

MASTER OF ARTS IN EDUCATION PROGRAM HANDBOOK

2025-2026

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MAED MISSION STATEMENT

The MAED program faculty asserts that all educators, regardless of background or experience can become reflective school leaders who improve the educational outcomes of their students.

Beliefs

We support our program completers with the competencies, dispositions, and understandings to be advocates and change agents in their educational settings who:

- Build, integrate, and assess content area knowledge;
- Critically evaluate educational theory and apply evidence-based practices to implement effective pedagogy strategies that demonstrate a commitment to support all learners;
- Integrate innovative technologies to support curricular and program initiatives;
- Place race, culture, language, LGBTQ, and dis/Ability at the core of instructional planning, practice, and programming; and,
- Demonstrate commitment to professionalism through reflective teaching practices and leadership in inclusive learning communities.

CONTACT INFORMATION:

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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
- Two letters of recommendation
- Essay

Candidates seeking a Principal Endorsement must meet the above requirements and in addition have:

- Three (3) years of successful teaching experience under Provisional and/or Standard certificate.
- Two (2) current letters of recommendation written specifically for admission to the MAED Program from current or former administrators familiar with your work who can comment on your background, experiences, capacity to succeed, etc. Employers, supervisors, superintendents, principals, or other professionals are appropriate choices; friends, family or fellow students are not.

Candidates seeking admission to the Certificate of Eligibility program must meet the following requirements:

- Contracted teaching position (a contracted long term leave is acceptable, a substitute position is not)
- Enrollment in the NJ provisional teaching database PLRMS (completed by the school district)
- Appropriate NJ Certificate of Eligibility (CE)
- Praxis II scores
- Two current letters of recommendation written specifically for MAED admissions
- Resume
- A minimum grade point average of 2.75 from a regionally accredited institution of higher education.
- Completion of the **CE 50 Hour Course** (Non-credit requirement to enter the Alternate Route to Teaching Program)

Direct Entry

Stockton offers "direct entry" into one of the graduate programs listed for a limited period of time upon the recommendation of the appropriate Graduate Program Chair. Stockton students who meet the requirements below as well as Stockton students enrolled in a dual degree program will not need to complete a traditional graduate application for admission to a graduate degree program and the Office of Graduate Studies will also waive the graduate application fee.

Students must, however, submit an essay and a resume.

The timeframe to complete the electronic Direct Entry Request is limited to one year of your graduation date. If you miss the deadline and want to apply to the graduate school, you must proceed through the traditional [Graduate School Application Process](#).

[Apply Now](#)

All direct entry students must attend the **New Graduate Student Orientation and Precepting Event** which is required for registration. This mandatory event occurs prior to the start of their term in which you request direct entry. Please review the [Academic Calendar](#) for specific dates.

PROGRAM DEGREE/ENDORSEMENT OPTIONS:

The MAED program offers both a master's degree option and endorsement option. The master's degree program consists of 36 credit hours (12 graduate courses) that can be completed in full-time or part-time study. Students who wish to earn a specific endorsement but not necessarily complete a full degree may enroll in the endorsement only option. Both options provide opportunities for students to complete New Jersey Department of Education requirements for licensure for specific endorsements. The School of Education recommends and submits certification applications to the New Jersey Department of Education (NJDOE) Office of Licensing and Credentials on behalf of students who have completed all requirements in our state-approved programs within one year from the date of the student's program completion. The New Jersey Department of Education makes all final decisions on candidate certification.

MAED DEGREE OFFERINGS

Content, Instruction, and Assessment Track

The Content, Instruction, and Assessment track is designed to meet the needs of practicing teachers through a flexible course of study. Students take a core of pedagogy and research courses that prepare teachers to meet the needs of their 21st century students through instruction and assessment. Endorsements can also be earned in Bilingual/Bicultural and ESL as part of the Content, Instruction, and Assessment track. The flexibility of the track provides the opportunity for teachers to tailor the program to their own individual needs.

Special Education Track

The Special Education track leads to a New Jersey Endorsement as a Teacher of Students with Disabilities (TOSD). Through the Special Education track students will be prepared to work with students with a wide range of disabilities. Students who already hold a TOSD certificate can use their course of study to expand their knowledge and expertise in the field of Special Education.

Reading Specialist Track

Our Reading Specialist track leads to the New Jersey Reading Specialist endorsement and prepares teachers to plan literacy programs appropriate for children of differing abilities and diverse cultural backgrounds. Additionally, students effectively develop, administer, analyze, and interpret assessment data to diagnose students' literacy needs and develop skills to collaborate and coach general education teachers to address students' literacy needs.

New Jersey Department of Education Licensure Code requires three years of successful teaching, a valid provisional or standard certificate and a Master's degree. Applicants for the track must hold a Standard certificate and have successfully completed a minimum of one year of teaching, with the understanding that two years of successful teaching must be completed before being allowed to apply for the Reading Specialist Endorsement.

Principal/Supervisor Track

The Principal/Supervisor track graduate program for practicing educators leads to administrative certification in both school supervisor and principal endorsements. The program reflects current research that educational leaders must be prepared to lead schools to higher student achievement. Create and sustain a culture for learning and growth.

New Jersey Department of Education Licensure Code requires three years of successful teaching and/or educational services experience for applying to the State for a Supervisor certificate and five years of successful teaching and/or educational services experience for applying to the State for a Principal certificate. The school leader candidate will have to possess a valid provisional or standard certificate and a master's degree.

Endorsement Offerings

ESL/Bilingual/Bicultural

This program is designed for certified teachers wishing to add the ESL and/or Bilingual/Bicultural endorsement to their existing certifications. To be eligible for an ESL endorsement, students will need to complete the necessary five graduate courses and take the Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) in English. To be eligible for a Bilingual/Bicultural endorsement, students will complete the necessary four graduate courses and take the Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) in English and another language in order to be eligible for this endorsement. All courses can count towards the MAED degree.

LDT/C

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. It is recommended that students considering this program have their graduate transcripts reviewed by the sub-coordinator of special education to determine if any exceptions may be made to requirements.

Special Education

The Special Education track leads to a New Jersey Endorsement as a Teacher of Students with Disabilities (TOSD). Through the Special Education track students will be prepared to work with students with a wide range of disabilities. To be eligible for the endorsement, students will need to complete the necessary eight graduate level courses. All courses can count towards an MAED degree.

Supervisor Endorsement

The Supervisor Endorsement program is designed for educators who have earned a master's degree and wish to pursue a supervisory position in the public school system in the State of New

Jersey. Stockton offers all courses required to meet the criteria for the New Jersey Supervisor Certificate (NJAC 6A:9-12.6). Students who complete all program requirements and have taught a minimum of three years will be eligible for the New Jersey Supervisor license.

Principal Endorsement

The principal endorsement is designed for educators who wish to pursue a principal position in the public school system in the State of New Jersey. NJDOE Licensure requires 300 hours of internship as part of the endorsement program. Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment and have taught successfully for five years.

CE Teacher Preparation Program (Alternate Route)

The Alternate Route (CE) program is a non-traditional teacher preparation program designed for those individuals who have complete undergraduate or graduate degrees with a 3.0 or higher GPA, but have not completed a formal teacher preparation program at an accredited college or university who wish to obtain the necessary training to become a NJ certified teacher. A traditional program is referred to as a CEAS. The Alternate Route Program is termed as a CE. In order to be eligible for the CE Teacher Preparation Program prospective students must provide proof of a contracted teacher position. In 2017, the NJDOE made changes to the alternate route programs that require teachers with a CE to complete the equivalent of 400 credit hours. This program includes the 50 hour non-credit preservice course along with the 350 hours of graduate coursework.

DEGREE REQUIREMENTS

See the University Bulletin for specific degree requirements.

COURSE OF STUDY

Students must maintain a grade point average of 3.0 or better throughout the program. Students will not be permitted to enroll in any graduate EDUC course more than two times. Students must earn a B- or better in all courses. Courses with a grade of less than a B- must be retaken. In addition, in order to be eligible for a signed New Jersey Department of Education Verification of Program Enrollment form a student must be a currently enrolled matriculated student of an MAED degree or endorsement program.

Every semester, there are two days designated for preceptorial advising for students to meet with a graduate advisor to seek advice on their own individual programs of study. Students should plan to meet regularly with their preceptor.

Education Research and Capstone

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 in a PK-12th grade setting 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. Due to the collaborative nature of the courses, neither EDUC 5910 nor EDUC 5920 can be taken as independent studies. EDUC 5910 is offered during the fall semester, while EDUC 5920 is offered during the spring semester. To be permitted to enroll in EDUC 5910 the students must have completed 24 credits and have a graduate cumulative grade point average of 3.0. To be permitted to enroll in EDUC 5920, The Capstone, a student must have a graduate cumulative grade point average of 3.0, have completed EDUC 5910 with a B- or better, 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.

TRANSFER CREDIT

Requests for transfer of graduate credits earned at another institution must be submitted at the time of application. For degree seeking students, the college may accept up to 9 credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. For endorsement seeking students, the college may accept up to 6 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.

ATTENDANCE AND PARTICIPATION

Students are required to attend and actively participate in all lectures, 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.

STUDENT RESPONSIBILITIES

Stockton University uses email to communicate with students. Email is often the only way some information is distributed so it is important to check your university email on a regular basis.

Blackboard

Blackboard is the university's learning management system that gives students and faculty the ability to participate in classes delivered solely online and/or the flexibility to use online materials and activities to complement face-to-face teaching. Blackboard makes it possible for instructors to provide students with course materials, discussion boards, virtual chat rooms, online quizzes, an academic resource center and more. Please make sure you are logging onto Blackboard for each course on a regular basis.

Preceptorial Advising

All students are required to meet with their preceptorial advisor twice a year. Each October and March preceptors will contact all students to set up a meeting. The semester meeting can take place in a variety of ways including face to face meetings, phone meetings, or electronic meetings.

Degree Works

Check your progress toward graduation with DegreeWorks, our web-based degree audit software. DegreeWorks will enable you to view your progress toward degree completion and run your degree audit. Information on DegreeWorks can be found at: <https://stockton.edu/academic-advising/degree-evaluation/degree-works.html>

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

Due to the certification requirements courses are only available in letter grade mode.

WITHDRAWAL

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

INCOMPLETES

A student may be eligible to request an incomplete from the instructor, if it is determined that 1) the student is doing satisfactory work and has completed a minimum of 70% of total coursework and 2) due to a documented illness or emergency the student will be unable to complete the course work within that academic term. The granting of the incomplete is at the discretion of the instructor and adjunct professor may not grant incompletes.

If an incomplete is granted, the student's academic record will reflect the incomplete grade. The remaining coursework must be completed and submitted before the last class day in the next term. An Agreement for Completion of Course Work (I grade form) must be completed and include a summary of the work completed by the student at the time course work was discontinued, the student's grade in the course at that time, a summary of the remaining course work to be submitted and the due date (before the end of the next term)

BEHAVIORAL EXPECTATIONS FOR CONTINUATION IN EDUCATION PROGRAMS

If at any time faculty members indicate that they have concerns about a student's progress and/or dispositions, the administration has the right to require additional and/or alternative evaluation procedures or to prescribe remedial action. In some cases, it may be necessary to terminate a student from the Program.

There are times when a student meets written academic requirements but does not demonstrate appropriate professional behavior at the University or in the field. If a candidate has difficulty with any part of his or her academic program or fails to demonstrate appropriate professional behaviors, Program faculty and/or staff will intervene. That intervention may result in the development of an individualized professional growth plan, up to or including dismissal from the program. When disciplinary action is called for, the matter may be referred to the Campus Hearing Board.

COURSE EXPECTATIONS

The New Jersey Administrative Code 9A:1-1.2 defines each earned semester credit hour as not less than 50 minutes of classroom or direct face instruction and a minimum of 100 minutes of out of class work for approximately fifteen weeks. In a traditional face to face three credit course that meets for the full fifteen weeks, a student can expect to meet in class for a minimum of two and a half hours and complete a minimum of five hours of work outside the classroom weekly. It is important to note that although delivery formats may change (on-line, hybrid, accelerated) the number of hours students can expect to spend engaged in course learning experiences remains consistent. For graduate students the required academic work normally will exceed three hours per week per credit. For classes offered in an accelerated format, the classes contain the total number of hours as if the classes were scheduled for a full fifteen week semester. Please be mindful of these guidelines as successful completion of graduate courses demands a significant investment of time.

ACADEMIC PROGRESS

Each student's record will be reviewed for minimum academic progress each term, including summer terms. A graduate student must have at least a 3.0 term GPA and a 3.0 cumulative GPA to maintain minimum academic progress.

When a student fails to earn a 3.0 term GPA or better, this will be noted on the transcript with a notation of academic probation. The student must meet with their preceptor during academic advising to discuss their plan for improvement. Plans of action could include meeting with a graduate writing tutor, meeting with the Learning Access Program, seeking support from your

instructor, and reducing the course load per semester. The meeting will be documented through DegreeWorks.

The student will need to raise their cumulative GPA above a 3.0 by the end of the following semester. Two semesters of academic probation will result in academic dismissal of the program.

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 Director 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

Program chair contact information can be found at <https://stockton.edu/graduate/education.html>.

By the semester deadline, each application file must contain

- A completed MAED graduate assistantship application
- Stockton University 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)

PORTFOLIO DEVELOPMENT

As part of the MAED program, all students will be expected to complete the MAED portfolio that provides evidence of course competencies.

You will submit identified signature assignments from each course to your portfolio. You will provide a reflection of each assignment demonstrating how the work is grounded in pedagogical practice that demonstrates praxis of theory to practice. Detailed directions for each submission are provided within program syllabi.

