MASTER OF ARTS IN EDUCATION PROGRAM (MAED)

Policies and Procedures Manual

2010-2011

The Richard Stockton College of New Jersey
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PROGRAM INFORMATION

The Richard Stockton College’s Master of Arts in Education Program (MAED) offers advanced professional development in effective teaching and learning in a range of disciplines and content areas. Coursework promotes the role of teachers as reflective practitioners, decision-makers, and professionals who evaluate the effects of their actions on others. Through completion of the content courses in Language Arts/Literacy, Mathematics, or Science, students are eligible to apply for a New Jersey subject matter specialization endorsement. Students may also choose to complete endorsements in Special Education, E.S.L. (English as a Second Language), Bilingual/Bicultural, Preschool-Grade 3 and/or LDTC.

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For preceptor and faculty office hours and contact information, please refer to your course syllabus, or contact the Office of Teacher Education: H-201, (609)-652-4688.

**EMERGENCY CLOSINGS:**

In the event of severe weather or other types of emergencies, check the college’s web-site for information on class cancellations. Area radio stations will announce one of three conditions for the college under the school identification number 913 (2913 for evening classes):

MAED 3
Complete Shutdown of the Institution:
The Governor may order the closing of all state facilities, or the College President may order the shutdown of the college.

Cancellation of Classes:
The College President may order the cancellation of classes for the day or part of the day.

Delayed Opening:
The College President may order a delayed opening. In this situation, the late opening time will coincide with the beginning of a class module. Students report to the class which ordinarily convenes at that time.

PROGRAM DESCRIPTION

MAED MISSION STATEMENT:

Our mission is to help certified professionals develop into master teachers.

The MAED Program believes that master teachers are professionals who

- Build upon their base of professional knowledge, including educational theory and research, content area knowledge, and effective pedagogy;

- Demonstrate the ability to effectively convert content area and related professional knowledge into classroom instruction that helps their students master the New Jersey Core Curriculum Content Standards (NJCCCS); and

- Demonstrate caring through reflective and equitable teaching practices.

The faculty of the MAED Program believes that becoming a master teacher is a continuous process of self-improvement and reflective practice. If a master teacher stops learning, growing, and improving, she or he stops being a master teacher.

We understand that becoming a master teacher is less about “mastery” and more about “becoming.” We guide our students to develop reflective teaching practices that will help them continue as life-long learners. We encourage them to develop an equitable approach to all their students.

We hope to instill in our students the commitment and capacity to close any gaps in educational opportunity that they may encounter in their schools. We want our MAED students to become instructional leaders in their communities.

With the help of our MAED students, we hope to make our educational community better for all children.
ADMISSION REQUIREMENTS:

The requirements for admission into the MAED program are:
- An undergraduate degree from an accredited college or university.
- A minimum grade point average of 2.75.
- A teaching certificate (standard or certificate of eligibility with advanced Standing)
- Resume
- Miller Analogy Test (MAT) or Graduate Record Examination (GRE) General Test scores.
- Two Essays

TRANSFER CREDIT

Requests for transfer of graduate credits earned at another institution must be submitted at the time of application. The college may accept up to 9 credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. Students are not permitted to take further courses at other institutions, once enrolled in Stockton’s MAED.

NON-MATRICULATED STUDENTS:

Students may complete up to 6 credits on a non-matriculated basis, provided they hold a college degree and teaching certificate.

PROGRAM SPECIALIZATIONS /DEGREE REQUIREMENTS/ENDORSEMENT/CERTIFICATION OPTIONS:

The degree program consists of four major components: content, pedagogy, research, and electives. The following content specializations are available:

- Language Arts Literacy
- Mathematics
- Science
- Special Education
- General Track for Elementary Teachers (K-5)
- E.S.L
- Bilingual/Bicultural
- Preschool-Grade 3
- LDTC
Students completing content tracks in mathematics, science, and language arts/literacy are eligible for middle school endorsements for content specialization in mathematics, science, and language arts/literacy. Upon completion of the five content courses students will need to take the Praxis II in the content specialization area. Students may also choose to complete endorsements in Special Education, ESL, Bilingual/Bicultural, and Preschool-Grade 3 through their degree completions. Students completing the ESL program must pass the OPI (oral proficiency interview) and WPT (writing proficiency test) in English. Students completing the Bilingual/Bicultural program must pass the OPI in English and another language a second language.

The LDTC program provides opportunities for students to add an educational services certification. Students eligible for the program will already hold a standard certificate and have completed a minimum of two years of satisfactory teaching experience with the understanding that three years of successful teaching experience must be completed before being allowed to apply for the LDTC certification (N.J.A.C. 6A:9-13.10). The program has provisions for those not previously certified as Teacher of the Handicapped or Teacher of Students with Disabilities to acquire prerequisite skills necessary for understanding students with special needs. Provisions are also provided for those seeking this certification but not yet holding a Master’s degree in education.

The Post-Master’s Supervisory Endorsement Program offers courses for a New Jersey Standard Supervisor Certificate. The Post-Master’s Supervisory Endorsement Program is a joint program between the MAED program and the Master of Arts in Instructional Technology (MAIT).

**Language Arts/Literacy, Mathematics, or Science Requirements**

Students are required to complete the following courses:

**Content:**

*Language Arts/Literacy*
- EDUC 5350 The Practice of Reading and Writing
- EDUC 5351 The Practice of Speaking and Listening
- EDUC 5352 Cultural Studies and Media Literacy
- EDUC 5353/5354 Literature and Culture (Revolving Topics)

*Mathematics*
- EDUC 5370 Numbers and Operations in Middle School
- EDUC 5371 Algebra and Functions in Middle School
- EDUC 5372 Measurement and Geometry in Middle School
- EDUC 5373 Data Analysis, Statistics and Probability
- EDUC 5374 Integrating Math and Science Instruction

*Science*
- EDUC 5310 Ecology and Environmental Studies
- EDUC 5311 Physical Science
- EDUC 5312 Life Science
EDUC 5313  Earth Science and Astronomy  
EDUC 5374  Integrating Math and Science Instruction)

Special Education  
EDUC 5320  Survey of Moderate and Severe Disabilities  
EDUC 5321  Education and Community Resources  
EDUC 5230  Survey of Mild Learning Disabilities  
EDUC 5331  Behavior Management and Behavioral Disorders  
EDUC 5335  Developmental Reading Instruction

ESL  
EDUC 5202  Introduction to Linguistics  
EDUC 5203  Second Language Acquisition  
EDUC 5205  Methods of Teaching ESL/BE  
EDUC 5201  Current issues in ESL/BE  
EDUC 5204  Language and Intercultural Communication

Preschool-Grade 3  
EDUC 5330  Survey of Mild Learning Disabilities  
EDUC 5321  Educational and Community Resources  
EDUC 5151  Language and Motor Development Birth – 8  
EDUC 5152  Curriculum, Instruction, and Assessment of the Young Child  
EDUC 5153  Curriculum, Instruction, and Assessment in the Primary Grades

Pedagogy:  
Language Arts Literacy, Mathematics, Science, ESL, PreSchool-Grade 3  
EDUC 5410  Differentiated Instruction  
EDUC 5415  Curriculum Development and Analysis  
EDUC 5420  Assessment and Implications for Instruction

Special Education  
EDUC 5334  Differentiated Instruction  
EDUC 5336  Curriculum Adaptations  
EDUC 5337  Curriculum Based Assessment

Research:  
Language Arts Literacy, Mathematics, Science, Special Education, ESL,  
Preschool-Grade 3  
EDUC 5910  Educational Research  
EDUC 5920  The Capstone

Electives:  
Language Arts Literacy, Mathematics, Science, Special Education: 6 credits.  
Students are encouraged to choose elective courses outside their area of specialization or, with the consent of their preceptors, from other graduate programs at the college.
Students must maintain a grade point average of 3.0 or better throughout the program. Students should meet regularly with their preceptor to plan their course of study.

**Generalist Track Requirements (designed for Kindergarten through 5th grade teachers)**
The purpose of this track is to provide elementary teachers the opportunity to strengthen their content and pedagogy in multiple areas. Recognizing that elementary school teachers must teach a variety of content areas to a range of diverse learners, students in the MAED Elementary Generalist track are required to take pedagogy, special education, and technology courses as core requirements.

**Required Courses**
- EDUC 5410  Differentiated Instruction
- EDUC 5415  Curriculum Development and Analysis
- EDUC 5420  Assessment and Implications for Instruction
- INTC 5330  Integrating Technology into Classroom Teaching
- EDUC 5330  Survey of Mild Learning Disabilities
- EDUC 5910  Educational Research
- EDUC 5920  Capstone

**Content Courses**
In addition to the required courses above, a total of five content courses must be completed. At least one course must be taken in at least three of the following tracks.

**Science**
- EDUC 5310  Ecology and Environmental Studies
- EDUC 5311  Physical Science: Physics and Chemistry
- EDUC 5312  Life Sciences
- EDUC 5313  Earth Science and Astronomy

**Math**
- EDUC 5370  Numbers and Operations in Middle School
- EDUC 5371  Algebra and Functions in Middle School
- EDUC 5372  Measurement and Geometry in Middle School
- EDUC 5373  Data Analysis, Statistics and Probability

**Language Arts/Literacy**
- EDUC 5350  The Practice of Reading and Writing
- EDUC 5351  The Practice of Speaking and Listening
- EDUC 5352  Cultural Studies and Media Literacy
- EDUC 5353/5354  Literature and Culture (Revolving Topics)

**Special Education**
- EDUC 5335  Developmental Reading Instruction
- EDUC 5802  Autism
- EDUC 5340  Assistive Technology
ENDORSEMENT ONLY REQUIREMENTS

Students may also select to complete courses leading to specific endorsements, without pursuing a full degree. The requirements for admissions into all endorsement programs are identical to those for the MAED program.

LDTC Certification Required Courses:
EDUC 5338 Neurophysiological basis for learning theory
EDUC 5339 Collaborative practice and inclusion
EDUC 6340 Assessment and correction of learning disabilities
EDUC 6341 Practicum

ESL Endorsement Required Courses:
EDUC 5202 Introduction to Linguistics
EDUC 5203 Second Language Acquisition
EDUC 5205 Methods of Teaching ESL/BE
EDUC 5201 Current issues in ESL/BE
EDUC 5204 Language and Intercultural Communication

Bilingual/Bicultural Endorsement Required Courses:
EDUC 5202 Introduction to Linguistics
EDUC 5203 Second Language Acquisition
EDUC 5205 Methods of Teaching ESL/BE
EDUC 5201 Current issues in ESL/BE

Preschool – Grade 3 Endorsement Required Courses:
EDUC 5330 Survey of Mild Learning Disabilities
EDUC 5321 Educational and Community Resources
EDUC 5151 Language and Motor Development Birth – 8
EDUC 5152 Curriculum, Instruction, and Assessment of the Young Child
EDUC 5153 Curriculum, Instruction, and Assessment in the Primary Grades

Special Education Endorsement Required Courses:
EDUC 5320 Survey of Moderate and Severe Disabilities
EDUC 5321 Education and Community Resources
EDUC 5330 Survey of Mild Learning Disabilities
EDUC 5331 Behavioral Management and Behavioral Disorders
EDUC 5334 Differentiated Instructional Techniques
EDUC 5335 Developmental Reading Instruction
EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment

Post-Master’s Supervisory Certificate
The post-master’s supervisory certificate is a joint program between MAED and MAIT (Masters of Art in Instructional Technology). Students who are already matriculated in a master’s program at the Richard Stockton College of New Jersey and want to pursue a supervisory endorsement may begin to take courses from the restricted elective list before applying for admission into the Supervisor Endorsement program. Such students may apply for the supervisory certificate program during the semester in which they will complete all master’s degree requirements. They must satisfy all admission requirements stated above and be accepted into the supervisory certificate program before registering for any course from the required course list.

**CURRICULUM**

1. Required Courses - 6 Credits
   - EDUC/INTC 6110* Curriculum Development and Evaluation 3 Credits
   - EDUC/INTC 6120* Principles of Supervision 3 Credits
   *Prerequisite: Master’s degree

2. Electives – 6 Credits (must choose two courses)
   - EDUC 5336 Curriculum Adaptations
   - EDUC 5337 Curriculum Based Assessment
   - EDUC 5415 Curriculum Development and Analysis
   - EDUC 5420 Assessment and Implications
   - INTC 5160 Instructional Design
   - INTC 5230 Supervising and Coordinating Instructional Technology
   - INTC 5330 Integrating Technology in the Classroom

**COURSE DESCRIPTIONS**

**Pedagogy**

**EDUC 5410 Differentiated Instruction** 3 credits
This course provides the rationale for expanding teacher knowledge of research on how children learn. Specific emphasis will be placed on how teachers can apply their understanding of human development to enhance teaching and learning. The positive implications of differentiated instruction will be documented through the teacher's descriptive, narrative, and expository writing.

**EDUC 5415 Curriculum Development and Analysis** 3 credits
Development of curricula based on a real-life context. Externships will permit teachers to compare and reflect on selected content and skills in classroom learning experiences, and correlate them with experiences outside the school. The externships will require students to use data from a community partnership to analyze the relevancy of educational goals.

**EDUC 5420 Assessment and Implications for Instruction** 3 credits
A focus on alternative forms of assessment will increase students' understanding of how to design instruments that promote alignment with curriculum and instruction. Special attention will be given to assessment choice, design, implementation, documentation,
interpretation, reporting, and the impact of assessment on learning. Distinctions will be made between assessment, testing, and evaluation.

Language Arts Literacy

EDUC 5350  The Practice of Reading and Writing  3 credits
In this course, students will review current educational theory on the teaching of reading and writing, drawing connections to the New Jersey Core Curriculum Content Standards. Drawing on case studies of reading and writing pedagogy, students will formulate an integrated class exercise of their own design, referring to current scholarship and the appropriate Core Curriculum standards. Students will develop integrated curricula for reading and writing, age-appropriate to their teaching interests. Students who have taken “Practice of Speaking and Listening” will be encouraged how those skills could be integrated into their curricula.

EDUC 5351  The Practice of Speaking and Listening  3 credits
Students will review current educational theory on the teaching of speaking and listening, drawing connections to the New Jersey Core Curriculum Content Standards. Review of cases studies of speaking and listening pedagogy for the 5-6 and 7-8 levels. Students formulate an integrated class exercise of their own design, referring to current scholarship and the appropriate Core Curriculum standards. Students develop integrated curricula for speaking and listening, age appropriate to their teaching interests. Students who have taken "Practice of Reading and Writing" will be encouraged to examine how those skills could be integrated into their curricula.

EDUC 5332  Cultural Studies and Media Literacy  3 credits
Coursework draws connections between cultures and cultural representations in media. Students will analyze cultural representations as delineated in literature, music, art, film, and the web. The course will conclude by tying course discussions to implementation of the Core Curriculum Content Standard for "Viewing and Media Literacy."

EDUC 5353 & EDUC 5354 Literature and Culture: Special Topics I & II  3 credits
This course merges in-depth examination of thematic or generic material with pedagogical discussions. Close examination of history, social issues, authentic texts, and cultural artifacts. Students employ interdisciplinary learning and skills integration.

Mathematics

EDUC 5370  Numbers and Operations in Middle School  3 credits
Number sense; calculations, including the standard algorithms and why they work; properties of operations; similarities and differences among whole numbers, integers, rational numbers, and real numbers; conversions among decimals, fractions, and percents, and their justifications; using number properties to facilitate mental computation and estimation; number theory; scientific notation; proportional reasoning.

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EDUC 5371  Algebra and Functions in Middle School  3 credits
Multiple representations of general arithmetic claims; algebraic notation; reading and
creating graphs of functions from formulas or tables, representation of realistic situations
algebraically; algebra as generalized arithmetic and as a symbolic language; variables and
functions; symbolic manipulations and their justifications; representing linear, quadratic,
and exponential functions numerically, algebraically, and graphically.

EDUC 5372  Measurement and Geometry  3 credits
Identifying two-and three-dimensional shapes and their properties; solving problems
involving two- and three-dimensional shapes; making and either proving or disproving
conjectures about geometric shapes; transformational geometry and its connections to
congruence and similarity; co-mathematical topics and topics in other disciplines;
understanding common forms of measurement, and using appropriate measurement tools
and units; understanding and using measurement formulas.

EDUC 5373  Data Analysis, Statistics, and Discrete Mathematics in Middle School  3 credits
Designing and constructing simple experiments to answer specific questions; creating and
interpreting data displays in a variety of different formats; describing data distributions in
terms of center and spread; solving problems involving uncertainty by utilizing
appropriate, simple probability models; systematic counting; vertex-edge graphs;
algorithms.

EDUC 5374  Integrating Math and Science Instruction  3 credits
Exploring connections between middle school math and science topics; utilizing
mathematics as a tool in the sciences; examining the reciprocal relationship between
developments in sciences; designing and implementing integrative curriculum.

Science

EDUC 5310  Ecology and Environmental Science  3 credits
Understanding of the environment as a system of interdependent components affected by
human activity and natural phenomena; natural systems and interactions; human
interaction and impact; organism and the relationship to the environment.

EDUC 5311  Physical Science  3 credits
Understanding natural laws as they apply to motion, forces, and energy; experimentation
in physics; motion and forces; energy transformations; understanding of the structure and
behavior of matter; structure and properties of matter, physical changes, experimentation
in chemistry, and chemical reactions.

EDUC 5312  Life Science  3 credits
Understanding of the structure, characteristics, basic needs of organisms and the diversity
of life; matter, energy, and organization in living systems; diversity and biological
evolution; microbiology; experimentation in the life sciences, and reproduction and
heredity.
EDUC 5313  Earth Science and Astronomy  3 credits
Understanding of the structure, dynamics, and geophysical systems of the Earth; the Earth's properties and materials; atmosphere and water; processes that shape the Earth; how we study the Earth; understanding of the origin, evolution, and structure of the universe; Earth, Moon, solar system; sun systems, stars, galaxies, and the universe.

EDUC 5374  Integrating Math and Science Instruction  3 credits
Exploring connections between middle school math and science topics; utilizing mathematics as a tool in the sciences; examining the reciprocal relationship between developments in mathematics and in the natural and physical sciences; designing and implementing integrative curriculum.

Special Education

EDUC 5320  Survey of Moderate and Severe Disabilities  3 credits
Characteristics, definitions, education, and medical issues related to children with more severe disabilities. Emphasis on pre-school programming and transition plans. Inclusive strategies will be considered.

EDUC 5321  Education and Community Resources  3 credits
A problem-based learning environment which focuses on the roles and resources of parents, school and community agencies to support children with special needs; Developing collaborative partnerships for educational programming (IEPs, IFSPs) according to Federal and State guidelines;

EDUC 5330  Survey of Mild Learning Disabilities  3 credits
Characteristics, definition, history assessment, and medical aspects of learning disabilities. Teaching strategies associated with age groups from pre-school through adolescence. Learning strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development.

EDUC 5331  Behavior Management and Behavioral Disorders  3 credits

EDUC 5334  Differentiated Instructional Techniques  3 credits
This course will examine and present in detail differentiated instruction, how students learn, techniques and strategies to meet the diverse needs of students within the general education class setting. An emphasis will be on achieving academic success in curriculum/content areas through the adaptation of the learning environment. Through the course, students will learn how collaborative models of teaching can enhance teaching and learning.
EDUC 5335  Developmental Reading Instruction  3 credits  
Examination of reading instruction based on linguistic and psycholinguistic concepts. Utilization of developmental and assessment strategies to determine successful reading strategies for individual children with reading problems. Cases will be utilized to provide practical application.

EDUC 5336  Curriculum Adaptations  3 credits  
Curriculum considerations to facilitate learning for all students will be examined. Identifying functional, academic, leisure curriculum, and developing appropriate sequences of learning for children with special needs. Curriculum that is integrated, theme-based and oriented toward community will be applied to individual cases.

EDUC 5337  Curriculum Based Assessment  3 credits  
Alternative forms of assessment to evaluate performance. Implications for IEPs; informal assessments in all subject areas. Portfolio assessment, authentic assessment, and behavioral assessment.

EDUC 5340  Assistive Technology  3 credits  
This course provides and overview of the assistive technology systems: device, person and environment. Students will become competent in using and applying various technologies in the educational environment to support student learning.

EDUC 5802  Autism  3 credits  
This course provides an overview of autism spectrum disorder characteristics, and a thorough grounding in a pedagogical foundation for best practices. Students investigate Universal Design Principles and Assistive Technology which support the unique learning styles of students with ASD.

EDUC 5338  Neurophysiological basis for learning theory  3 credits  
This course will explore the major theories of learning with emphasis on the neurobiological correlates of learning disabilities, including genetic, neuroanatomical, and neuropsychological investigations.

EDUC 5339  Collaborative practice and inclusion  3 credits  
This course is designed to promote students’ knowledge, skills and dispositions regarding positive collaborative partnerships between general education and special education teachers, parents and families, child study team members, administrators and para professionals. Topics include methods of co-teaching, in-class support, participation on multi-disciplinary child study teams and response-to-intervention (RTI) teams, stages of group development, personal planning and strategies for establishing a learning community. Students will observe, rehearse and present results from evaluations in practice sessions.

EDUC 6340: Assessment and correction of learning disabilities  4 credits  
This course emphasizes evaluation and remediation of learning disabilities in students between the ages of 3 and 21. Through the laboratory experience, students will use the
most current tools for academic assessment with an emphasis on scoring and interpreting of test data, diagnosis of learning disabilities, strategies, accommodations and remediation of learning differences.

**EDUC 6341: LDT/C Practicum**  
1 credit  
This course meets the 90 hour requirement of a college supervised practicum in the diagnosis and remediation of learning disabilities. Students will use the most current tools for academic assessment as well as functional assessment to diagnose learning disabilities and identify strategies, accommodations and remediation for these learning differences. The practicum will take place as part of a school district’s child study team.

**ESL/BE Endorsement**

**EDUC 5202 Introduction to Linguistics**  
3 credits  
This course covers the main aspects of language and language acquisition in typical, atypical, and second language learners. Topic areas include phonology, morphology, syntax (universal grammar and the structure of American English), semantics, pragmatics, child directed speech, the role of cognitive development and theories of first and second language acquisition.

**EDUC 5203 Second Language Acquisition**  
3 credits  
This course will focus on the major themes and theories in second language acquisition and how this impacts learning in an academic setting. Topics such as research methodology, the role of the native language, morpheme acquisition orders, the linguistic environment, theories of first and second-language acquisition, and conversation analysis will be explored.

**EDUC 5205 Methods of Teaching ESL/BE**  
3 credits  
This course introduces the historical foundation of ESL and bilingual education, current research in effective methodologies, trends and best teaching practices. Other topics include content and culture-based language teaching in the context of oracy and literacy instruction. The Sheltered Instruction Observation Protocol (SIOP) Model will be introduced and used as a model for lesson planning. Practicing teachers will be encouraged to develop and demonstrate best practices in ESL/BE instruction.

**EDUC 5201 Current issues in ESL/BE**  
3 credits  
This course explores the effect and history of language diversity on the education of school-aged students, national and international events, politics that affect English language and bilingual education, and practices in regard to standardized testing and language proficiency testing and assessment. Other topics include ACCESS for ELLs, federal and state requirements for ELD and bilingual services, different types of ESL and bilingual education programs and WIDA/TESOL standards.

**EDUC 5204 Language and Intercultural Communication**  
3 credits  
This course explores literature and theory related to the factors that influence communication between cultural groups, its attendant “policy implications” in today’s world especially in relation to education, and to apply this understanding to
communication in the real world between different ethnic groups. Other topics include ethnography of language, language variation, nonverbal communication and sociolinguistics.

**Preschool – Grade 3**

**EDUC 5330  Survey of Mild Learning Disabilities**  3 credits
This course covers characteristics of learning disabilities, definitions, history, assessment, and medical aspects. Teaching strategies associated with age groups from pre-school through adolescence are discussed, as are learning strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development.

**EDUC 5321  Educational and Community Resources**  3 credits
A problem-based learning environment which focuses on the roles and resources of parents, school and community agencies to support children with special needs; Developing collaborative partnerships for educational programming (IEPs, IFSPs) according to Federal and State guidelines.

**EDUC 5151  Language and Motor Development Birth – 8**  3 credits
This course will provide an overview of the typical development of oral language, gross and fine motor skills, and general physical development in infants, toddlers, and young children.

**EDUC 5152  Curriculum, Instruction, and Assessment of the Young Child**  3 credits
This course will focus on the development and learning of young children ages three through five. The course will introduce early childhood curriculum models. The planning, implementing, and assessing of developmentally appropriate practice in preschool classrooms will be emphasized.

**EDUC 5153  Curriculum, Instruction, and Assessment in the Primary Grades**  3 credits
This course will focus on the development and learning of young children in the primary grades K-3. The planning and implementation of instruction for primary grades, along with the assessment of students will be emphasized. Interdisciplinary instruction and standards-based instruction will also be addressed.

**Research**

**EDUC 5910  Educational Research**  3 credits
*Permission of Instructor*
This course will prepare students to conduct meaningful research on teaching and learning in the educational environment; provide the skills to understand and evaluate the research of others, and plan and conduct original independent research projects. Emphasis will be placed on the stages of the process of research design from creating hypotheses through data analysis and reporting. Equal attention will be placed on the stages of the process of research design, and the need to combine a variety of techniques
in an effort to creatively address the complexity (multivariate/multicultural) of the educational setting.

EDUC 5920  Capstone Project  3 credits
Permission of Instructor
In the capstone course, students will investigate, design, and implement a research project in an educational setting. Projects will focus on each individual student's teaching and learning goals in consultation with two faculty advisors and a sponsor from the educational institution in which the research is conducted. Projects will incorporate current standards of best practice and have relevance for the educational setting participated in the study.

POLICIES AND PROCEDURES

Students must adhere to all college-wide policies as described in the Graduate Bulletin. Certain MAED policies are more stringent than those of the College at large. In those instances, students are required to follow the program policies as stated in this manual or in a course syllabus. Students are responsible to learn and adhere to all policies of the college, program, and courses. It is the students' responsibility to ensure that all degree requirements have been met.

COURSE OF STUDY

Students will not be permitted to enroll in any graduate EDUC course more than two times.

The research courses in the MAED program provide opportunities for teachers to use action research to demonstrate their ability to apply the knowledge and skills learned during graduate studies. Students implement an action research project that includes using professional literature, identifying a question related to their teaching practice, collecting and analyzing data, and developing a future plan of action.

The two research courses, EDUC 5910, Educational Research and EDUC 5920, The Capstone must be completed during the final academic year of study. EDUC 5910 is offered during the fall semester, while EDUC 5920 is offered during the spring semester. To be permitted to enroll in EDUC 5920, The Capstone, a student must have a graduate cumulative grade point average of 3.0, no more than one grade of C or lower in Graduate Studies, and no more than two additional courses besides EDUC 5920 left to complete. Students will not be permitted to enroll in EDUC 5920 more than two times. In order to be certified for graduation, students must complete EDUC 5920 with a B- or better.
ATTENDANCE AND PARTICIPATION

Students are required to attend and participate in all lectures, labs, field trips, and other scheduled activities. Excused absences may be necessary due to significant illness, death in the family, or accident. It is the student's responsibility to contact the course instructor prior to the scheduled class/activity, make-up the work missed, and upon request, furnish the instructor with the necessary documentation, such as a medical note. Excessive absenteeism, lack of participation, and/or tardiness may adversely affect a student's grade. Individual faculty has the discretion of his/her own attendance and participation policy as stated in the course syllabus.

LEAVE OF ABSENCE

Students who do not wish to be enrolled in consecutive semesters must submit a written request for a leave of absence to the program director. The request must include the anticipated date of return. The program reserves the right to limit and/or deny a leave of absence request. Should the leave of absence be approved by the program, the student must follow college-wide leave of absence procedures as described in the college bulletin.

MAINTENANCE OF MATRICULATION

Once admitted to a degree program, graduate students must either be continuously registered for credit each semester (excluding summer terms) until they complete degree requirements or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. Graduate students who neither register for credit during a fall or spring term nor apply for and receive Maintenance of Matriculation status and pay the requisite fee will lose their student status and must apply for readmission to the College and be reaccepted in order to continue their graduate work. The Maintenance of Matriculation fee will be proposed annually by the Vice President for Academic Affairs upon consultation with the Dean of the Graduate School and is subject to approval by the Board of Trustees in its consideration of student fees.

STUDENTS WITH SPECIAL NEEDS

The Richard Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who seek accommodations should make their request by contacting the Learning Access Program located in The West Quad Building, Suite 110 (609-652-4988). Students are required to present documentation to the course instructor at the beginning of each course and when they specifically wish to request approved modifications/accommodations.

ACADEMIC HONESTY

Academic honesty is a very serious issue. All students enrolled in graduate courses at The Richard Stockton College of New Jersey are required to follow all College policies.
including the Academic Honesty Policy specified in the Graduate Bulletin. Unless specifically designated otherwise, all work is expected to be the student’s own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member.

In cases involving charges of academic dishonesty, College policy calls for procedures with up to six steps, beginning with the faculty member determining alleged academic dishonesty and filing a charge. The following amendment to College procedure applies to students in graduate courses:

In Step 1 of the College Policy and Procedures for academic dishonesty, the faculty member must notify the Office of the Provost of a charge of academic dishonesty and include documentation. The faculty member must also file this charge with the relevant academic review committee of the appropriate (or the relevant) graduate program. The faculty member has a range of punitive actions that can be taken. In addition, upon consultation with the faculty member, the graduate degree program’s academic review committee may vote to dismiss the student from the program. Steps 2 and 3 of the procedure outlined in the Graduate Bulletin outline the Office of the Provost’s responsibilities as well as the procedure for a student’s response to the charge.

GRADING SYSTEM

A   =  4.0  
A-  =  3.7  
B+  =  3.3  
B   =  3.0  
B-  =  2.7  
C+  =  2.3  
C   =  2.0  
C-  =  1.7  
D+  =  1.3  
D   =  1.0  
D-  =  0.7  
F   =  0.0

INCOMPLETES

Incompletes (I) may be given to students only under seriously extenuating circumstances. Needing extra time to complete course work is not grounds for requesting an incomplete. All of the following criteria must be fulfilled to be eligible for an incomplete:

- An emergency happened to the student during the semester that made it impossible for the student to complete the course (e.g. a serious accident or illness, or very significant personal tragedy.)
- The student must have completed a majority of the course work.
• The student must submit a written petition to the instructor
• A formal written contract has been made with the instructor.

Individual instructors reserve the right to deny a request for an incomplete.

WITHDRAWAL

Students may withdraw from a course only once. They must complete the course on the second attempt.

PROBATION/DISMISSAL

Students must successfully adhere to all College, Program, and course policies. Inability to meet these criteria may result in dismissal from the Program. The College requires that all graduate students graduate with a minimum cumulative grade point average (GPA) of 3.0. Students whose cumulative GPA falls below 3.0 during any semester are placed on probation and given one additional semester (limited to a maximum of 9 credits) to raise their GPA to at least 3.0. Students failing to do so are dismissed from the program.

GRADE APPEALS

Grade determination is the prerogative and professional judgment of the instructor guided by the standards established in the course syllabus or other document (e.g., independent study form). Assigned grades will not be changed unless there is compelling evidence of inequitable treatment, discrimination or procedural irregularity.

The following steps are established for all grade appeals:

1. The student’s first responsibility in making a grade appeal is to discuss the issue with the faculty member responsible for assigning the grade.
2. If satisfactory resolution cannot be reached with the instructor, the student should submit the issue in writing to the program director.
3. If the program director is unable to resolve the matter, the student may formally appeal the decision to the Dean of the School in which the program resides.
4. If the dean is unable to resolve the matter, the student may appeal to the Office of the Provost by submitting a letter and other written materials presenting a strong rationale and compelling evidence that legitimate grounds for a grade appeal exist as described in the first paragraph under Grade Appeals, above.
5. This appeal process must be initiated no later than one month after the date of grade posting for the term in which the grade was originally assigned.
ADVISORY BOARD ON GRADES AND STANDING

Written appeals will be reviewed by the Provost or his/her designee and in those cases where appropriate, will be assigned to the Advisory Board on Grades and Standing. The Advisory Board on Grades and Standing will review the matter, including hearing testimony and evidence from both the instructor and the student. This Board will make a recommendation to the Provost, whose decision is final. Non-grade notations carry no right of appeal and are therefore not covered by the grade appeal process outlined above.

STUDENT GRIEVANCES

Students who have questions or complaints regarding a College policy or procedure regarding affirmative action issues, e.g., race, age, sex, religion, marital status, national origin, etc., should file written grievances with the Affirmative Action Officer. All such complaints will be promptly reviewed according to the following principles:

a. The person bringing the complaint will not suffer any retaliation;
b. In conducting any investigation or review, the right to confidentiality, both of the complainant and of the accused, will be respected as provided by law;
c. The review will be conducted as quickly as is reasonable and the conclusions reported to the complainant;
d. If the complaint is found to be appropriate, the perpetrator of discrimination will receive appropriate counseling, referral and/or disciplinary action.

GRADUATION WITH DISTINCTION:

A panel of faculty will evaluate a student’s eligibility for graduation with Program Distinction. Decisions are made during the final semester of study, and will be based on the following criteria:

- A cumulative GPA of 4.0
- A meritorious capstone project

ACADEMIC HONEST APPEALS BOARD

Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code, and is punishable by severe sanctions including suspension and expulsion. The range of sanctions imposed is contingent on several factors, including the decision of the faculty member making the charge, whether it is the student’s first or a repeat offense, and the extent and nature of the offense.

If a student appeals the charge of academic dishonesty, the Academic Honesty Appeals Board, a standing committee consisting of faculty and select students, will hear the case. The Academic Honesty Appeals Board makes a recommendation to the Provost, who renders the final decision on the appeal.
GRADUATION REQUIREMENTS

Once admitted, students must successfully complete the coursework. Program completion requires a minimum total of 36 credits. In the final year, all students must successfully complete a Capstone project that demonstrates and documents improved teaching and learning in their own classrooms. Throughout the program students must maintain a 3.0 grade point average. During the final semester, students apply for graduation.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available on a semester basis. Application does not guarantee an assistantship. The number of credits awarded will be determined at the discretion of the MAED program. A graduate assistantship requires 1.5 hours of service per week for each credit of waived tuition. The tuition waiver is granted for graduate courses in which a student is enrolled during the semester that an assistantship is held.

A panel of MAED faculty reviews the applications and nominates the top applicants to the Dean of Education and to the Dean of Graduate Studies. Applications are considered on merit, skills, and academic achievement, as well as faculty needs. MAED faculty reserve the right to interview candidates. Only students without outstanding “Incompletes” will be considered for graduate assistantships.

Only students who have been formally accepted into the MAED program, who hold a minimum cumulative GPA of 3.5 in MAED courses and who are matriculated, are eligible to apply.

DEADLINES

Graduate assistantship applications must be submitted to the program director’s office no later than:
- October 15, for spring assistantships
- March 15, for fall assistantship

By the semester deadline, each application file must contain
- A completed MAED graduate assistantship application
- The Richard Stockton College Office of Graduate Studies Assistantship Application
- A letter of recommendation from one member of the MAED faculty.
- A current transcript (unofficial transcripts are permissible.)
- An essay explaining why a graduate assistantship is desired (minimum: 250 words)
A current résumé summarizing the applicant's professional and academic background.