological significant problems are included. Integration of core and support course content as well as use of critical thinking and diagnostic reasoning skills will allow for an in-depth focus on assessment, diagnosis, and management of primary health care needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

NU 663/Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner II 3 cr.

Prerequisites: Graduate Pathophysiology Course; NU 665; NU 666; NU662

This is the second of three clinical courses required for the NNP student. This course addresses the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Common variations in pregnancy and neonates are presented. This course will prepare the student to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the pregnant mother with prenatal care and the neonates at birth. Concepts, theories, and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiological significant problems are included. Integration of core and support course content as well as use of critical thinking and diagnostic reasoning skills will allow for an in-depth focus on assessment, diagnosis, and management of primary health care needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

NU 664/Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner III 3 cr.

Prerequisites: Graduate Pathophysiology Course; NU 665; NU 666; NU662; NU663

This is the third of three clinical courses required for the NNP student. This course focuses on the management of the high-risk neonate. This course will prepare the student to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the high risk neonate and family. Concepts, theories, and research related to management of care and prevention of complications, as well as health promotion, health maintenance, and prevention of illness and injury of epidemiological significant problems are included. Integration of core and support course content as well as use of critical thinking and diagnostic reasoning skills will allow for an in-depth focus on assessment, diagnosis, and management of health care needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

NU 665/Comprehensive Assessment for Clinical Decision Making for the Mother and the Neonate 3 cr.

This course is designed to refine and expand upon prior health assessment skills including comprehensive history taking, developmental and psychosocial assessment and recognition of pathological changes as well as variations of normal. The course stresses the development of clinical decision-making skills, taking into consideration life circumstances, economic, cultural, and developmental variations. Emphasis is placed on taking a detailed problem-based history of the mother, physical assessment of the neonate, and the development of case presentation skills and charting. Students will learn to differentiate, interpret, and document normal and abnormal findings.

NU 666/Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners 3 cr.

This course is designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. It consists of a comprehensive and clinically pertinent analysis of pharmacokinetics and pharmacodynamics of selected agents. Emphasis is placed upon the pharmacotherapeutic agents commonly used in the intensive care nursery, delivery room and in high-risk follow-up of the neonate. Medication for the pregnant woman with a preexisting condition prior to pregnancy or during pregnancy will also be discussed. Mechanisms of action, bioavailability, adverse effects, toxicities, cultural, social, and economic aspects of pharmacodynamics will be critically analyzed and used as a foundation for clinical decision making.

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 are 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 one 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

Spain

In Palma de Mallorca, Spain, during six weeks each summer, more than 18 graduate courses are held during a six-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.

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 9–5 schedule. Accommodation can be arranged by the local site coordinator at Canary House, a residential hotel.

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.

Venezuela

In Caracas, Venezuela, courses leading to master's degrees in elementary or secondary education are available. Classes are held at Escuela Compo Alegre during the months of January and June.

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 in Kuwait City.

Bolivia

In LaPaz, 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 LaPaz.

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 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)

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/Students with Disabilities in Our Schools

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. **6 cr.**

(Internship I can be used to satisfy three credit hours of elective requirements.)

Comprehensive Examination: REGS 999

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

Yiquiang 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 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)

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.

*(A,B) EDFN 521/Cultural Foundations of Education
OR

EDFN 520/Social Problems and Education

OR

EDFN 500/Foundations of Education

Specialization:

15 cr.

*(A,B) ESLM 525/Second Language Acquisition

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

*(A,B) ESLM 587/Curriculum and Methods for Multilingual
Populations

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

ENGL 507/Language, Mind, and Learning

OR

ENGL 510/The Structure of English

OR

ESLM 545/Sociolinguistics and TESL

Electives: Chosen with advisement.

9 cr.

*(A) RDLG 537/Language Arts Literacy

OR

RDLG 571/Language and the Teaching of Reading

OR

Course approved by program coordinator

*(A) EPSY 513/Psychology of Learning

OR

EPSY 523/Advanced Child and Adolescent Development

OR

EPSY 524/Adolescent Development and Education

*Required for ESL endorsement certification.

(A) Required for ESL initial certification.

Comprehensive Examination: ESLM 700**Master of Education in Educational Leadership (SECL)**

Richard Farber, *Academic Adviser, 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 for a leadership position in a school setting. These courses include concepts of leadership administration, supervision, and curriculum development. The program consists of 33 semester hours of study and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the NJ State Department of Education. Eligibility for initial New Jersey principal certification is available to U.S. citizens, pending successful completion of the School Leadership Series Praxis Exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

Admission Requirements:

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

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

OR

EDFN 521/Cultural Foundations of Education

Specialization:

24 cr.

CURR 514/Curriculum Theory and Practice

EDAD 525/Introduction to Educational Administration

EDAD 540/School Finance

EDAD 572/School Law

EDAD 530/Group Dynamics for Educational Leaders

EDAD 617/Advanced School Leadership:
Supervision/Administration

EDAD 660/Computer Application in Educational Administration

SUPV 520/Staff Supervision

Practicum:

3 cr.

EDAD 688/Practicum/Seminar in School Administration and
Supervision

Comprehensive Examination: REGS 999**Post-Master's Program in Educational Leadership (SECM)**

Richard Farber, *Academic Adviser, Graduate Global Programs in Educational Leadership*

The Post-Master's Program in Educational Leadership is an intensive graduate program designed to provide educators with the knowledge and skills for a leadership position in a school setting. A master's degree from an accredited institution is required for admission.

The program consists of 21* semester hours of study and meets standards of ISLLC (Interstate School Leaders Licensure Consortium) and the NJ State Department of Education. Eligibility for initial New Jersey principal certification is available to U.S. citizens, pending successful completion of the School Leadership Series Praxis Exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

*If at least one graduate-level course in the area of curriculum development has not previously been completed, it will be an additional requirement for this program.

Admission Requirements:

Master's degree from an accredited or approved institution

Graduation Requirements:

21 credits*

Required Courses:**Research:**

3 cr.

EDFN 508/Research and Data-Based Decision Making

Specialization:

15 cr.

EDAD 525/Introduction to Educational Administration

EDAD 540/School Finance

EDAD 572/School Law

EDAD 617/Advanced School Leadership:
Supervision/Administration

SUPV 520/Staff Supervision

Practicum:

EDAD 688/Practicum/Seminar in School Administration
and Supervision

3 cr.

*Note: Student must take the following course if they have not previously completed a graduate curriculum course.

CURR 514/Curriculum Theory and Practice

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 of each subject: English, mathematics, science, social studies (one of the courses must be U.S. history)

IOTS—30 undergraduate credits in core content

IOTE–Elementary:**Program Requirements:**

25 credits

Required Courses:**Foundations and Multicultural Education:**

EDFN 520/Social Problems and Education

OR

EDFN 521/Cultural Foundations of Education

3 cr.**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:**

EDFN 520/Social Problems and Education

OR

EDFN 521/Cultural Foundations of Education

3 cr.**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)

Yiquiang 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. A photocopy of a teaching credential in another field (for endorsement only)
5. A letter documenting teaching experience from the school principal (for endorsement only)
6. A notarized Non-Citizen Oath Form (for non-U.S. citizens only)
7. An official copy of transcripts from other institutions (for course transfer only)
8. 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

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 (1) year teaching experience, or successfully complete the following six (6) credit hours of course work (or their equivalence) as part of this program.

EPSY 513/Psychology of Learning

OR

EPSY 523/Advanced Child and Adolescent Development

OR

EPSY 524/Adolescent Development and Education

*ESLM 568/Practicum for Second Language Teachers.

Required Courses:**Foundations and Multicultural Education:****3 cr.**

*EDFN 521/Cultural Foundations of Education

OR

EDFN 520/Social Problems and Education

OR

EDFN 500/Foundations of Education

Specialization:**15-18 cr.**

*ESLM 525/Second Language Acquisition

*ESLM 578/Theory and Practice of Teaching ESL

*ESLM 587/Curriculum and Methods for Multilingual Populations

*RDLG 537/Language Arts Literacy

OR

ENGL 507/Language, Mind, and Learning

OR

ENGL 510/The Structure and Phonology of American English

OR

ESLM 545/Sociolinguistics and TESOL

* Required for ESL endorsement.

Bilingual Endorsement (ESLB)

Yiquiang 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
Graduate Record Exam (GRE) or Miller Analogies Test (MAT)**Program Requirements:**

12-15 credits

Required Courses:**Foundations and Multicultural Education:****3 cr.**

EDFN 520/Social Problems and Education

OR

EDFN 521/Cultural Foundations of Education

OR

EDFN 500/Foundations of Education

Specialization:**9-12 cr.**

ESLM 525/Second Language Acquisition

ESLM 578/Theory and Practice of Teaching ESL

ESLM 587/Curriculum and Methods for Multilingual Populations

*ESLM 688/Practicum for Second Language Teachers

*ESLM 688 is waived for candidates with one-year teaching experience in a multilingual setting under a teaching certificate.

Professional Development

Performance Learning Systems

The Office of Graduate Studies 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

Regional Training Center: Professional Development for Teachers

The School of Education at The College of New Jersey is 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 Instruction (see RTCM p.37). 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 in Instruction 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 six 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.

Registrations for these courses are processed by:

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

Courses Available through 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:

- Develop performance assessment tasks such as presentations, artifacts, and exhibitions along with journals, learning logs, and portfolios
- Construct assessment gauges, including performance rubrics and observation checklists with self- and peer-assessment components

- Consider the potential of personal learning goals and student-led conferences as assessment tools
- Examine the importance of aligning objectives, tasks, and assessments and clearly articulating criteria and standards for fair and valid assessment

EDPD 543/Dimensions of Learning 3 cr.

Learn to connect several major instructional models to curriculum, assessment, instruction, and to the student learning and thinking process. Learn to develop interactive student-centered learning experiences that give students a reason to learn and allow you to facilitate their learning. Dimensions of Learning, a comprehensive research-based model of student learning and thinking, provides a planning framework to link curriculum, assessment, and instruction. The course is rich with practical strategies and processes to help students maximize their thinking and learning. Participants in Dimensions of Learning will:

- Examine the changing role of teachers as facilitators of student thinking and learning
- Engage in interactive, constructivist approaches to learning that can be used daily in school settings
- Create plans to thoughtfully engage students in meaningful learning experiences
- Develop assessment strategies that correlate with the dimensions framework

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

This course allows teachers to explore and identify sources of student irresponsible behavior and apply remedies to address these challenging behaviors. Taught within a three-dimensional model, participants will learn skills and strategies for increasing student responsibility that can be integrated into the teaching of every lesson. An additional goal of the course is to teach specific communication structures that will allow for an increase in positive student response and motivation.

- Patterns of cooperative behavior techniques for classroom application are demonstrated and practiced
- The concept of responsibility is developed on a personal level, with other people, and as part of a classroom and school community
- Techniques are shown to help students learn more and better by way of more self-reliant, independent work, and more cooperative teamwork
- This is not a course in discipline, but rather a course in understanding young people and helping them recognize and deal with their irresponsible behavior

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. This course will explore these topics:

- The thoughtful and respectful classroom
- Specific thinking skills and processes
- Questioning frameworks and methods
- Metacognition and reflection
- Graphic organizers
- The use of 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 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.

- Explore and create opportunities to assist students in integrating their learning for greater comprehension, application, and transfer
- Develop implementation strategies and plans that both meet student needs and conform to curricular standards
- Integrate skills to assist in meeting school/district goals, such as writing across the curriculum, or the school-to-work curriculum

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 at the same time 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.

- Identify/apply components of style to teaching situations
- Understand all aspects of personality type, and how to fully utilize type while teaching
- Explore the impact of style in a variety of school situations
- Build a classroom climate that esteems all styles

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. Traditional K–12 curricula have focused disproportionately on utilizing skills related to verbal and mathematical intelligence and have neglected many of the other ways students learn. Participants will be involved in experiential activities that 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 which utilize several intelligences
- Motivational strategies to engage the “hard-to-teach” student
- Rotating teaching techniques to apply to a variety of intelligence preferences

EDPD 555/Disability Awareness 3 cr.

This course deepens the knowledge and understanding of disabilities, and examines 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 in managing their specific classroom environments.

- Understand basic terminology and legislation affecting the educational community
- Examine how classified students can be included full time in the regular classroom
- Learn how behavioral interventions can address the needs of all students in the classroom
- Develop effective instructional strategies that work for all students
- Resources available to students, teachers, parents, and other professionals

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

This course provides classroom application strategies and techniques for translating the current research in cognitive science on teaching and learning. Beginning with how the brain processes information, the course includes the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self concept.

- Learn when is the best time in a lesson to present new material
- Improve processing and retention through “chunking” and rehearsal techniques
- Understand the power and impact 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. If instructional strategies are thought of as tools in the toolbox of a teacher, this course is designed to put more tools in each teacher’s toolbox, and to instruct them on the best instructional practices with each tool.

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

EDPD 562/Using Portfolios for Instruction and Assessment 1 cr.

Using portfolios in the classroom expands opportunities for teachers to develop thoughtful, more meaningful approaches to instruction and assessment in all subject areas and learning levels. By examining some of the purposes, practices, and protocols of portfolio use, this course provides teachers with an understanding of how to meet the challenges of implementing a system of portfolio assessment appropriate for them. Through involvement in activities that model the basic concepts of portfolio assessment, participants will develop strategies to enhance, document, and assess student learning in their own classrooms.

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.

- Learn more than 50 strategies to use the moment misbehavior occurs
- Increase student achievement
- Develop a classroom climate and school culture based on caring, clear limits, consistency, and respect

- Motivate apathetic, reluctant learners and potential dropouts
- Build a foundation for the prevention of violence
- Improve home, school, and community collaboration
- Promote character education and the development of positive assets of students

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
- Authentic assessment in writing

EDPD 569/Stress and the Teaching and Learning Process 1 cr.

This course is designed to give participants a comprehensive, research-based view of stress as it relates to their individual lives and the teaching and learning process. The implications of stress in this context will be examined from three perspectives: Stress and the learning environment, stress and the student, and stress and the educator.

EDPD 570/Differentiated Instruction 3 cr.

The focus of this course is to provide a framework to design 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.

- Describe, discuss, and analyze the characteristics of a differentiated classroom
- Identify, design, and implement teaching practices that can be used to differentiate instruction including: tiered assignments, flexible grouping, compacting, complex thinking, problem solving, individual contracts, and interest groups
- Design differentiated learning activities based on the learning needs of students
- Know and understand the characteristics of a positive classroom learning environment

Teacher Assessment Training

In partnership with 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 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 co-requisites 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 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.

This course examines the language and the literature of Anglo-Saxon England (c. 500–1100 AD), for example, that of King Alfred and the Beowulf poet. Students will become proficient in reading Old English texts, in research methods relevant to the study of medieval languages and literatures, and will explore the relationship of Anglo-Saxon studies to the wider discipline of English studies.

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.

Analysis of all forms of language variation across speech communities within a culture and analysis 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 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 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; 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, 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 which 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, that complements 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 for comprehensive examination requirements.

SPAN 500/Advanced Spanish Language 3 cr.

Advanced Spanish Language is designed to assure that all students enrolled in the master's program have advanced Spanish language skills in the four areas: listening, speaking, reading, and writing. It is a course designed to develop the necessary oral proficiency to engage in describing, narrating in present, past, and future, argumentation and persuasion, debating and response and rebuttal, circumlocution and paraphrasing, and talking about hypothetical situations. It will help develop advanced proficiency in reading and understanding descriptive, narrative, and expository texts as well as advanced written proficiency in descriptive, narrative, and expository writing in Spanish. (Students will be tested upon acceptance to the program to determine if they have attained the minimum proficiency level for certification [ACTFL recommended Advanced low]. If they are sufficiently skill proficient, this course may be waived and an elective course will be taken in its place.)

SPAN 501/An Inductive Approach to Spanish Grammar 3 cr.

This course will carry out an in-depth study of those grammatical structures of the Spanish language that are most challenging to non-native speakers. Following a guided inductive approach, graduate students will analyze and compare a substantial amount of authentic language samples, inferring grammatical rules which explain the different structures and forms being used. Elementary and secondary Spanish teachers will thereby improve and fine-tune their ability to give informed, efficient feedback to their own students' written (and, at times, spoken) output. Although this is not a course on teaching grammar, the inductive approach will also be helpful in providing teachers with a model for explicit grammar instruction that is consistent with current research in Second Language Acquisition.

SPAN 503/History and Culture of Spain 3 cr.

The main purpose of this course is to provide the student with a comprehensive cultural overview of Spain concentrating on geography, social and language issues, politics, literature, and other intellectual manifestations throughout Spanish history. This course will provide a theoretical foundation and practical experience for teaching and incorporating Spanish culture in the classroom. A wide variety of videos and other audio-visual materials will be incorporated in order to enhance class discussions.

SPAN 504/Culture and Society of Spanish America 3 cr.

This seminar offers a historical overview of culture and society in Latin America. Although specific readings will vary from year to year, course content will be problem-based and will cover the long historical period beginning with pre-Hispanic cultures of the Americas and ending with contemporary Spanish America. Several examples of areas of inquiry to be covered: indigenous cultures, legacies of conquest, patterns of economic development, changing roles of women, expressions of popular culture, intellectuals and society, cycles of political change, constructions of identity, and U.S.-Latin American relations. During the course of the semester, each student will work on a culminating project that combines research and curriculum development in two thematic areas.

SPAN 511/Peninsular Literature 3 cr.

This course provides a solid and comprehensive perspective of Spanish Peninsular Literature that focuses on a series of selected themes from major works. It will provide the student with an ample literary background for developing content-based courses in their K-12 classrooms. Therefore, a major part of the course will focus on the student's ability to combine their literary knowledge with the design of Spanish curriculum.

SPAN 512/Survey of Spanish-American Literature 3 cr.

This seminar offers an overview of Spanish-American literature. Although specific readings will vary from year to year, course content will be organized thematically and will cover the historical period beginning with Spanish colonization of the Americas and ending with contemporary Spanish America. Several sample thematic units are: African stories and Caribbean history; men, women, and the politics of sex; fiction and history; Quechua myths, legends, and stories; and stories of the fantastic. During the course of the semester, each student will work on a culminating project that combines research and curriculum development in two of the thematic areas covered in the course.

SPAN 515/Applied Spanish Phonetics 3 cr.

Through readings based on current linguistic theory and practical exercises, students in this course will develop a solid understanding of the orthographic, stress, and phonological systems of the Spanish language. Students will improve their writing skills from the most basic of technical aspects by mastering the relationship between the graphemes and the phonemes of Spanish. They will also improve their speaking and listening skills by learning and practicing the subtleties of Spanish pronunciation and comparing the sound structure of Spanish to that of English. Finally, students will apply the knowledge gained in this course to develop and demonstrate materials that can be used to teach Spanish phonetics to elementary and secondary education students.

SPAN 523/Applied Studies in Hispanic Theater 3 cr.

This course seeks to provide a comprehensive overview of Spanish Theater through a variety of selected themes from Spanish Theater masterpieces. Apart from the theoretical foundation, the students will be required to create several different activities as practical experience for their future teaching of Spanish Theater in the classroom.

SPAN 573/Spanish Politics and Society 3 cr.

This course seeks to provide a comprehensive overview of contemporary politics and society of Spain through a selection of thematic units that seek to reflect some of the main political and social aspects that have helped shape today's Spain. Apart from acquiring the necessary theoretical foundation, the students will be required to create a portfolio of activities that may be used for future teaching of the subject in their pre-university-level classrooms.

SPAN 590/Second Language Acquisition and Related Methodologies 3 cr.

This course will explore how language learners acquire and/or learn a foreign language. Graduate students will examine a number of related fields including: psychology, theoretical and applied linguistics, and pedagogy in order to evaluate past and current teaching methods and detail both the National Foreign Language Standards as well as the New Jersey World Languages Curriculum Framework as they relate to second language acquisition theory. All teaching, classroom discussion, and testing will be done in Spanish. Readings and videotapes will be in Spanish and English.

SPAN 591/Curriculum Design 3 cr.

The prerequisite for this course is SPAN 590 or in some special cases, permission of the instructor. This course will explore how to design a pre-university Spanish curriculum that is both horizontally and vertically articulated. Graduate students will briefly review current second language acquisition theory and then explore how modern theory is applied to the design of a sound language curriculum. Participants will examine in detail the National Foreign Language Standards for Spanish and the entire New Jersey World Languages Curriculum Framework with an eye toward their application to curriculum design. All teaching, classroom discussion, and testing will be done in Spanish. Readings, sample curricula from model school districts, sample evaluation techniques such as tests, activities, and rubrics and interviews with administrators and teachers from the school districts may be carried out in either Spanish or English.

SPAN 597/Topics in Hispanic Culture 3 cr.

This course offers a detailed study of a selected aspect of Hispanic culture. Because of the special nature of the course, its content will vary according to the particular topic studied. Possible topics may include: art, geography, social and language issues, immigration, race and gender, pre-Columbian cultures, film and music, and customs. Both theory and practice will be closely intertwined and evaluated. Consequently, the creation of a teaching portfolio with ideas for further incorporation of the subject into the teaching of Spanish will be a crucial requirement. This course may be repeated for credit with different topics.

SPAN 598/Topics in Hispanic Literature 3 cr.

This course offers a detailed study of a selected aspect of Hispanic literature. Because of the special nature of the course, its content will vary according to the particular topic studied. Possible topics may include: medieval literature; pre-Columbian literature; Golden Age; colonial and/or post-colonial literature; contemporary literature; and specific aspects on narrative, poetry, theater, and essay. Both theory and practice will be closely intertwined and evaluated. Consequently, the creation of a teaching portfolio with ideas for further incorporation of the subject into the teaching of Spanish will be a crucial requirement. This course may be repeated for credit with different topics.

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/Education and Prevention in Alcoholism and Chemical Dependency 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 and overview to 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 professional 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 their 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.
Prerequisite: 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 inter-sexual 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 decisionmaking, professional codes of ethics, ethical concepts, and considerations within the context of marriage and family therapy. Legal concepts, sources, and 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 theory 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, 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 6 cr.**COUN 694/695 (Two Terms)****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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 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 614/Secondary School Curriculum 3 cr.**Prerequisite:** CURR 514 or permission of instructor

A competency-based, inquiry-oriented experience wherein the participant engages in the process of building a curriculum for secondary schools. Using data gleaned from background readings, personal experiences, and interaction with others, the individual examines past and present curricular patterns, then designs new or modified patterns to meet the challenge of a total society in continual change.

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.

ECED 670/Seminar: Current Issues and Trends in Early Childhood Education ?? 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 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 Supervision 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 a mentor and 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 a mentor and an on-site supervisor.

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

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 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 697/Independent Study in Early Childhood Education 1–3 cr.**Prerequisite:** EDFN 500 or EDFN 520 or EDFN 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.

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, staff development, and task completion.

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 660/Computer Application in Educational Administration 3 cr.

Prerequisite: EDAD 525 or permission of instructor. No computer experience is necessary

This course includes an examination of the relationship and role of computer application to educational administration. Students will develop competencies in scheduling, attendance, grading systems, inventory, personnel records, and other administrative functions. Relevant research to be studied.

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 688/Practicum/Seminar in School Administration 3 cr.

Prerequisite: Completion of all program requirements or permission of the graduate coordinator

A culminating practicum in which the student demonstrates the application of the knowledge and skills developed in the program in a field-based setting. The practicum experience provides the student with an extended interaction with real situations faced by practicing secondary school administrators.

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

Prerequisite: EDAD 525 and at least three 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.

Prerequisite: EDAD 525 and at least three 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 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 which 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, etc. 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 or EDFN 520 or EDFN 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 or EDFN 520 or EDFN 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 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 614/Creating and Sustaining Classroom Communities**3 cr.**

This course will expose students to research-supported “best practices” in the areas of school-wide behavior supports, classroom-wide behavior supports, individualized behavior supports as well as inclusion. The course promotes the development of a position of inquiry towards 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**1 cr.**

This one-credit 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) on 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 socio-economic 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, which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 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 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/Study in Elementary School Curriculum**3 cr.**

A course designed to analyze, plan, develop, and evaluate the modern elementary school curriculum. Emphasis will be placed on bases for decision making, processes for curriculum evaluation and improvement, and emerging developments in elementary 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 683/Creative Arts in the Elementary School**1 cr.**

Prerequisite: This course should be taken concurrently with Internship I. Emphasizes the integration and application of the creative arts in the elementary school curriculum and demonstrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.

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 or EDFN 520 or EDFN 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 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.–8th grade).
- 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/Sociolinguistics and TESOL** 3 cr.
 This is an introductory course in sociolinguistic research with theoretical application of major principles to concerns in the teaching of English language. Topics addressed include the notion of speech community, dialect variation, cross-cultural communication, gender, formal versus functionalist paradigms of language, speech act theory, and conversation analysis.
- ESLM 577/Foundations of Bilingual-Multicultural Education** 3 cr.
 The rationale, history, philosophy, goals, objectives, and existing research in the area of bilingual-multicultural education.
- 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/Theory and Practice of Teaching the Bilingual Person in Content Areas** 3 cr.
 Theories and practices of teaching the bilingual-bicultural person in specific content areas, including the identification and preparation of materials for the elementary and secondary school classroom. Consideration will also be given to testing the bilingual-bicultural child.
- ESLM 587/Curriculum and Methods for Multilingual Populations** 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 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, 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, which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 for comprehensive examination requirements.

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 services 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 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 to 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.

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 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.

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 or 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 or 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 or 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 or 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 for comprehensive examination requirements.

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.

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. This course will not be accepted for credit in the reading program.

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
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. This course will not be accepted for credit in the reading program.

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 578/Teaching Reading K–12 3 cr.

(may be taken concurrent with SPED 330)
Study of the nature of the reading process and the techniques used in teaching reading. This is an introductory course in the teaching of reading.

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 597/Special Topics in Reading 1–6 cr.

A laboratory experience involving work with students needing help in acquiring reading skills. Participants will apply concepts and information concerning the teaching of reading to a tutorial or teaching process in which such concepts or information are used in activities designed to correct reading difficulties or to enhance the reading proficiency of students. The participant will analyze tutorial and teaching experiences with reference to specific skills and student activities.

RDLG 672/Advanced Study in the Teaching of Reading I 3 cr.

Prerequisite: RDLG 571 or permission of instructor (may be taken concurrent with RDLG 673)
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/Advanced Study in the Teaching of Reading II 3 cr.

Prerequisite: RDLG 571 or permission of instructor (may be taken concurrent with RDLG 672)
A study of reading comprehension 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. The influence of cultural backgrounds and individual learning styles on the development of literacy are examined.

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/Diagnostic Procedures and Appraisal 3 cr.

Prerequisites: RDLG 571, 672, 673
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/Practicum: Diagnostic Procedures and Corrective Instruction 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/Supervised Practicum and Seminar K–12 3 cr.

Prerequisite: RDLG 691 (may be taken concurrent 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 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 610/General Seminar in Secondary Education 3 cr.

Prerequisite: At least 18 credits in the MAT program or the program supervisor's approval
An examination of the current issues and concerns in secondary education. A terminal seminar required for all students in the MAT (secondary) program.

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 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— 6 cr.

Observation and Participation

Prerequisite: Graduate students 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 4 cr.

(Student Teaching)

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 six credits while doing intern teaching. A student must be matriculated into a graduate program and within nine 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) 4 cr.

Prerequisites: Graduate students 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 for comprehensive examination requirements.

SPAU 305/Acoustic Phonetics 3 cr.

Prerequisite: Permission of instructor

Broad and narrow transcription of American English in International Phonetic Alphabet; prosodic features; introduction to acoustic phonetics; and elements of instrumental analysis.

SPAU 311/Language and Speech Development 3 cr.

Prerequisites: SPAU 308; permission of instructor

An interdisciplinary investigation of the nature of normal language and speech development.

SPAU 318/Introduction to Measurement of Hearing 3 cr.

Prerequisites: SPAU 308; permission of instructor

Experience in the various methods of hearing testing. Types and causes of hearing impairment and role of audiometry in diagnosis.

SPAU 319/Aural Rehabilitation 3 cr.

Prerequisites: SPAU 318; permission of instructor

Aspects of identifying, habilitating, and rehabilitating the aurally handicapped: screening tests, sound amplification, auditory training, speech reading, and speech conversation.

SPAU 320/Introduction to Communication Disorders 3 cr.

Prerequisites: SPAU 305, 308, or permission of instructor

Study of the characteristics of the major types of speech-language disorders and their etiologies. The emphasis will be on accurately observing and recognizing these disorders in both children and adults and understanding the legal and professional responsibilities of speech-language pathologists.

SPAU 420/Diagnosis and Treatment of 3 cr.

Communication Disorders

Prerequisites: SPAU 305, 308, 311, 320, or permission of instructor

Study of the procedures, tests, and methods used by speech-language pathologists to diagnose and treat disorders of articulation, voice, fluency, and language.

SPAU 505/Neurophysiological Bases of Language and Speech 3 cr.

Prerequisite: Undergraduate degree in speech pathology or equivalent

Note: This course is a prerequisite for SPAU 618 and SPAU 606.

Examination of the genetic factors, neuroanatomical structures, and neurophysiological concepts underlying normal language and speech development and processes.

SPAU 510/Disorders of Phonology 3 cr.

Prerequisite: An undergraduate degree in speech pathology or the equivalent

Advanced study of diagnostic and rehabilitation procedures for phonological disorders, apraxia, and dysarthria.

SPAU 530/The Organization, Supervision, and Administration 3 cr.

of Programs in Speech Pathology and Audiology

Prerequisite: An undergraduate degree in speech pathology or the equivalent

A study of organizational, administrative, and supervisory problems such as scheduling, planning of facilities, school curriculum, ethical practice, and financing. Liaison with federal, state, and community agencies and public relations that are peculiar to public schools, hospitals, rehabilitation centers, colleges, and other types of speech and hearing programs.

SPAU 540/Applied Diagnostics in Speech Pathology 3 cr.

Prerequisite: Undergraduate degree in speech pathology or equivalent or permission of instructor

Advanced study of the principles and procedures of assessment for communication disorders; test administration and interpretation, diagnostic report writing, interview techniques, staffing, and referrals.

SPAU 542/Augmentative and Alternative 3 cr.

Communication Systems

Prerequisite: Undergraduate degree in speech pathology or equivalent or permission of instructor

An intensive study of alternative symbol systems, gestural communication, and electronic/non-electronic devices and their application for individuals with severe communication disabilities.

SPAU 545/Voice Disorders 3 cr.

Prerequisite: An undergraduate degree in speech pathology or the equivalent
A study of the etiology, evaluation, and treatment of voice disorders.

SPAU 550/Communication Development: Principles and Processes 3 cr.

Prerequisite: SPAU 311, undergraduate degree in speech pathology, or permission of instructor
Concepts and principles from several disciplines that provide models to describe and explain the processes and mechanisms of normal children's communication development.

SPAU 555/Motor Speech-Fluency Disorders 3 cr.

Prerequisite: An undergraduate degree in speech pathology or the equivalent
This course is designed to provide a comprehensive overview of motor-speech control—the underlying mechanism of fluent speech. Emphasis is on the etiology, assessment, and treatment of motor speech disorders, including the apraxias, dysarthrias, and stuttering.

SPAU 565/Speech and Hearing Science: Anatomy and Physiology 3 cr.

In-depth theoretical and applied clinical study of the underlying physiologic and acoustic mechanisms of speech production and speech perception.

SPAU 570/Research Methods in Speech-Language Pathology and Audiology 3 cr.

Prerequisite: Open only to matriculated master's candidates in speech-language pathology and audiology
Nature of research in speech-language pathology and audiology; research designs, methods, analysis, procedures for organizing and writing research proposals and papers in the field of speech-language pathology and audiology.

SPAU 606/Adult Language Disorders 3 cr.

Prerequisites: SPAU 308 and 505
Advanced study of language dysfunctions in adults, including head injuries and/or cerebral vascular accidents. Current therapeutic practices are discussed.

SPAU 618/Developmental Language Disorders 3 cr.

Prerequisite: SPAU 550, 505, or an equivalent course in normal language and speech acquisition
Investigation of the cognitive linguistics and social bases of childhood language disorders. Assessment approaches and differential diagnosis. Remedial philosophies and techniques.

SPAU 685/Dysphagia 3 cr.

Prerequisite: SPAU 505
Swallowing disorders make up a large part of speech pathology in hospitals and rehabilitation. Students will learn the components of normal swallow and the problems that present when there is a breakdown in these components due to anatomic, physiologic, or neurologic disorders, or cancer. Students will learn how to perform the bedside and video fluoroscopic evaluation, learn to interpret the videos, and determine the appropriate therapeutic strategies. Both adult and pediatric swallow will be considered.

SPAU 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.

SPAU 690/Clinical Practice 1–6 cr.

Prerequisite: Completion of two required courses in the areas of specialization
Observation, analysis, and guided experience in the evaluation and remediation of speech, hearing, and language disabilities as well as procedures for organizing and maintaining programs of therapy for these disorders in school and clinical settings.

SPAU 697/Independent Study in Speech-Language Pathology and Audiology* 3 cr.

Prerequisite: SPAU 570

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

SPAU 698/Department Project in Speech-Language Pathology and Audiology* 3 cr.

Prerequisite: SPAU 570

An in-depth study of an aspect of speech-language pathology and/or audiology of interest to the student that is explored under faculty guidance. Open only to students matriculated in the program.

SPAU 699/Thesis/Creative Project in Speech-Language Pathology and Audiology* 3 cr.

Prerequisite: SPAU 570

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

SPAU 700/Comprehensive Examination: Speech Pathology and Audiology

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 12 for comprehensive examination requirements.

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

Prerequisite: Child Psychology

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 practice.

SPED 506/Seminar in Educational Technology 1 cr.

This seminar covers the key issues in education and technology which 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 Content Curriculum Standards, enhance the ability to communicate, and utilize Internet resources to keep current with best practices and advances in assistive technology.

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

Prerequisite: SPAU 319

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.

- 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, 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 the disability and 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 625/Biophysical and Neurological Problems of Children/Youth** 3 cr.
This course is designed to familiarize teachers with the known causes of disabling conditions, the usual courses of treatment for biophysical problems, the perspectives of parents and other family members, and the teacher's role in working with children with these conditions. Ethical issues regarding genetic screening procedures related to children with disabilities, as well as the question of withholding of medical treatment on the basis of disability, are discussed.
- 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 641/Advanced Curriculum: Concepts and Models in Learning and Instruction** 3 cr.
Prerequisite: Matriculation in Option I or 24 credits of graduate course work in education
This course will examine principles of learning theory inherent in

specific instructional models, including cognitive processing, models of intelligence, schema theory, interactional theory, and constructivism. Emphasis will be placed on how models of learning, models of teaching, and methods and materials are connected across research and practice. Students will have opportunities to explore ways to apply concepts and models from the literature to the instruction of children and adults with disabilities.

SPED 646/Administration and Supervision of Special Educational Services* 3 cr.

Prerequisite: SPED 612

A study of federal, state, county, and local rules, responsibilities, and issues in special education. Analyzes problems of organizing, financing, staffing, programming, and implementation of special services for exceptional children and youth. This course is accepted by the New Jersey State Department of Education toward administrative or supervisory certification.

*Occasional offering.

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 team 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 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 667/Seminar in Applied Research and Practice in Special Education 3 cr.

Prerequisites: SPED 664 and 24 credits of graduate course work

This course consists of three integrated parts: 1) individual students select a topic from best practices and program designs in special education, review the literature on the selections, and discuss questions in a series of seminars; 2) students design, carry out, and evaluate a field application in a school setting, using the concepts of action research in the classroom; and 3) students plan to carry out collegial dissemination of information.

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 either 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 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.

DFHH 690/Student Teaching—Deaf and Hard of Hearing 8 cr.

Prerequisites: SPED 330, 350, 380, 530; SPAU 319; 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 culminating in a minimum of two weeks of full-time classroom teaching. Students also participate in a culminating seminar.

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 which 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 six 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 six 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, which 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.

SUPV 622/Supervision in the Secondary School 3 cr.

Prerequisite: SUPV 520
A study of supervisory competencies directed toward the implementation of instruction in the secondary school. The principles of secondary school supervision, organizational skills, leadership in curriculum design, implementation, and strategies for assessing instruction will be analyzed.

SUPV 651/Supervision of Adult/Community Education 3 cr.

Prerequisite: SUPV 520
Provides educators with the skills needed to supervise programs in adult-community education. Emphasis on the development of a rationale for supervisory activities, the nature of the adult learner and the planning, implementation, and evaluation of adult and community education programs. Goal setting, assessment processes, dissemination activities, and monitoring procedures will be examined.

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, and 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

NURS 501/Perspectives in Advanced Nursing Practice 3 cr.
 This course focuses on current and emerging issues affecting advanced nursing practice. Examination of internal and external pressures affecting advanced nursing practice is included. A special emphasis will be placed on historical, political, legal, technological, ethical, and economic factors that impact advanced nursing practice.

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 pharmacodynamics 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 inter-connections) 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 508/School Nursing 3 cr.
 This course focuses on school nurse theory and provides the opportunity to conceptualize the role of the professional school nurse in relation to the broad scope of the school health program and professional standards of practice. Opportunities are provided to define and interpret the roles and responsibilities of the professional school nurse in coordinating and implementing school health services, health counseling, and health education in the school community.

NURS 530/Assessment and Nursing Management of the School-Age Child and Adolescent 3 cr.
 This course will provide the theoretical foundation for the school nurse to assess student health issues, plan appropriate school-based care, make timely referrals, and evaluate outcomes in an elementary, middle, or high school setting.

NURS 603/Individual, Family, and Community Systems 3 cr.
Prerequisite: NURS 506
 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 health care 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 health care 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 609/School Nursing Practicum 8 cr.
Prerequisite: Completion of all other course requirements of School Nurse Certification
 The practicum in school nursing provides the student with the opportunity to apply knowledge synthesized from previous course work for the assessment of pupil-school-community health and planning, implementation, and evaluation of strategies to promote health. The student conducts comprehensive pupil-environment health appraisals and participates in interdisciplinary collaborative health planning, health counseling, and formal health teaching activities. Opportunity will be provided for developing an awareness of policy and decision making in matters regarding school health. Students are placed with certified school nurses in selected schools with experiences framed by existing policies and statutes in the state.

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 634/Primary Care of Women 5 cr.
Prerequisite: NURS 633
 This course focuses on gynecological and reproductive health care of women over their lifespan. Students will develop competence in comprehensive health assessments of women in the primary care setting. Students will be assigned to ambulatory care settings, clinics, private offices, and other community settings where nurse practitioners, midwives, and/or physicians will serve as preceptors. Clinical experience of 135 hours plus 15 hours of clinical seminar will include management of prenatal, postpartum, primary, episodic, and preventive health care for women of all ages. Emphasis will be placed on therapeutic interventions appropriate for the management of women's health care.

NURS 635/Primary Care of Children 5 cr.
Prerequisite: NURS 633
 This clinical course focuses on the delivery of primary health care to children and adolescents. Students will be assigned to ambulatory care settings, clinics, private offices, and other community settings where nurse practitioners and/or physicians will serve as preceptors. Clinical experience of 135 hours plus 15 hours of clinical seminar will include comprehensive health assessment of children, including health promotion, growth and development, family and cultural dynamics, and physical and psychosocial dimensions. Emphasis is placed on therapeutic interventions appropriate for the management of children experiencing primary, episodic, and continuing health problems and disabilities.

NURS 636/Primary Care of Adults and Elders 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 of Adults and Elders II 5 cr.**Prerequisite:** NURS 633

This second of a two-course sequence focuses on the delivery of primary health care 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 of Adults: Special Populations 5 cr.**Prerequisite:** NURS 633

This clinical course focuses on the delivery of primary health care to specific populations that are included in the scope of practice of the adult nurse practitioner, 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 135 hours plus 15 hours of clinical seminar.

NURS 685/Health Promotion for Advanced Nursing Practice 3 cr.**NURS 690/Practicum in the Nurse Practitioner Role 5 cr.****Prerequisites:** For family nurse practitioner students:

NURS 633, 634, 635, 636, 637

Prerequisites for adult nurse practitioner students: NURS 633, 636, 637, 638

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 health care 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 health care system. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary health care through lecture and clinical practice, under the guidance of a nurse practitioner or physician preceptor, over 180 clinical hours.

NURS XXX School Nurse Role 3 cr.

This course provides the student with the opportunity to conceptualize the role of the professional school nurse. The student learns to define and interpret the role and responsibilities of the school nurse in coordinating and implementing a School Health Program. The individual student, the family, the community and New Jersey laws and policies regarding school health and education are considered as forces in development of the role.

NURS XXX School Nurse Role Practicum 5 cr.**Prerequisite:** NURS XXX School Nurse Role

This course provides the student with the opportunity to implement knowledge from previous course work required for school nurse certification. The student is placed in a New Jersey public school setting, under the guidance of a school nurse mentor, where they participate in conducting comprehensive pupil-environment health appraisals, interdisciplinary collaborative health planning and planned health counseling. The planned experiences will be framed by existing state and district education and health policies and law. This course includes 192 practicum hours and a two hour on-campus seminar.

NURS 700/Comprehensive Examination: Nursing

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 12 for comprehensive examination requirements.

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Henry W. Ahrens, Art
William F. Alexander, Education
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Thomas Allsen, History
Oscar R. E. Barker, Mathematics
Gerald W. Barnes, Philosophy and Religion
Henry F. Beechhold, English
Donald Benedetti, Music
Robert Bittner, Engineering
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Amelia E. Blyden, Special Education
David E. Boliver, Mathematics and Statistics
Selma K. Brandow, Sociology
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Donald Brown, Health and Physical Education
Jane Z. Brown, English
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Joseph G. Burcher, Elementary Education/Child and Reading
Eileen Burke, Language and Communication Sciences
Robert C. Burns, Art
Enid H. Campbell, Psychology
Elizabeth M. Carpenter, Speech Pathology
Roger D. Chaffin, Psychology
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Catherine B. Cheng, Librarian
Tao Cheng, Political Science
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Joyce Cochrane, Health and Exercise Science
Alfred Cohen, History
Elsie M. Collins, Education
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Christina Craig-Kumnick, Art
Norman E. Cromack, Mathematics
Paul Cruser, English
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Anthony E. DeNicola, Music
Lahna Diskin, English
Patricia Duffy, Business
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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
Shirley Fisher, Health and Exercise Science
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Neil A. Gaston, Business
Richard A. Gellman, Education
Howard Goldstein, Art
Jerome Goodkin, Chemistry
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Anne V. Gormly, Psychology
Alan Gotthelf, Philosophy
Siegfried Haenisch, Mathematics and Statistics
Elizabeth C. Hager, Biology
Fred Hahn, History
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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
Edward Helms
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
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George H. Krablin, Health and Physical Education and Recreation
Carole Krauthamer, Psychology
Allan K. Lazarus, History
Martin Le Beau, Music
Mark Lehman, Art
Milton I. Levin, English
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Thomas Lucas, Music
Alan Lutz, Geography

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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
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Virginia Ann Roberts, Speech Pathology, Audiology, and Education of the Hearing Impaired
James W. Robinson
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
Robert C. Smith, Visual and Performance Industrial Arts
Francis G. Spera, Elementary and Early Childhood Education
Aura E. Star, Biology
Byron Steels, Music
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Frances L. Tiffany, Psychology
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June True, Anthropology and Sociology
Jessie R. Turk, Geography
David A. Uber, Music
John K. Walthew, Elementary Education
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

Index

- Absences/19
- Academic Calendar/4
- Academic Services and Support/21
- Academic Honesty/18
- Academic Integrity Policy/18
- Academic Policies and Procedures/18
- Accreditation/3
- Admission Categories/9
- Admission to Graduate Study/9
- Advisement/Supervision, Academic/10
- Alumni Association/23
- Approval of Future Course Work for Transfer of Credit/11
- Art Gallery/22
- Assistantships/10
- Athletic Events/Facilities/23
- Attendance/19
- Auditing Course/11
- Board and Officers/3
- Bookstore/21
- Calculation of GPA/10
- Campus Police Services/23
- Campus Services and Organizations/23
- Cancellations/17
- Career Services/23
- Certificate Programs and Coordinators/7
- Certification Office/24
- Change of Program of Study/16
- Change of Registration/16
- Change of Status/9
- Child Care Center/24
- Complaint/Appeals Policy/19
- Comprehensive Examination/12
- Computer Services/21
- Concert Hall/22
- Conferral of Degree, Application for/12
- Counselor Education/31
- Course Descriptions/56
- Credit Load/10
- Degree Programs and Coordinators/5
- Degree Requirements/10
- Department Project/11
- Differing Abilities Services/24
- Dining Facilities on Campus/24
- Directions to the Campus/84
- Directory of Graduate Services/8
- Educational Technology/43
- Elementary and Early Childhood Education/34
- Emeriti/80
- Employment Program/26
- English/27
- Faculty and Staff/73
- Financial Aid/13
- Financial Obligations to the College/15
- Foreign Countries, Students from/9
- Global Programs/49
- Grading System/10
- Graduate Enrollment in Undergraduate Courses/16
- Graduate Opportunities at the College/9
- Graduate Program Advisory Council/3
- Graduation/12
- Health and Exercise Science/38
- Health Insurance Fee/14
- Health Services/24
- Identification Cards/14
- Incomplete Grades/10
- Independent Study/11
- Instructional Technology Services Center/21
- Kendall Performance Center/22
- Library/21, 25
- Loan Programs/13
- Master of Arts in Teaching Program/29
- Media and Technology Support Services/21
- Parking/Vehicle Registration Fee/14
- Prerequisites/10
- Psychological Counseling Services/25
- Readmission/10
- Refunds of Tuition and Fees/15
- Regional Training Center/53
- Registration Procedures/16
- Residency for Tuition Purposes/15
- Retention Standards/12
- School of Culture and Society/27
- School of Education/28
- School of Nursing/45
- Secondary Education/30
- Security and Safety (see Campus Police)/23
- Speech and Language Pathology/34
- Special Admission Students/9
- Special Education/42
- Speech-Language and Hearing Services/25
- Student Center, Clayton R. Brower/23
- Summer Session/16
- T.E.S.S./16
- Thesis or Creative Project/11
- Transcripts, Release of and Disclosure of Educational Records/16
- Transfer of Credit/11
- Transfer of Prior Course Work/11
- Tuition and Fees/14
- Undergraduate Enrollment in Graduate Courses/16
- Veterans' Assistance/13
- Withdrawing from a Course/11
- Withdrawing from the College/11
- Women's Center/26

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 third 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 second 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 third 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 second 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 NJ Turnpike below.

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 third 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 third 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.

