

Admission Requirements

Candidates are expected to complete the application process prior to completing 6 credits in the program.

Candidates must:

- hold an appropriate bachelor's degree from a regionally accredited institution with at least a 3.0 undergraduate grade point average;
- hold teaching certification;
- complete the online application;
- complete a personal essay;
- submit the non-refundable application fee payable to The College of New Jersey;
- print, complete, and submit a Field Setting Report;
- submit all official undergraduate (and any graduate) transcripts;
- provide a professional resume;
- provide two professional recommendations enclosed in sealed and signed confidential envelopes.

Any candidate who would like to strengthen his/her application is encouraged to take the Graduate Record Examination. Candidates with a cumulative undergraduate GPA below a 3.0 are strongly encouraged to take the GRE. Candidates who already hold a master's degree typically would not take the GRE.

The program utilizes Regional Training Center distributed courses.

The College of New Jersey and Regional Training Center do not discriminate according to gender, race, religion, or sexual orientation.

For application and program information, visit <http://graduate.pages.tcnj.edu/academic-programs/regional-training-center/> or call 609-771-2300

For further information call RTC at 800.433.4740 or visit theRTC.net

The TCNJ/RTC Difference

- Relevant, Collaborative, Interactive Courses
- Numerous locations, face-to-face and online formats.

Master of Education in Educational Leadership: Instruction

PROGRAM PHILOSOPHY AND OBJECTIVE

The goal of TCNJ's Master of Education program is to develop the teacher as an educational leader and a master educator in the classroom and beyond. The program gives teachers the skills to stimulate and challenge their students to become more actively involved in the learning process, to think critically and problem-solve, to become more creative, to communicate more effectively, and to collaborate as they learn in the 21st Century classroom.

As professional educators, teachers in the master's program focus on understanding not just what works in the teaching process but why it works. Meaningful inquiry into the link between theory and practice is built into all of the courses in this 30-credit program, which has concentration choices that allow the teachers to specialize in their area of interest.

Practice-rooted instruction culminates in a capstone project that enables the teacher to investigate an area of personal and professional interest through practical, classroom-based, action research. Teachers in the program will apply the strategies, processes, structures, and understanding from the program to their classrooms, emphasizing methods that work best in teaching their curriculum, to reach every student. Inquiry-based coursework encourages teachers to further develop teaching concepts, skills, processes, and procedures, as well as content-area knowledge required for today's classrooms and the classrooms of the future.

The overriding goal of the program is for teachers to maximize their students' learning while creating a classroom atmosphere that invites a high level of student accountability and participation.

ACCREDITATION

The RTC courses and programs have been fully approved by The College of New Jersey, and may be utilized as elective credits in various graduate degree programs. The TCNJ/RTC Master of Education program is fully accredited by NCATE / CAEP.



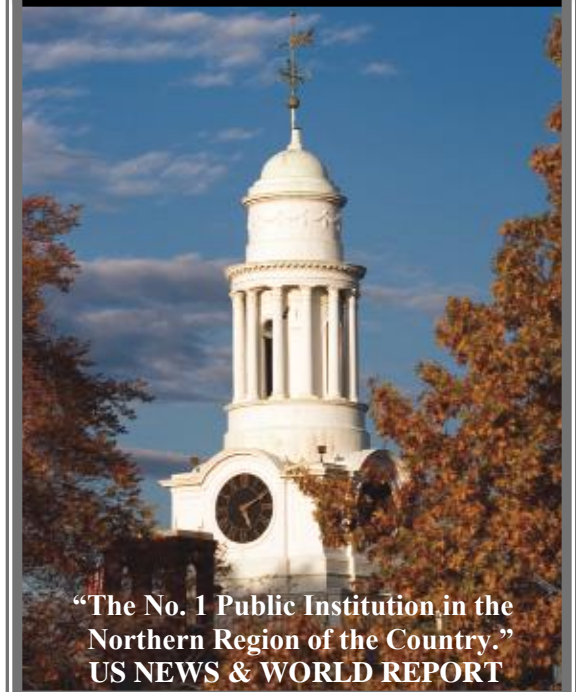
IN PARTNERSHIP WITH



OFF-CAMPUS/ONLINE Master of Education

WITH THE RTC DIFFERENCE IN NEW JERSEY

A 30-credit Graduate Degree Program with a Concentration in Instruction for Licensed K-12 Classroom Practitioners Offered Throughout New Jersey



**“The No. 1 Public Institution in the Northern Region of the Country.”
US NEWS & WORLD REPORT**

Choose one option from the following:

TEACHING STRATEGIES

Required Instructional Core Courses (Four 3-credit courses)

- EDIN570 Differentiated Instruction
- EDIN548 Styles of Teaching: Personality Type in the Classroom
- EDIN560 Brain-Based Teaching and Learning
- EDIN542 Assessment Techniques: Assessing for Student Learning

Required Classroom Action Research (Three 3-credit courses)

With an advisor, the candidate will determine the topic, body of research, research techniques, applied research strategies and the writing/recording of the capstone project.

- EDUC510 Exploration of Classroom Inquiry
- EDUC601 Modes of Inquiry and Research
- EDUC602/700 Inquiry in Practice

Select Three (3-credit courses) of the following options:

- EDIN545 Encouraging Skillful, Critical and Creative Thinking
- EDIN566 Teaching Writing and Thinking Across the Curriculum
- EDIN536 Universal Design for Learning: Reaching All Learners in the Digital Age
- EDIN553 The Kinesthetic Classroom: Teaching and Learning Through Movement

THE DIVERSE CLASSROOM

Required Instructional Core Courses (Four 3-credit courses)

- EDIN570 Differentiated Instruction
- EDIN548 Styles of Teaching: Personality Type in the Classroom
- EDIN560 Brain-Based Teaching and Learning
- EDIN542 Assessment Techniques: Assessing for Student Learning

Required Classroom Action Research (Three 3-credit courses)

With an advisor, the candidate will determine the topic, body of research, research techniques, applied research strategies and the writing/recording of the capstone project.

- EDUC510 Exploration of Classroom Inquiry
- EDUC601 Modes of Inquiry and Research
- EDUC602/700 Inquiry in Practice

Select Three (3-credit courses) of the following options:

- EDIN559 The Bully Proof Classroom
- EDIN555 Skills and Strategies for Inclusion and Disability Awareness
- EDIN558 The Gendered Brain
- EDIN552 From Challenge to Success: ADHD, LD and the Spectrum

CLASSROOM MANAGEMENT AND CLASSROOM CLIMATE

Required Instructional Core Courses (Four 3-credit courses)

- EDIN570 Differentiated Instruction
- EDIN548 Styles of Teaching: Personality Type in the Classroom
- EDIN560 Brain-Based Teaching and Learning
- EDIN542 Assessment Techniques: Assessing for Student Learning

Required Classroom Action Research (Three 3-credit courses)

With an advisor, the candidate will determine the topic, body of research, research techniques, applied research strategies and the writing/recording of the capstone project.

- EDUC510 Exploration of Classroom Inquiry
- EDUC601 Modes of Inquiry and Research
- EDUC602/700 Inquiry in Practice

Select Three (3-credit courses) of the following options:

- EDIN544 Increasing Student Responsibility and Self-Discipline in Learning Communities
- EDIN565 Cooperative Discipline
- EDIN528 Skills for Building the Collaborative Classroom
- EDIN556 Motivation: The Art and Science of Inspiring Classroom Success