ED.M. CERTIFICATION PROGRAM IN FOREIGN LANGUAGE EDUCATION
(for post-baccalaureate students)
Revised August, 2016

I. PROGRAM DESCRIPTION: The Ed.M. program with (K-12) teacher certification in foreign language education is designed for individuals who possess a bachelor’s degree and who wish to pursue certification and a master’s degree in education at the same time. Certificates are recommended only in conjunction with the completion of the requirements for the Ed.M. degree.

The major goals of the program are to provide students with a thorough understanding of:

- language analysis, including the analysis of the phonology, morphology, and syntax of the target language as well as the comparison of similarities and differences between English and the target language;
- the process of second language acquisition as it concerns foreign language learning in a classroom context and as it varies by age levels;
- language assessment and test development procedures as they apply to foreign learning;
- the target culture and the principal ways in which it resembles and differs from that of the United States; and
- strategies of teaching the target language activities; creating situations that cause students to use the language; creating learning situations that bring the reality of the culture closer to the student; and devising activities that develop students’ knowledge of the structure of the target language.

II. SUBJECT MATTER SPECIALIZATION: Before teacher certification can be recommended, students must complete a major or its equivalent (a coherent 30-credit sequence) in a foreign language, including: reading, writing, and speaking the language; the structure of the language; and related cultural studies. A minimum of twelve credits must be at the 300 or 400 level.

III. APPLICATION REQUIREMENTS: To be considered for admission to the program, applicants must provide the following before the February 1st deadline:

1. Personal statement
2. Three letters of recommendation
3. Passing Praxis Core test scores
   a. or, minimum SAT scores of:
      i. 560 Reading, 540 Math (if taken 2/28/16 or earlier) or
      ii. 610 Reading & Writing or 30 Reading, 570 Math (if taken on or after 3/1/16)
   b. or, minimum ACT scores of: 23 English, 23 Math
   c. or, minimum GRE scores of: 155 Verbal, 156 Quantitative

4. Undergraduate transcripts - the New Jersey Department of Education requires a minimum GPA of 2.75 to be admitted to a teacher education program.

   (NOTE: Admission to the GSE Teacher Education Programs is competitive. Meeting the minimum requirements above does not guarantee admission.)

IV. HOW TO APPLY: Applications are submitted online at the Graduate Admissions website:
   http://gradstudy.rutgers.edu/
   1. Click on “Apply Now” and follow the instructions given.
   2. Choose “Degree Application”, for Application Type.

Praxis Core - see ets.org/praxis/about/core
Combined test code: 5752
Reading: 5713, minimum score 156/200
Writing: 5723, minimum score 162/200
Math: 5733, minimum score 150/200
NOTE: Praxis Core test codes were updated on 9/1/19. Passing test scores taken before 9/1/19 are still valid.
3. For Program Name choose "Education: Language" from the drop down menu.
4. Across from “Education: Language Certification Program 15253C”, click the link for the Fall semester.
5. Under First Preference Concentration, choose “[Language] Certification”. (2nd and 3rd preferences can be left blank.)
6. Complete the application by providing the requested information.
7. Supporting materials must be submitted online or mailed to the Graduate Admissions office at Office of Graduate and Professional Admissions (New Brunswick), Rutgers, The State University of New Jersey, 65 Davidson Road, Room 200L, Piscataway, NJ 08854-5602, U.S.A.
8. Enter payment information for the non-refundable application fee.
9. Submit your application and authorize payment for the non-refundable application fee.

V. GENERAL EDUCATION REQUIREMENTS: Students must complete coursework in each of the following areas by completion of the program; fulfillment of these courses is not required for admission into the program. It is highly recommended that you coordinate the elements of this list with those of the general distribution requirements of your undergraduate college to make the most efficient use of your time.

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Course Number—Course Title—Term/Year—Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Technology: one course</td>
<td></td>
</tr>
<tr>
<td>15:255:503 Introduction to Teaching with Digital Tools or 05:300:350 Education and Computers</td>
<td>1. __________________________</td>
</tr>
<tr>
<td>2. Human Development: one course</td>
<td></td>
</tr>
<tr>
<td>05:300:307 Human Development: Birth through the Transition to Adulthood</td>
<td>2. __________________________</td>
</tr>
</tbody>
</table>

° Course must be 300-level or above to count towards graduate credits. 300- and 400-level courses must be registered for with a G-prefix.

VI. LIBERAL ARTS: Students must complete a minimum of 60 credits in liberal arts to earn the Master’s degree. Neither Education courses, nor any other performance-based or vocationally-oriented coursework (accounting, engineering, human resource management, public health, social work, etc.) may be counted toward the 60 liberal arts credits; no School 05, School 15, or E-credit courses may be included.

VII. PORTFOLIO: Students will archive artifacts from various GSE courses via an online instructional and evaluation system as directed by faculty. Details of this portfolio are specified in the Student Policy and Procedures Handbook.

VIII. GSE COMMUNITY-SCHOOL PARTNERSHIP NETWORK (GSE-CSPN): All field experiences will take place in a GSE-CSPN school.

IX. HIB TRAINING: All candidates for teacher certification must complete pre-service training in the prevention of harassment, intimidation, and bullying (HIB) prior to Clinical Practice II.

X. edTPA PERFORMANCE BASED ASSESSMENT: Students must pass a performance based assessment of their teaching practice during the full-time Clinical Practice II semester. Details of this assessment are specified in the Student Policy and Procedures Handbook.

XI. PHYSIOLOGY, HYGIENE, AND SUBSTANCE ABUSE ISSUES: During their final semester, students must pass the official New Jersey Department of Education examination addressing issues of human physiology, hygiene, and substance abuse.

XII. OPI & WPT: All students seeking certification in a language are required to pass an Oral Proficiency Interview in the target language administered by ACTFL. All students seeking certification in ESL are required to pass an Oral Proficiency Interview and a Written Proficiency Test in English administered by ACTFL. To arrange a phone interview, email testing@languagetesting.com or visit www.languagetesting.com on the Internet. Students must receive the New Jersey required passing score on the OPI and WPT prior to the end of Phase 1. Call (914) 963-7110 to schedule the WPT.

15253C FL 3/29/17
XIII. PRAXIS II: Students seeking certification in Foreign Language with an endorsement in French must achieve a passing score on the French: World Language (test code 5174) Praxis II Examination; with an endorsement in German, the German: World Language test (test code 5183); and with an endorsement in Spanish, the Spanish: World Language test (test code 5195). There is no Praxis test for ESL, Italian, Japanese, Chinese, Russian, or Latin.

XIV. LATIN TEST: Students seeking certification in Foreign Language with an endorsement in Latin must achieve a passing score on The Latin Test for Teacher Certification.

**Students must pass all required tests prior to the start of full-time Clinical Practice Phase 3.**

XV. PROFESSIONAL EDUCATION REQUIREMENTS: Ed.M. Certification Program in Foreign Language Education

<table>
<thead>
<tr>
<th>Phase/Semester</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td></td>
<td></td>
<td>Grad</td>
</tr>
<tr>
<td>First Summer</td>
<td>n/a</td>
<td>Working with Minors Online Training</td>
<td>NC</td>
</tr>
<tr>
<td>n/a</td>
<td>School Law Module</td>
<td></td>
<td>NC</td>
</tr>
<tr>
<td>Phase 1</td>
<td>15:255:530</td>
<td>Clinical Experience Phase 1</td>
<td>1</td>
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<tr>
<td>First Fall</td>
<td>05:300:450G</td>
<td>Urban Education 1</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>05:300:452G</td>
<td>Teaching Emerging Bilinguals in PK-12 Classrooms 1</td>
<td>1.5</td>
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<tr>
<td></td>
<td>05:300:306G</td>
<td>Educational Psychology: Principles of Classroom Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15:253:520</td>
<td>Principles of Language Learning: Second and World Language Acquisition</td>
<td>3</td>
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<tr>
<td></td>
<td>15:253:530</td>
<td>Foundations of Language</td>
<td>3</td>
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<tr>
<td>Phase 2</td>
<td>15:255:531</td>
<td>Clinical Practice Phase 2</td>
<td>4</td>
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<tr>
<td>First Spring</td>
<td>05:300:451G</td>
<td>Urban Education 2</td>
<td>1.5</td>
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<tr>
<td></td>
<td>05:300:453G</td>
<td>Teaching Emerging Bilinguals in PK-12 Classrooms 2</td>
<td>1.5</td>
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<tr>
<td></td>
<td>15:253:538</td>
<td>Methods for Teaching and Assessing World Language Learners</td>
<td>3</td>
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<tr>
<td>Phase 3</td>
<td>15:293:534</td>
<td>Classroom Organization for Inclusive and Special Classrooms</td>
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<tr>
<td>Second Summer</td>
<td>Grad levelG</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>Grad levelG</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Phase 3</td>
<td>15:255:535</td>
<td>Clinical Practice Phase 3</td>
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<tr>
<td>Second Fall</td>
<td>15:255:532</td>
<td>Clinical Practice Phase 3 Seminar</td>
<td>6</td>
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<tr>
<td>Phase 4</td>
<td>05:300:406G</td>
<td>Community-Based Language Learning; or</td>
<td>3</td>
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<tr>
<td>Second Spring</td>
<td>15:253:540</td>
<td>Teaching English Language Learners; or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15:253:539</td>
<td>Students, Communities, and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15:253:523</td>
<td>Language and Culture</td>
<td>3</td>
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<tr>
<td></td>
<td>15:253:537</td>
<td>Language in Society</td>
<td>3</td>
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<tr>
<td></td>
<td>15:293:523</td>
<td>Inclusive Teaching in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>

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XVI. CAPSTONE EXPERIENCE: All students are required participate in and present at a poster session during the last semester of their graduate work.