From the Dean

Dear Future Teachers,

Congratulations on your decision to become a school teacher and your acceptance into one of the Five-year teacher education programs at the Rutgers Graduate School of Education. I also want to welcome you to the Graduate School of Education. We have designed this “Policy and Procedure Handbook” to assist you in making progress toward teacher certification as you complete your undergraduate education and then become a masters student in the GSE.

You have chosen a profession of great importance to the citizens of New Jersey and our Nation. My guess is that many of you decided to become a teacher based in part on the positive influence that a teacher had on you when you were in elementary, middle, or high school. We want to help you become that kind of teacher. That is, a teacher who is capable of helping all children learn and achieve up to their maximum potential. We want you to become a teacher who creates positive and accepting learning environments in which students feel safe, secure, and respected by all members of the classroom. This is not always easy to do, but we have an outstanding faculty in the GSE who will help you to get off to a great start as a professional teacher.

Please do continue to work very hard as you complete your undergraduate and graduate degrees at Rutgers. Teaching is a challenging profession and you will need to be well prepared. The challenges are especially pronounced in this era in which we must not “leave any child behind.” The demands on you will be great but so are the potential rewards. So as you move through our program and encounter youngsters in classrooms, please try to be a positive force and role model for your students. Your words and ideas will be very important to your students. As a teacher, you have to believe that each child can learn and that each child is important. Keep this in mind as you continue your journey into the profession and your development as a teacher. Finally, as you become an experienced and successful teacher, there are other opportunities for you to advance as an educational professional. Please continue to look to the GSE to help with your career advancement.

Cordially,

Dean Richard De Lisi

GSE Mission Statement

The Rutgers University Graduate School of Education is dedicated to the study and improvement of education. The creation of knowledge about teaching and learning is central to our mission. We seek to ensure that all children and adults have access to high quality educational programs. As such, our work addresses the cognitive, social, organizational, cultural, linguistic, developmental, and policy dimensions of education. Our instructional programs are designed to produce graduates who become effective educational practitioners, transformative educational leaders, and accomplished educational researchers. Our partnerships and service contributions focus on New Jersey but extend to both national and global communities.

GSE Vision Statement

We aspire to bring distinction to Rutgers by conducting research and improving practice in relation to three pressing issues in education: (i) meeting the needs of diverse learners, (ii) using emerging digital pedagogical tools effectively, and (iii) addressing the equity and adequacy of financial, human, and social resources for PK-12 and higher education.
GSE Program Claims

1. Our students understand the central concepts, tools of inquiry, and structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards.

2. Our students demonstrate pedagogical content knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning.

3. Our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful environment.

4. Our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support learning, and knowledge of opportunities to pursue professional growth.

NJ Professional Standards for Teachers

1. Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences: The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

3. Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

5. Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher’s ongoing planning and instruction.

7. Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

9. Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

10. Collaboration: The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3.3) 
http://www.state.nj.us/njded/profdev/profstand
GSE Organizational Chart

Undergraduate Degree

- SAS
  Arts & Sciences

- MGSA
  Dance Ed

- SEBS
  Bio/Ag Ed
  Life Sciences

Graduate Degree

- GSE Dean
  Dr. Richard De Lisi

- OSAS
  Office of Student & Academic Services

- L&T
  Department of Learning & Teaching
  - Elementary Ed, English Ed, Language Ed, Math Ed, Science Ed

- ETPA
  Educational Theory, Policy & Administration
  - Social Studies Ed

- Ed Psych
  Educational Psychology
  - Special Ed

- MGSA
  Dance Ed
OSAS is the “Administrative Hub” of the GSE. We are happy to assist you in navigating through your GSE program. Please feel free to stop by the office during regular business hours, Monday through Friday 8:30 to 5:00. If you wish to set up an appointment with a staff member please contact Ken at (848) 932-0743 or Ericka at (848) 932-0741.

If you don’t know where to go for help, OAS can help direct you

- **Field placements**: Lisa Kruger or Ken Tufo
- **General questions**: Ken Tufo
- **Portfolio**: Trevor Johnson
- **Control sheet**: Matt Winkler or Lisa Kruger
- **General ed requirements**: Matt Winkler or Lisa Kruger
- **Teaching Internship**: Ken Tufo or Lisa Kruger
- **Certification applications**: Ken Tufo
- **Additional endorsements (TOSD, P-3, ESL, etc)**: Marie Pavelchak
- **GSE Commencement (5th year)**: Matt Winkler & Marie Pavelchak
GSE Academic Departments

GSE Teacher Education Programs are housed within an academic department

- **Educational Psychology**: Elementary/Special Education
- **Educational Theory, Policy & Administration (ETPA)**: Social Studies Ed
- **Learning & Teaching (L&T)**: Bio Ed, Bio/Ag Ed, Elementary/MS, Elementary/P3, English Ed, Language Ed, ESL Ed, Math Ed, Physics Ed

- **MGSA**: Dance Ed

**Academic Advisor**
Talk to your academic advisor about

- Which classes to take
- Course load
- Academic problems

**Department Administrative Assistant**
Contact the department Administrative Assistant for information about

- Scholarships
- Course registration issues

**Educational Psychology**
Maria Jensen
Room 340
848-932-0846
Maria.rodriguez@gse.rutgers.edu

**ETPA**
Laurice Wassef
Room 20
848-932-0722
Laurice.wassef@gse.rutgers.edu

**Learning & Teaching**
Caroline Coogan
Room 219
848-932-0789
Caroline.coogan@gse.rutgers.edu

GSE Teacher Education Faculty

**Early Childhood/Elementary Education**
- Dr. Nora Hyland, Coordinator
  - Associate Professor
  - nora.hyland@gse.rutgers.edu
- Dr. Carrie Lobman
  - Associate Professor
  - carrie.lobman@rci.rutgers.edu
- Dr. Dan Battey
  - Assistant Professor
  - dan.battey@gse.rutgers.edu
- Dr. Susan Dougherty
  - Assistant Professor
  - susan.dougherty@gse.rutgers.edu
- Dr. Sharon Ryan
  - Associate Professor
  - sharon.ryan@gse.rutgers.edu
- Dr. Helene Rosenberg
  - Associate Professor
  - helene.rosenberg@gmail.com

**English Education**
- Dr. Cheryl McLean, Coordinator
  - Associate Professor
  - cheryl.mclean@gse.rutgers.edu
- Dr. Chantal Francois
  - Assistant Professor
  - chantal.francois@gse.rutgers.edu

**Foreign Language Education**
- Dr. Mary Curran, Coordinator
  - Associate Dean,
  - mary.curran@gse.rutgers.edu
- Dr. Nydia Flores
  - Associate Professor
  - nydia.flores@rci.rutgers.edu
- Dr. Ariana Mangual-Figueroa
  - Assistant Professor
  - ariana.mangual@rci.rutgers.edu

**Math Education**
- Dr. Keith Weber, Coordinator
  - Associate Professor
  - keith.weber@gse.rutgers.edu
- Dr. Pablo Mejia-Ramos
  - Assistant Professor
  - pablo.mejia@gse.rutgers.edu

**Science Education**
- Dr. Eugenia Etkina, Coordinator
  - Professor
  - eugenia.etkina@gse.rutgers.edu
- Dr. Ravit Duncan
  - Assistant Professor
  - ravit.duncan@gse.rutgers.edu

**Social Studies Education**
- Dr. Ben Justice, Coordinator
  - Associate Professor
  - ben justice@gse.rutgers.edu
- Dr. Beth Rubin, Coordinator
  - Associate Professor
  - beth.rubin@gse.rutgers.edu
- Dr. Greer Burroughs
  - Instructor
  - greer.burroughs@gse.rutgers.edu

**Special Education**
- Dr. Matthew Mayer, Coordinator
  - Associate Professor
  - mayerma@rci.rutgers.edu
- Dr. Angela O’Donnell
  - Professor
  - angela.odonnell@gse.rutgers.edu
- Dr. Dake Zhang
  - Assistant Professor
  - dake.zhang@gse.rutgers.edu
- Dr. Edith Ferris
  - Instructor
  - edith.ferris@gse.rutgers.edu

**Dance Education**
- Dr. Barbara Bashaw
  - Professor, MGSA
  - 848-932-1413
  - bbashaw@rci.rutgers.edu
Program Policies

Advancement to Graduate Status
Students in the five-year teacher preparation program may only proceed to the graduate (fifth year) portion of the program if all of the following conditions are met:

• A bachelor’s degree has been completed with an appropriate major and a cumulative GPA of 2.75 or higher;
• Satisfactory academic work has been demonstrated in every one of the required Education courses:
• A grade of C or better has been earned in every Education course;
• No more than one grade of C has been earned as a final grade in Education coursework;
• Any coursework with an original grade of D or F has been successfully retaken and a grade of A, B, or C earned.
• A program-specific faculty committee has reviewed the student’s record at the end of the fourth year and recommended continuation.
• Exceptions to these rules may be granted only by the GSE Associate Dean for Academic Affairs.

Student Grievances
Any disciplinary decisions such as removal from the Internship or removal from the program are, of course, grievable by the student. Grievances are addressed to the GSE Associate Dean for Academic Affairs and will be heard by a group of faculty members and students who comprise the GSE Student Grievance Committee.

Removal from Program
The GSE has an obligation to the citizens of the state of New Jersey to prepare and only recommend for certification caring, competent teachers. In rare circumstances, the faculty identifies a student who does not meet our definition of that standard. In those cases, the student is asked to leave the program. Any of the following violations may cause a student’s removal from the program:

• Violations of the Rutgers Policy on Academic Integrity;
• Violations of the University Code of Student Conduct (http://catalogs.rutgers.edu/generated/gse_current/pg74.html);
• Inconsistencies with the New Jersey Professional Teaching Standards (http://www.state.nj.us/njded/profdev/profstand);
• Removal from Teaching Internship for any of the reasons listed above.

Student Responsibility to Keep Informed
The online catalog of the Graduate School of Education (GSE) at Rutgers, The State University of New Jersey, is the student’s official guideline for information, policy, and procedures governing educational programs. Students should refer often to the Graduate School of Education catalog and should become familiar with its contents. You can access the GSE catalog online at http://catalogs.rutgers.edu/generated/gse_current/

Additional information regarding scheduling, registration, and deadlines is provided each semester at the Office of the University Registrar’s website (http://registrar.rutgers.edu) and GSE website (http://gse.rutgers.edu).

The academic adviser is the student’s mentor and guide for the academic program. The student should consult with the adviser regularly—at least once each semester.

For assistance with general rules, regulations, policies, and procedures, the staff in the Office of Student and Academic Services, Room 110 in the Graduate School of Education, is most knowledgeable and helpful, and the staff members welcome the opportunity to assist students.

Please refer to the GSE catalog for a complete listing of programs and policies: http://catalogs.rutgers.edu/generated/gse_current/
Program Control Sheets

For every five-year teacher preparation program there is a yellow program control sheet. This definition of the program has been approved by the New Jersey State Department of Education to lead to the named certification(s). Deviating from the required courses may be discussed with and suggested by faculty advisors but should be approved as early in the program as possible by the Associate Dean for Academic Affairs. A form for this approval is available in the Office of Student and Academic Services.

Portfolio

In addition to an award of a master's degree, these GSE five-year programs culminate in a recommendation to the New Jersey Department of Education that you be awarded a license to teach in the state's public schools. It is the responsibility of the program faculty to assure that you have the skills, knowledge, and dispositions worthy of that license. There are quite a few factors that go into making that determination: class performance, written work, internship ratings and results, test scores, grades, and others. In an effort to substantively involve students in this assessment process, all students will be required to produce a Teaching Portfolio. Most of the elements of the Portfolio will be produced throughout the program, in various courses and field experiences. Some will even be produced multiple times, so that you can show growth and maturation. The elements are the ordinary work products of teachers: lesson and unit plans, videos, professional development plans, reflections on practice and the profession. Many of them will be evaluated as they are produced, but the entire Portfolio as a coherent whole will be evaluated in your last semester. It must be complete and acceptable in order for you to graduate. More details about the required contents of the Portfolio will be provided in September. Please think of this Portfolio as an artist would think of his or hers: as a collection of those creations that show your work in the very best light, the work of which you are most proud, the work that shows your varied talents and skills in an impressive fashion.

Program Completion Requirements

To earn a master's degree students must have

- Earned a baccalaureate degree with an appropriate major for area of certification;
- Submitted a portfolio/writing requirement and/or passed a comprehensive examination (depending upon program);
- Satisfied the General Education Distribution;
- Completed 90 credits in liberal arts (these credits can include courses in the major but cannot include courses in professional education and/or other vocationally-oriented coursework (accounting, engineering, etc.); no School 05 or School 15 courses may be included; E-credit courses do NOT count;
- Satisfied the Physiology & Hygiene requirement (administered by the OSAS during the final Spring semester)
- Satisfied the HIB Prevention requirement
- A cumulative grade point average of 2.75 in the Master’s degree as well as any rules as set forth in the Graduate Catalog; and
- Submitted a portfolio of exemplary work.

NOTE: courses used to satisfy the General Education Distribution and 90 credits in liberal arts may be satisfied at RU or at another accredited college or university (including community colleges.) The credits do NOT need to be transferred to your RU transcript, simply submit an original transcript to the OSAS once a grade is posted.
Field Experiences

All field placements are arranged by the Office of Student and Academic Services. The number and duration of field experiences varies from program to program. Any course listed on the back of your control sheet with an asterisk (*) requires fieldwork.

Special accommodations will be made by the Office of Student and Academic Services on a case-by-case basis and should be addressed to Lisa Kruger via email.

Practicum

Pre-student teaching is required by New Jersey State law (N.J.A.C. 6:11:7 and N.J.A.C. 9:2-12). Minimum requirements are two field experiences to demonstrate aptitude for teaching and teaching proficiency before you are allowed to student teach. Practicum fieldwork is designed to complement the coursework you take on campus. Students must allow time in their course schedules for their fieldwork, usually a three-hour block of time between 7:30 a.m. and 2:30 p.m. one day a week. Practicum requirements vary by program, so consult with your advisor for details.

Internship Semester

The Teaching Internship (student teaching) is a full-semester experience in a K-12 setting. Students work in a school Monday through Friday, during the school day, with a cooperating teacher who serves as mentor and master teacher. Students also have a university supervisor who visits every second week to observe lessons and to critique the intern’s teaching performance. Teaching internship placements are made easier, and with more options, if students have access to a car.

Students admitted to a teacher certification program must apply for the teaching internship during the fall semester prior to the fall semester in which the internship will take place. An application meeting is held every fall semester and is announced on the GSE website, through flyers posted outside the Office of Student and Academic Services and via e-mail. Please adhere to the application and registration deadlines to receive a mutually agreeable placement.

Students must register for all required courses during the internship semester. Students are not allowed to register for any additional coursework during that semester.

Removal from Fieldwork

Fieldwork provides students with an opportunity to put all of the skills and knowledge gained in the program into practice in a P-12 setting. It also represents a very public and important partnership between Rutgers and the schools of New Jersey to train the next generation of teachers. The GSE will make every effort to arrange for a positive, supportive environment for students. It is also critical, though, that Rutgers students represent the University and their programs in the best possible light.

Students in P-12 field placements will be expected to adhere to all of the following:

- The host school rules regarding lesson planning, assessment, attendance, professional demeanor, etc.;
- The GSE faculty guidelines and guidance regarding the Internship experience;
- The New Jersey Professional Teaching Standards; and,
- The University Code of Student Conduct.

Failure to adhere to any of these sets of expectations, or simple poor performance over a substantial period of time, may result in the student’s removal from the field placement. Any student so removed may choose to subsequently and voluntarily withdraw from the program or petition the faculty to be allowed to continue in the program under special conditions.

STUDENTS ARE NOT PERMITTED TO ARRANGE OR CHANGE FIELD PLACEMENTS ON THEIR OWN.
Mantoux Tests and Criminal History Background Checks

NJ State law requires a tuberculosis (Mantoux) test within six months of a field experience. An original or verified copy must be submitted initially to the school where the field placement occurs. The test may be done by a personal physician or one of the three Rutgers’ Health Centers. The Office of Student and Academic Services will arrange Mantoux screenings during the first few weeks of the semester. Alternately, students can arrange for testing with their own physician.

Most school districts require teacher preparation students to obtain a Criminal History Background Check and/or NJ County Substitute Teaching License prior to the start of fieldwork. You can obtain a substitute teaching license through your local Board of Education or through a County Superintendents’ Office (http://www.state.nj.us/education/counties/).

You will find details about applying for a County Substitute Teaching License at the New Jersey Department of Education website http://www.nj.gov/education/educators/license/teacher/.

OSAS will confirm an appropriate field placement for all students. The placement process will be quicker and options more varied for students who obtain a NJ County Substitute Teaching License prior to the start of fieldwork. Please provide a copy of your Substitute Teaching License to OSAS.

Earning Credit

Placement Tests
AP & CLEP tests can be used to satisfy the liberal arts total credit requirement and the general education distribution requirement as long as college credits have been awarded for the work and these credits are reflected on an official undergraduate transcript.

Transfer Courses
Students may count courses taken at a community college toward satisfying GSE general education requirements for the following areas: arts, humanities, math, science, and foreign languages, and toward the required 90 credits of liberal arts.

In cases where students are required to take specific courses that are offered at community colleges (830:101 or 300:200), students need to prove equivalency through NJ Transfer. No other GSE requirements can be satisfied with community college courses except in the case of Social Studies core curriculum content requirements.

Pass/No Credit Option
An undergraduate student may take liberal arts courses pass/no credit to satisfy the general education distribution requirement providing approval to do so has been given by the student’s undergraduate college. Graduate students may not satisfy these requirements with a pass/nc option.

Graduate Enrollment in Undergraduate Courses
Any course numbered 500 and above is designed for graduate students and normally carries credit toward one of the graduate degrees. Certain advanced undergraduate courses numbered in the 300s and 400s may also be approved for a given graduate student. In order to receive graduate credit for an undergraduate course, students must get explicit written approval from their advisor and must register for the 300 or 400 level course with a G-prefix.

The graduate portion (5th year) of your program is minimally 30 credits; graduate electives must be taken AFTER you earn your BA/BS degree as they are designed to be part of the 5th/graduate year.
Graduation

Graduation Application
The application is due to the Registrar’s Office on:
October graduation: 10/1
January graduation: 1/4
May graduation: 3/15
Students must apply for graduation online at:
http://www.ugadmissions.rutgers.edu/Diploma

Graduation Ceremony
The ceremony is held in May.
Only students who have earned the degree are eligible to walk in the procession.
Up-to-date information will be posted on the GSE website.

Applying for and receiving a Certificate of Eligibility with Advanced Standing (CEAS)
• Applications for certification and instructions are available in OSAS
• Recommendations for certification are made to the NJ State Department of Education after OSAS has received a completed application with fee, the Ed.M. degree has been awarded, the General Education Distribution has been satisfied, 90 credits in liberal arts have been completed, the Physiology & Hygiene test has been passed, HIB prevention training is completed, and the OPI and/or WPT exam(s) have been passed (if your licensure area requires).
• The certificate will not be issued until all appropriate license examinations have been passed and scores have been received by the State.
• Some certifications require passing the Praxis II examination(s), while other areas will require passing the Oral Proficiency Interview and/or the Written Proficiency Test in connection with or in place of the Praxis II.
• The CEAS is valid for life and permits the holder to obtain a teaching position.
• Once a teaching position is secured, the holder will receive a Provisional Certificate—this certificate is valid for two years during which time the holder must complete one year of teaching successfully (known as the induction or mentoring year).
• Upon successful completion of the induction year, a Standard Certificate will be issued (valid for life).

Praxis Score Report
Include your social security number during the registration process. If your social security number does not appear on your score report then you will need to fax a copy of the first two pages of the report with a copy of your social security card to Kerri (609) 292-3768.

Include the NJ State Department of Education (R7666) as a score recipient during the registration process. If the NJ State Department of Education does not appear on your score report then you will need to contact ETS at (800) 772-9476 or (609) 771-7395.

Include Rutgers University New Brunswick (R2765) as a score recipient during the registration process. If Rutgers University New Brunswick does not appear on your score report then you should bring a copy of the first page to the Office of Student and Academic Services.
It is your responsibility to register for the correct Praxis II examination(s).
Register online at http://www.ets.org/praxis.

Oral Proficiency Interview and Written Proficiency Test
This is only required for the Language Education students.
Arrange an interview through ACTFL online at http://www.languagetesting.com.
Provide a copy of your results to the OSAS.
Scholarships and Fellowships

Students finance their education in several ways, including fellowships, scholarships, and assistantships offered by the GSE. In addition, GSE students may be eligible for awards provided by Rutgers. Funding for graduate education is also available from external sources. Please refer to the GSE website for additional information regarding funding options http://gse.rutgers.edu/academic-programs/fellowships-assistantship-and-scholarships.

The GSE has several fellowship and scholarship programs that are administered and awarded within the school. These programs are competitive but qualified students are encouraged to apply.

Awards typically range from $500 to $3,000 annually. Scholarship and fellowship awards are made on the basis of outstanding academic promise or achievement and/or unusual financial circumstances or need. To be considered for an award, you must submit the following materials as a single packet your department’s administrative assistant by February 1 unless otherwise noted.

• A GSE Scholarship and Fellowship Application (available at the link above)
• Two letters of recommendation from individuals, especially GSE faculty with whom you have studied or worked, who can describe your scholarly potential
• A one- to two-page statement of your professional goals
• A copy of your Rutgers transcript (if you are a current student). This may be an unofficial transcript printed from your online records.
• For a Martin Luther King, Jr., Scholarship, which is available to any student, a short essay (limited to two pages, double spaced) on “The Philosophy of Martin Luther King, Jr.: Its Relevance for Education”
• Information on other merit-based and need-based financial aid, including loans and college work-study programs within and external to Rutgers, may be obtained from the Office of Financial Aid http://studentaid.rutgers.edu/

Leaves of Absence

Students wishing to take a leave of absence from the GSE during the graduate portion of their program must inform the Office of Student and Academic Services and must register for one of the following “courses” for each semester of the leave:

15:250:800 Matriculation Continued for Students in:
- Biological Science Education
- Elementary Education/Elementary Education with Subject Matter Specialization
- English Education
- Foreign Language Education (Chinese, French, Italian, German, Japanese, Latin, Russian, or Spanish)
- Mathematics Education
- Physical Science Education
- Physics Education

15:310:800 Matriculation Continued for Students in:
(SPECIAL PERMISSION IS REQUIRED FROM THE ETPA DEPARTMENT)
- Social Studies Education

15:290:800 Matriculation Continued for Students in:
- Special Education/Elementary Education

Please read the “Continuous Registration” portion of the GSE catalog: http://catalogs.rutgers.edu/generated/gse_current/pg37.html
### Additional Endorsement Options

Consider starting an additional state licensure program while working on your master’s degree requirements. In consultation with your advisor, you may consider taking non-degree program courses in place of your graduate-level electives. Not all courses are available to Five-Year students. You will need to complete these programs after you earn your master’s degree. Detailed information and restrictions are listed on individual program sheets.

Non-degree Endorsement Programs Available:
- Preschool through Grade 3
- English as a Second Language
- Teacher of Students with Disabilities

You must complete an application form and obtain a signature from your faculty advisor prior to the final semester of the program. The application forms are available in the Office of Student and Academic Services, GSE Room 110 or by emailing Marie Pavelchak at: marie.pavelchak@gse.rutgers.edu.

These programs do not lead to a degree of any kind.

It is your responsibility to enroll in all of the required courses through Rutgers University. No program requirements may be met at any other institution. You are expected to maintain a “B“ or better average in the non-degree coursework.

After completing all of the required courses in the program, you should contact Ken Tufo in the Office of Student and Academic Services to secure an application for the state endorsement. Please note that you cannot obtain an endorsement until you complete the initial teacher certification degree program and receive your initial teaching license.

### Opportunities for Professional Certificates

Consider starting a GSE certificate program while working on your master's degree requirements. In consultation with your advisor, you may consider taking these courses in place of your graduate level elective(s). Obtain an application for admission into one of these non-degree programs from Marie. After completing all of the required courses in the program, you should again contact Marie to obtain your completion certificate.*

Professional Certificate Programs Available
- Gifted Education
- Educational Technology

You must complete an application form and obtain a signature from your faculty advisor prior to the final semester of the program. The application forms are available in the Office of Student and Academic Services, GSE Room 110 or by emailing Marie Pavelchak at: marie.pavelchak@gse.rutgers.edu.

These programs do not lead to a degree of any kind.

It is your responsibility to enroll in all of the required courses through Rutgers University. No program requirements may be met at any other institution. You are expected to maintain a “B“ or better average in the non-degree coursework.