NEW JERSEY CENTER
FOR TEACHING & LEARNING

New Jersey Center for Teaching and Learning

Graduate School of Education

Graduate Student Handbook and Program Guide

(Updated February 12, 2021)

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NEW JERSEY CENTER
FOR TEACHING & LEARNING

Dear Students:

Thank you for choosing the New Jersey Center for Teaching and Learning (NJCTL).

NJCTL believes in the need for a systemic approach to the continuous improvement of teaching and learning. That applies to both our work offering courses and programs to teachers, as well as those teacher's' work in their classrooms. Continuous improvement requires always questioning what we do and how we do it… always asking how we can improve our work to benefit both our graduate students and their students.

As part of this, we embrace technology as a valuable tool in improving student learning. Properly used, technology makes it possible to implement best practices in an easier, more efficient way. We look to new technologies to support us on our mission, while recognizing that technology is a tool, not a goal.

NJCTL is committed to a sustainable approach to improving student learning as well as to the environment. To this end, our content is available online instead of in print, and we utilize virtual learning and electronic communication.

As you progress through your experience, please keep in mind that we, at NJCTL, welcome all your input and suggestions so that we can continuously improve. Please email any of us with your comments and ideas. My email address is bob@njctl.org.

We welcome you in joining us on our mission of improving access and quality STEM education for all students. Accomplishing this requires talented educators like you who have learned how to be effective using the tools provided by NJCTL to engage all students in higher levels of learning.

Sincerely,

Robert Goodman, Ed.D.

Executive Director

OVERVIEW

The New Jersey Center for Teaching and Learning (NJCTL) is an independent not-for-profit foundation, created by the New Jersey Education Association. Our mission Vision, Focus and Goals are as follows:

Mission

To empower communities of educators and families to lead school improvement, so that all students have access to a high-quality education.

Vision

A world in which all students have access to a high-quality education.

Focus

Our focus is on the teaching and learning of science, mathematics and computer science.

Goals

1. Increase the number of teachers certified and prepared to teach science, mathematics, and computer science.
2. Increase the number of teachers successfully completing NJCTL online asynchronous courses and programs.
3. Increase the number of students successfully completing NJCTL online asynchronous courses taught by their local teachers or NJCTL faculty.
4. Develop and promote new teaching methods and the effective use of technology in education.
5. Continuously improve our live teaching materials and online asynchronous courses.
6. Support faculty in their work to design, improve, and deliver NJCTL courses and materials.

NJCTL provides graduate courses, master's degrees, professional development, and endorsement programs for teachers. We also provide online courses in science, mathematics and computer science for K-12 students. All NJCTL courses for teachers receive graduate credit and are offered online. Course credits are assigned based on 15 hours of online work, and up to twice that amount of time for offline work, per credit.

NJCTL uses proven and replicable approaches to teaching K-12 science and math: the [1]Progressive Science Initiative® (PSI®); the Progressive Mathematics Initiative® (PMI®); and the Progressive Teaching Initiative™ (PTI™). They provide students the essential foundation to pursue science, technology, engineering, and mathematics (STEM) careers.

Development of PSI

A journey that began eighteen years ago with the goal of improving science education for 16 pre-engineering students at a New Jersey vocational/technical high school has opened the way for the U.S. to become a global leader in science and mathematics education.

In 1999, Dr. Robert Goodman – NJCTL's executive director – launched a new high school pre-engineering program for students with weak science and mathematics skills. This need to bring underprepared students up to a very high standard in science and mathematics is seen across K-12 and in higher education. This early service to Dr. Goodman's students formed the precedent and experience for developing PSI, a program that boosts student achievement in science and mathematics. In addition to improving students' mathematics and science scores, PSI helped Dr. Goodman's school become the leader in New Jersey for AP Physics. In 2006, Dr. Robert Goodman was named the NJ State Teacher of the Year, and in 2009, he became executive director of NJCTL.

Why PSI is Unique

PSI combines direct instruction and social constructivism to create an engaging environment for students, regardless of their prior experience with science and mathematics. The classroom is filled with lively debate and collaborative problem solving. It makes science and mathematics the favorite subjects of many students as they achieve exceptional understanding.

A key aspect of PSI is correcting the science sequence to physics-chemistry-biology, a change from the traditional biology-chemistry-physics sequence. The traditional sequence made sense when it began in 1892, but had not changed since the advent of quantum theory and molecular biology more than 50 years ago. Science taught in the PSI sequence makes sense to students.

Furthermore, students learn algebra-based physics at the same time as algebra, bringing added meaning and context to mathematics in a way that is generally missing in traditional programs.

Expansion of PSI

[1] PROGRESSIVE SCIENCE INITIATIVE®, PSI®, PROGRESSIVE MATHEMATICS INITIATIVE®, PMI®, and Progressive Teaching Initiative™, PTI™ are registered trademarks of Dr. Robert Goodman and the New Jersey Center for Teaching and Learning is the exclusive Licensee of these marks.

NJ policy makers supported bringing PSI to more schools. Expansion required course materials that could be broadly shared, and it also required more physics teachers – many more.

Course materials were created by capturing the content and pedagogy of PSI in interactive whiteboard software. Use of interactive whiteboards and student polling devices enables the blending of curriculum, pedagogy, and assessment into a seamless whole. It also allows for easy replication of that experience via downloading and using PSI's free, editable electronic files.

The PSI methodology, used to teach physics to students, was also employed to teach physics to teachers, helping to grow the pool of qualified physics instructors.

NJCTL quickly became the #1 producer of physics teachers in the U.S. Those teachers have led their schools to become top schools for students taking AP sciences. PSI first proved that all students could learn physics. It has now proven that teachers from any subject area can learn physics. And, that they can teach it successfully.

Expansion of PSI to K-12 Mathematics and Science

State and national standards offer the same curriculum coherence for K-12 mathematics as PSI has for high school science. By applying the same methods for teaching and learning that were developed for PSI to mathematics, the Progressive Mathematics Initiative (PMI) was created. PMI now provides free editable content for teaching mathematics from kindergarten through grade 12.

More recently, state and national standards began providing that same curriculum coherence to K-8 science. NJCTL used that opportunity to expand PSI science course materials to those grades – providing editable free science course materials from kindergarten through the AP sciences.

Offering complete sets of free editable course materials for all of K-12 mathematics and science eliminates the expense of textbooks and allows real-time continuous improvement. It also provides K-12 vertical alignment, from year to year, and horizontal alignment, between mathematics and science in each year. This provides unprecedented coherence, which has never before been possible.

Even more exciting, through our free, online materials, PSI and PMI are now available to educators and students around the globe. Through grant funding, NJCTL continues to demonstrate its commitment to education in the world. We have also worked with instructors in numerous countries throughout the world, including South America and in Africa.

Teacher Training

The United States suffers from a chronic shortage of STEM teachers - a shortage so pronounced that 40% of American high schools have no physics instruction at all, a critical foundation for STEM. NJCTL addresses this problem by using the same teaching methods that

have been successful in teaching K -12 students to create a fast-track supply of new physics, chemistry and mathematics teachers.

NJCTL's rigorous endorsement programs provide currently certified NJ teachers, in any subject area, an endorsement to teach physics, chemistry or mathematics through a combination of NJCTL online content courses; PTI teaching methods, and field experience. Teachers dedicate more than 300 hours to complete their program.

In addition to creating new physics, chemistry and mathematics teachers, NJCTL provides online courses to current K-12 teachers in PSI, PMI and PTI. Teachers must learn to teach in a new way to realize the full benefit of NJCTL's new instructional and learning paradigm; they must deliver brief direct instruction (5 to 10 minutes), pose questions that drive collaborative student problem solving, provide feedback on classroom results and then set up the next problem. Instructors must inspire the continuous improvement of student understanding. To a great extent, this involves teachers setting up the experience for students and then allowing students to take the lead.

More than 2,800 certified mathematics and science teachers have been trained in PSI, PMI and PTI methods and 379 teachers have completed a physics, chemistry K-12 mathematics, or middle school mathematics endorsement. NJCTL has trained teachers in more than 300 schools in New Jersey, Colorado, Missouri, Illinois, Utah, Rhode Island, Vermont, Maine, Argentina, The Gambia, Lesotho, Rwanda, and Ghana.

NJCTL was recently granted licensure from the NJ Secretary of Higher Education to offer master degree programs as follows:

- Masters of Science in Teaching and Learning Chemistry
- Masters of Science in Teaching and Learning Mathematics
- Masters of Science in Teaching and Learning Physics

New Jersey graduate students enrolled in one of the Master Degree programs also fulfill the course credit requirement for an NJ endorsement in chemistry, physics, or mathematics.

NJCTL is currently seeking accreditation from a higher education accreditation agency.

Graduate students who need graduate credit from an accredited institution of higher education may pay a transcription fee to Adams State University for the courses they take from NJCTL. The transcription fee is $55 per credit. More information about credit transcription is available here.

Sustainability

Sustainability is a core value of NJCTL. It is reflected in how we operate and in our programs. PSI, PM, and PTI eliminate textbooks, providing savings to schools which quickly repays investments in training and technology and thereafter provides lower education costs. It also reduces the environmental impact of printing, shipping, and storing textbooks while allowing the real-time continuous improvement of course materials. Teacher education courses and course materials are now online, reducing ancillary costs and eliminating the requirement for teachers to travel to a designated location for face-to-face training.

NJCTL has no building; all employees work from home and are connected electronically. All NJCTL courses are offered online to teachers. This lowers cost and eliminates wasted commuting time. It also is environmentally sound. The “greenest” building is no building; the most environmentally friendly commute is no commute.

Accomplishments

NJCTL is the #1 producer of physics teachers in the United States and a leading producer of chemistry teachers. We are opening access to STEM career paths for many who would otherwise not have it, particularly students who are Black and/or Hispanic and/or live in economically depressed circumstances. http://njc.tl/wh

NJCTL teachers are as likely to pass the Praxis physics or chemistry exams as non-NJCTL teachers. http://njc.tl/1b1

NJCTL programs are used in six of the top 12 NJ schools for AP Physics participation. NJCTL schools are more than 60% Black/Hispanic and free/reduced lunch; non-NJCTL schools are less than 8%. http://njc.tl/1bi

PSI minority and female students are more than five times as likely to participate in the AP Physics B exam as students throughout New Jersey or the United States, and more than twice as likely to pass the AP Physics B exam. http://njc.tl/1b8

NJCTL is improving mathematics achievement through its work in physics. For example, Newark’s 9th grade students who took physics saw a 14% improvement on a national Algebra I exam. http://njc.tl/wg

New Jersey students now rank 1st in the nation for total score on the AP and SAT II physics exams. New Jersey students now rank 2nd in the nation for total score on AP and SAT II chemistry exams.

More than 233,000 students, teachers and other adults visited the NJCTL website during the past year, and downloaded nearly 1 million files. These visitors were from 50 states and 185 countries. Also, during that period, NJCTL’s more than 16,000 posted videos had more than 172,500 views.

Policy leaders endorse NJCTL. For instance, the Stanford Center for Opportunity Policy in Education, headed by Linda Darling-Hammond, said, “The New Jersey Center for Teaching and Learning (NJCTL) has been doing groundbreaking professional development work in mathematics and science instruction as well...using the innovative curriculum of 2006 New Jersey Teacher of the Year Robert Goodman...to create the Progressive Science Initiative.” http://njc.tl/1a3

NJCTL received a 2011 Learning Impact Award Gold Medal from IMS Global. IMS, a consortium of more than 150 education technology companies, awards this each year to those that have had the greatest impact on student learning. http://njc.tl/ims

Moving Forward

Join us in achieving our mission of improving access and quality of STEM education for all students. Accomplishing this requires talented educators who well understand how to be effective using the tools provided by NJCTL to engage all students in higher levels of learning.

NJCTL's programs and courses are designed to make you an effective part of this movement to improve the world for so many students who currently lack the opportunity they all deserve. We look forward to working with you.

Governing Board

NJCTL's governing board was established by the NJEA, which led the original recruitment and selection of board members to ensure that each board member believed that teachers have the knowledge, skills, and creative talent to transform schools and should drive school improvement efforts.

Current board members recruit and nominate prospective board members who have experience and a commitment to supporting our mission. Current board members include the following:

Joyce Powell
Chair of the Board, NJCTL
Former NJEA President and NEA Executive Committee Member, Retired

Dennis Bone
Secretary Treasurer, NJCTL
Executive in Residence - Feliciano School of Business
Advisory Board - Feliciano Center for Entrepreneurship

Victor Lawrence
Associate Dean, Stevens Institute of Technology

Ed Friedman
Professor Emeritus, Stevens Institute of Technology

Marie Blistan
President, New Jersey Education Association

Ed Richardson
Former Executive Director, New Jersey Education Association

Eric First, M.D.
Co-Founder, Chief Scientific Officer, R3SET and Chief Scientific & Medical Officer, Alcresta Therapeutics
Chief Medical Officer, Americas, Sirtex Medical Inc.

Robert Bonazzi
President, Princeton Organizational Advisors

Ross Danis
President, MeckEd

Vince Giordano
Former Executive Director, New Jersey Education Association

Barbara Keshishian
Former President, New Jersey Education Association

FACULTY

NJCTL's faculty is committed to the mission of the organization and advancing PSI and PMI education.

Current faculty members are listed below. Click the name of any faculty member to view his or her credentials:

Dr. Robert Goodman, Executive Director, Mathematics and Biology

Dr. Rosemary Knab, Dean of Students, Senior Advisor to the Executive Director, Teaching Methods, Mathematics Field Experience

Melissa Axelsson, Director of Recruitment & Student Affairs, Mathematics, Biology

Yuriy Zavorotniy, Dean of Faculty, Program Director of Curriculum Development & Training, Physics, Field Experience

Dr. John Ennis, Program Manager, Physics

Laura Muller, Program Manager, Physics

Peter Newman, Program Manager, Physics

Dr. Jayasree Sankar, Program Manager, Chemistry

Rebbeca Barrett, Program Manager, Chemistry, Field Experience

Audra Crist, Program Manager, Mathematics, Field Experience

Kristin DeAngelis, Program Manager, Teaching Methods & Mathematics

Kathryn Goodman, Program Manager, Computer Science

Katherine Pede, Program Manager, Computer Science

Dr. Elizabeth Scott, Program Manager, Chemistry, Biology

Administrative Support

Maureen Ollweiler, Director of Operations, Assistant to the Executive Director

Susan Olszewski, Director of Course Development

Program Guide

NJCTL offers three Master Degree Programs for any certified teacher in any state and five NJ state-approved endorsement programs for New Jersey teachers (only).

NJCTL is licensed and approved by the New Jersey Office of the Secretary of Higher Education to offer the following degree programs.

Master of Science in Teaching and Learning Physics

Master of Science in Teaching and Learning Chemistry

Master of Science in Teaching and Learning Mathematics

NJCTL is currently seeking accreditation for these degree programs.

The five NJ state-approved endorsement programs are as follows:

Physics Endorsement Program

Chemistry Endorsement Program

High School Mathematics Program.

Middle School Mathematics Endorsement Program

Middle School Science Endorsement Program

These degrees and programs are described below. The most updated version of the Course Catalog with course descriptions is maintained on the NJCTL website. Requirements for implementing a PSI/PMI classroom are listed on the NJCTL website.

After completing the courses described below for phase 1 of the degree with or without the endorsement program, teachers are required to complete two "field experience" courses during phase 2. It is the responsibility of the teacher to obtain approval from their school/district to do the field experience. NJCTL will assist the teacher by providing program information to the teacher and school/district, but it is ultimately the responsibility of the teacher to gain approval for the field experience. NJCTL recommends that teachers discuss this requirement with their school before enrolling in a Master Degree and/or NJ endorsement program.

In addition to the courses offered to complete the master's degree, NJCTL offers several other graduate level courses, including (but not limited to) the following courses.

- PHYS6611: Learning & Teaching Trigonometry-Based Physics
- PHYS6613: Learning & Teaching Advanced Topics in Trigonometry-Based Physics
- PHYS6631: Learning & Teaching Calculus-Based Physics: Mechanics
- PHYS6633: Learning & Teaching Calculus-Based Physics: Electricity and Magnetism
- PHYS6601A: Learning and Teaching Algebra-Based Physics: Mechanics
- PHYS6601B: Learning and Teaching Algebra-Based Physics: Electricity and Magnetism
- PHYS6601C: Learning and Teaching Algebra-Based Physics: Modern Physics
- BIOL6801: Learning & Teaching Biology
- CSCI6309: Learning & Teaching AP Computer Science Principles Part 1
- CSCI6311: Learning & Teaching AP Computer Science Principles Part 2
- CSCI6313: Learning & Teaching AP Computer Science A Part 1
- CSCI6315: Learning & Teaching AP Computer Science A Part 2
- CHEM6701A: Learning and Teaching Chemistry: Atomic Structure and Chemical Bonding
- CHEM6701B: Learning and Teaching Chemistry: Chemical Reactions and Quantities
- CHEM6701C: Learning and Teaching Chemistry: Energy and Equilibrium
- MATH6205: Learning & Teaching Elementary Mathematics I
- MATH6207: Learning & Teaching Elementary Mathematics II
- MATH6402: MS Mathematics Field Experience I
- MATH6404: MS Mathematics Field Experience II
- MATH6411: Middle School Mathematics Capstone & Praxis Preparation
- MATH6402: MS Mathematics Field Experience I
- MATH6404: MS Mathematics Field Experience II
- MATH6411: Middle School Mathematics Capstone & Praxis Preparation

Students should check the NJCTL website to see the current list of additional graduate courses offered by NJCTL.

Any teacher may take any NJCTL online graduate course to improve their professional practice. Since graduate credits are available, a teacher may be able use these credits to move on the salary guide or to fulfill his or her state's requirements for an additional certification in a STEM subject. Before enrolling in courses for continuing education, graduate credit, the Master Degree, or additional certification, teachers will need to check with their school district and/or their state department of education to see if credit or certification can be earned by taking NJCTL courses.

Graduate students who need graduate credit from an accredited institution of higher education may pay a transcription fee to Adams State University for the courses they take from NJCTL. The transcription fee is $55 per credit. More information about credit transcription is available here (LINK).

Program Outline for Master Degree Programs and NJ Endorsement

Physics: Master Degree in Teaching and Learning Physics and NJ Endorsement Program

This master's degree is open to certified teachers in any state with at least a bachelor's degree. Teachers who are also seeking a New Jersey endorsement must have a NJ standard instructional certificate.

This 30-credit degree program provides currently certified teachers, in any subject area, a Master's Degree in Learning and Teaching Physics through a combination of five NJCTL online courses for teachers and two field experience courses. Graduate students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Candidates for the Master Degree or endorsement program must have an overall GPA of 3.0 to fulfill the requirements for the Master Degree or NJ endorsement.

- Phase I: After completing the conditional application, graduate students complete the first two online courses for teachers, Algebra-Based Physics (PHYS6601) and Teaching Methods (PHYS6101). Graduate students may enroll in these asynchronous online courses at any point in time as NJCTL has rolling enrollment. These two courses must be completed by August 15 so that the teacher can begin the first field experience in September.

  Graduate students are not accepted into the Master Degree/endorsement program until they successfully complete phase I.

- Phase II: After completing the first 2 prerequisite courses, graduate students complete the formal admission process as described in this handbook. Once accepted, applicants will receive a letter from NJCTL formally admitting them into their program. A copy of this letter is also sent to the district.

  During phase II, graduate students take the first Field Experience Course (PHYS 6602) in which they teach PSI Algebra-Based Physics to at least one section of students while receiving coaching and support from NJCTL. Teachers also take Learning and Teaching AP Physics 1 (PHYS 6603) during phase II.

  NJCTL will contact the district if a graduate student does not fulfill the field experience assignments or if they do not continue to make regular progress in the remaining courses.

- Phase III: After successfully completing phase 2, graduate students continue their field experience by taking the second field experience course (PHYS 6604) while taking

Learning and Teaching AP Physics 2 (PHYS 6605).

- Phase IV: Graduate students take the final course in the program – Physics Capstone and Praxis Preparation course (PHYS6607).

New Jersey Physics Endorsement

Teachers with a New Jersey standard instructional certificate who complete the requirements for the master's degree qualify for a New Jersey physics endorsement by passing the General Science Praxis (5435) and Physics Praxis (5265).

Endorsement candidates must send documentation of passing the Praxis exams to NJCTL in order to receive the NJ DOE-required Verification of Program Completion (VOPC) form. This VOPC form and transcript are required to support the candidate's application to the NJ DOE for the endorsement.

Chemistry: Master Degree in the Teaching and Learning Chemistry and NJ Endorsement Program

This master‘s degree is open to certified teachers in any state with at least a bachelor’s degree. Teachers who are also seeking a New Jersey endorsement must have a NJ standard instructional certificate.

This 30-credit degree program provides currently certified teachers, in any subject area, a Master’s Degree in Learning and Teaching Chemistry through a combination of five NJCTL online courses for teachers and two field experience courses. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Candidates for the Master Degree or endorsement program must have an overall GPA of 3.0 to fulfill the requirements for the Master Degree.

- Phase I: After completing the conditional application, graduate students complete the first two Online Courses for Teachers, Learning and Teaching PSI Chemistry (CHEM6701) and Teaching Methods (CHEM6101). These courses must be completed by August 15 so that the graduate student can begin the field experience in September.

  Graduate students are not accepted into the Master Degree/endorsement program until they successfully complete phase I.

- Phase II: After completing the first 2 prerequisite courses, graduate students complete the formal admission process as described in this handbook. Once accepted, applicants will receive a letter from NJCTL formally admitting them into their program. A copy of this letter is also sent to the district.

  During phase II, graduate students take the first field Experience Course (CHEM6702) in which they teach PSI chemistry to at least one section of students while receiving coaching and support from NJCTL. Teachers also take Learning and Teaching AP Chemistry 1 (CHEM6703).

  NJCTL will contact the district if a graduate student does not fulfill the field experience assignments or if they do not continue to make regular progress in the remaining courses.

- Phase III: After successfully completing phase II, graduate students continue their field experience by taking the second field experience course (CHEM6704) while taking Learning and Teaching AP Chemistry 2 (CHEM6705).

- Phase IV: Graduate students take the final course in the program – Chemistry Capstone and Praxis Preparation course (CHEM6707).

New Jersey Chemistry Endorsement

Teachers with a New Jersey standard instructional certificate who compete the requirements for the master's degree qualify for a New Jersey chemistry endorsement by passing the General Science Praxis (5435) and Chemistry Praxis (5245).

Endorsement candidates must send documentation of passing the Praxis exam to NJCTL in order to receive the NJ DOE-required Verification of Program Completion (VOPC) form. This VOPC form and transcript are required to support the candidate's application to the NJ DOE for the endorsement.

Mathematics: Master Degree in Teaching and Learning Mathematics and NJ K-12 Endorsement Program

This master's degree is open to certified teachers in any state with at least a bachelor's degree. Teachers who are also seeking a New Jersey endorsement must have a NJ standard instructional certificate.

This 30-credit degree program provides currently certified teachers, in any subject area, a Master's Degree in Learning and Teaching Mathematics through a combination of seven NJCTL online courses for teachers and two field experience courses. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Candidates for the Master Degree or endorsement program must have an overall GPA of 3.0 to fulfill the requirements for the Master Degree.

- Phase I: After completing the conditional application, graduate students complete the first three Online Courses for Teachers; Teaching Methods (MATH6101), Learning and Teaching Pre-Algebra (MATH6401); and Learning and Teaching Algebra I (MATH6403). These courses must be completed by August 15 so that the graduate student can begin the field experience in September.

  Graduate students are not accepted into the Master Degree/endorsement program until they successfully complete phase I.

- Phase II: After completing the first three prerequisite courses, graduate students complete the formal admission process as described in this handbook. Once accepted, applicants will receive a letter from NJCTL formally admitting them into their program. A copy of this letter is also sent to the district.

  During phase II, teachers take the first field experience courses (MATH6406) in which they teach PMI Algebra 1 to at least one section of students while receiving coaching and support from NJCTL. Graduate students also take Learning and Teaching Geometry (MATH6405).

  NJCTL will contact the district if a graduate student does not fulfill the field experience assignments or if they do not continue to make regular progress in the remaining courses.

- Phase III: After successfully completing phase II, graduate students take the second field experience course (MATH6408)) while taking Learning and Teaching Algebra II (MATH6407).

- Phase IV: At the end of the field experience, graduate students take two final Online Courses for Teachers, Learning and Teaching Precalculus/Introductory Calculus (MATH6409), and High School Mathematics Capstone and Praxis Preparation (MATH6413).

New Jersey K-12 Mathematics Endorsement

Teachers with a New Jersey standard instructional certificate who compete the requirements for the master's degree qualify for a New Jersey K12 Mathematics endorsement by passing the Mathematics Content Knowledge (5161) Praxis.

Endorsement candidates must send documentation of passing the Praxis exam to NJCTL in order to receive the NJ DOE-required Verification of Program Completion (VOPC) form. This VOPC form and transcript are required to support the candidate's application to the NJ DOE for the endorsement.

Middle School Mathematics Endorsement Online for NJ Teachers

This endorsement program is open to NJ teachers with at least a Bachelor's degree and a standard instructional certificate.

This 24-credit program provides currently certified New Jersey teachers, in any subject area, an endorsement to teach Middle School Mathematics through a combination of five NJCTL online courses for Teachers; two Field Experience Courses; and Praxis II examination. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Teachers must have an overall GPA of 3.0 to fulfill the requirements for the endorsement.

- Phase 1: After completing the conditional application, graduate students complete the first three courses; Teaching Methods (MATH6101), Teaching and Learning Pre-Algebra (MATH6401); and Learning and Teaching Algebra I (MATH6403). These courses must be completed by August 15 so that the graduate student can begin the field experience in September.

  Graduate students are not accepted into the endorsement program until they successfully complete phase I.

- Phase II: After completing the first 3 prerequisite courses, graduate students complete the formal admission process as described in this handbook. Once accepted, applicants will receive a letter from NJCTL formally admitting them into their program. A copy of this letter is also sent to the district.

  During phase II, graduate students take the first field experience courses (MATH6402) in which they teach PMI middle school Mathematics (applicable to grades 5-8) to at least one section of students while receiving coaching and support from NJCTL.

  NJCTL will contact the district if a graduate student does not fulfill the field experience assignments or if they do not continue to make regular progress in the remaining courses.

- Phase III: During phase III, graduate students take field experience II (MATH6404) and Learning and the Middle School Mathematics Capstone with Praxis Prep (MATH6411).

NJ certified teachers with a standard certificate who complete all courses with an overall GPA of 3.0 or better and pass the Middle School Mathematics (5169) Praxis fulfill the basic requirements for an endorsement to teach middle school science in New Jersey. The NJ candidate can apply to the New Jersey Department of Education for an endorsement to teach Middle School with Subject Matter Specialization: Mathematics in Grades 5-8. Candidates for

the New Jersey endorsement cannot receive their verification of completion form from NJCTL without giving NJCTL their Praxis scores. Please note that issuance of the Middle School with Subject Matter Specialization endorsement will be contingent upon eligibility and/or issuance of the Elementary School or N-12 subject matter certificate.

Middle School Science Endorsement Program for NJ Teachers

This endorsement program is open to NJ teachers with at least a Bachelor's degree and a standard instructional certificate.

This 21-credit program provides currently certified New Jersey teachers, in any subject area, an endorsement to teach middle school science through a combination of five NJCTL online courses for Teachers; two Field Experience Courses; and Praxis II examination. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Teachers must have an overall GPA of 3.0 to fulfill the requirements for the endorsement.

- Phase I: After completing the conditional application, graduate students complete the first two Courses; Teaching Methods (MET6101), and Learning and teaching Physical Environment (SCI6205). These courses must be completed by August 15 so that the teacher can begin the field experience in September.

  Graduate students are not accepted into the endorsement program until they successfully complete phase I.

- Phase II: After completing the first two prerequisite courses, graduate students complete the formal admission process as described in this handbook. Once accepted, applicants will receive a letter from NJCTL formally admitting them into their program when the admission requirements are met. A copy of this letter is also sent to the district.
  After completing the first two prerequisite courses, graduate students are accepted into the endorsement program.

  During phase II, graduate students take the first field experience course (MET6102) in which they teach PSI middle school science (applicable to grades 5-8) to at least one section of students while receiving coaching and support from NJCTL. Graduate students also take Learning and Teaching Living Environment (BIO6209).

  NJCTL will contact the district if a graduate student does not fulfill the field experience assignments or if they do not continue to make regular progress in the remaining courses.

- Phase III: During phase III, graduate students take field experience II (MET6104) and Learning and Teaching Mathematical Physics (PHYS6251).

- Phase IV: During phase IV, graduate students take the Middle School Science Capstone and Praxis Preparation (SCI6217).

NJ certified teachers with a standard certificate who complete all courses with an overall GPA of 3.0 or better and pass the Middle School Science (5440) Praxis fulfill the basic requirements for an endorsement to teach middle school science in New Jersey. The NJ candidate can apply to

the New Jersey Department of Education for an endorsement to teach Middle School with Subject Matter Specialization: Science in Grades 5-8. Candidates for the New Jersey endorsement cannot receive their verification of completion form from NJCTL without giving NJCTL their Praxis scores. Please note that issuance of the Middle School with Subject Matter Specialization endorsement will be contingent upon eligibility and/or issuance of the Elementary School or N-12 subject matter certificate.

POLICIES AND PROCEDURES

Overview

Maintaining a strong level of communication and collegiality across the NJCTL community is a high priority. A key step in fostering these traits occurs upon enrollment, when each NJCTL graduate student is introduced to the Dean of Students who will work with them on issues related to completing their program successfully. If a graduate student is not satisfied with the outcome of the support that he or she is receiving from the Dean of Students, they should then contact the Executive Director, who will work with them to ensure that any issues are resolved.

Academic Calendar and Pacing

NJCTL does not maintain a governing academic calendar for graduate students, as it embraces a rolling admissions policy. However, graduate students in an endorsement program and/or Master Degree program should be aware of and adhere to certain deadlines, including mandated field experience coursework that must take place over two periods of ten consecutive weeks, each. As a reminder, graduate students in an NJ endorsement program must take and pass the required Praxis exam(s) in order to be able to submit their paperwork to the NJ DOE to receive their subject-area endorsement. These and any other key deadlines will be communicated to graduate students in their official Approval to Teach Field Experience letter, and may also be noted via pacing updates in email communications. It is the responsibility of each graduate student to be aware of and meet these deadlines. Although course sequences are set, specific cohort start dates are on a rolling enrollment so end dates will vary based on the needs of individual schools and students. Graduate students who fall significantly behind the recommended pacing will receive written warning from the Director of Recruitment and Student Services.

Inactivity / Leave of Absence (LOA)

Please note that NJCTL classes are asynchronous, which means graduate students are encouraged to work at their own pace. However, graduate students who are making no progress within any 60-day period will be considered Inactive and labeled as such in Moodle.

Alternatively, graduate students who wish to request a Leave of Absence (LOA) should submit an email request to their instructor(s) and the Dean of Students (rosemary@njctl.org).

Graduate students who have been labeled Inactive or on a LOA must notify their instructor(s) and the Dean of Students when they are ready to resume coursework. In addition, graduate students may have to redo some or all assignments in a course if (A) a new section of a course in which a graduate student had worked opens, and/or if (B) the graduate student has been Inactive or on an LOA for 180 days or more.

Please note that any graduate student may request a LOA or be designated as Inactive. Except under certain circumstances (e.g., documented medical needs), Endorsement Program graduate students who are Inactive or who receive an approved LOA will not receive an automatic extension of their field experience teaching approval.

Academic Integrity

Graduate students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

Required Testing Procedures

As part of our continued effort to provide you with support and adhere to the highest levels of academic integrity, our instructors regularly monitor reports that are generated by Proctorio software and staff. Your efforts in following the procedures listed below will help to reduce "flags" noted in these reports due to irregularities.

1. You must be in an isolated area that is not a public space and will not be interrupted by others (including pets).
2. Your workspace must be free of all materials other than your computer/tablet, calculator, blank scrap paper/pencil, and, in physics or chemistry courses, the course-provided formula/equation sheet.
3. If you are using the course-provided formula/equation sheet for a test, please hold that up at the beginning of the assessment to the camera before you start the test.
4. Reduce all noise in the room; Proctorio will flag any stray or sudden sounds.
5. Maintain eye contact with the screen as much as possible. Proctorio will recognize when eye contact is lost.
6. Do not allow your test to "time out" (occurs after 2 minutes idle), close your test, terminate screen sharing, or leave the test until you are completely finished. Doing so will terminate your attempt and your work will not be counted.

If you experience technical issues while taking a test, please contact Proctorio immediately, while the issue is occurring, if possible, so they can troubleshoot. The best way to do this is by clicking the "shield" icon to the right of the address bar in Chrome to start a live chat. You may also call Proctorio support 24/7: 480-428-4089. Additionally, please communicate the issue that occurred, and resolution with Proctorio, to the NJCTL Tech Support team immediately afterwards: techsupport@njctl.org

Any concerning irregularities will be addressed by the instructor with the graduate student in accordance with NJCTL's Academic Integrity policy, which are outlined in this graduate student handbook.

Academic Standing
NJCTL has established standards for academic good standing within a graduate student's academic program.

Graduate students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, graduate students in an endorsement and/or Master Degree program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

Retake Policy

Consistent with NJCTL's teaching methods, graduate students have multiple opportunities to retake Mastery Exercises or exams (excluding Final Exams). Graduate students who wish to retake an exam should contact their instructor.

Additional Requirements for Students in an Endorsement and/or Master Degree Program

- Graduate students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.
- Graduate students who have a GPA below 3.0 are notified via email that they are being placed on Academic Warning. Graduate students are expected to check their email regularly.
- Graduate students are expected to keep track of their own grades using the grade reports in Moodle and to request support from their instructors. NJCTL's Dean of Students monitors the academic progress of each student and will work with graduate students and their instructors/coaches to help improve the graduate student's academic standing.
- Specifically, graduate students on Academic Warning must work with their instructor and coach to develop and agree to a corrective action plan to raise their GPA to a 3.0 or above in order to continue in their program.
- Graduate students whose grades remain below a 3.0 for two consecutive semesters will be placed on Academic Probation. If a graduate student is paying for his or her own coursework, notification of Academic Probation will be provided to the graduate student. If the graduate student's school or district is paying for the graduate student's coursework, notification of Academic Probation also will be provided to the graduate student's school or district.
- If graduate students do not bring their cumulative GPA to a 3.0 or better after three consecutive terms, they will be removed from the program. If a graduate student is paying for his or her own coursework, notification of removal from the program will be provided to the graduate student. If the graduate student's school or district is paying for the graduate student's coursework, notification of removal from the program also will be provided to the graduate student's school or district.

Admissions Policy

NJCTL allows open admissions to its courses.

There is a two-part admission process for teachers interested in applying for a NJCTL master degree program or the New Jersey endorsement program. Applicants must be certified to teach in any state and have a minimum of a bachelor's degree

Phase 1: Conditional Application:

Teachers complete the preliminary/conditional application, supplying their teaching certificate, teaching assignments and other contact information prior to taking phase I courses (described in the course catalog. NJCTL may also require the applicant to provide a transcript from an institution of higher education indicating that they have a bachelor's degree.

Phase II: Formal Admission

Formal acceptance to an endorsement program (which is required to enter Phase II, including field experience) requires the candidate to:

1. Submit their teaching certificate
2. Satisfactorily complete Phase I courses with a B average, with no course final grades lower than 80%.
3. Submit a letter from their district indicating they are permitted to do field experience by teaching the designated PSI/PMI course for their program, the course(s) they will be teaching, and that they can be videoed per our requirements for field experience.
4. Agree that NJCTL may communicate with the district if the participant is no longer in good standing, which includes making regular progress in NJCTL courses and maintaining at least a B average with no course final grades lower than 80%.

Once accepted, applicants will receive a letter from NJCTL formally admitting them into their program when these requirements are met.

It is the responsibility of the teacher to obtain approval from their school/district to do the field experience. NJCTL will assist the teacher by providing program information to the teacher and school/district, but it is ultimately the responsibility of the teacher to gain approval for the field experience. NJCTL recommends that teachers discuss this requirement with their school before enrolling in a master degree or NJ endorsement program.

II. Graduate Student Transfer Policy

NJCTL currently has no credit-transfer option or articulation agreements with other universities since its programs are not currently credit bearing.

NJCTL would welcome any articulation or credit transfer programs with other higher education institutions that would enhance the effective and efficient learning of NJCTL students. Student learning is a key goal of NJCTL's work and collaborative arrangements that help us reach that goal would be embraced.

NJCTL currently has an articulation agreement with Adams State University (an accredited Institution of Higher Education) to provide optional graduate credits to NJCTL students who successfully complete our graduate courses. Graduate students pay a transcription fee to Adams State to transcribe graduate credits. Information on how to transcribe credits and the cost of transcribing the credits is listed on our website at https://njctl.org/teacher-education/adams-state/faq/

Accommodations for Students with Disabilities

NJCTL supports the protections available to members of its community under Section 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008 and all applicable State regulations. Consistent with state and federal statutes that affirm and protect the equal opportunity rights of persons with disabilities, NJCTL has a policy of non-discrimination and equal opportunity for otherwise-qualified persons with disabilities.

Any student with a disability who needs accommodations to successfully complete a course should contact the Dean of Students.

Any instructor or student with a disability who believes that s/he has been the victim of discrimination may file a complaint to the office of the Executive Director under the New Jersey State Policy Prohibiting Discrimination in the Workplace.

Affordability

NJCTL is committed to ensuring affordability for graduate students from all backgrounds. The tuition for NJCTL courses is $125 - $275 per credit (depending on the course) and there are no fees. This is substantially less than the tuition of many NJ state colleges and universities which are about $718 per graduate credit.

Also, NJCTL graduate students typically are not required to purchase textbooks, as all course materials are free and open source. This represents a major cost savings for students.

NJCTL is an institution of higher education licensed by the New Jersey Secretary of the Office of Higher Education. NJCTL is currently seeking accreditation from a higher education accreditation agency. Accreditation will create opportunities for all educators to pursue participation in our low cost programs, regardless of economic need or whether their district is offering to pay the costs.

Credit for Prior Learning Experiences

NJCTL does provide credit for prior learning experiences, paid or unpaid employment, or other demonstrated competency learning.

Discrimination

I. Introduction

A. Laws Against Discrimination

NJCTL is committed to addressing discrimination/harassment by students or against students because discrimination is unlawful and undermines the integrity of the academic environment. The New Jersey Law Against Discrimination (LAD) and federal civil rights laws prohibit discrimination/harassment by or against instructors or students based upon the following protected categories: race, creed, religion, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), familial status, marital/civil union status, sexual orientation, gender identity or expression, domestic partnership status, atypical hereditary cellular or blood trait, genetic information, disability, (including perceived disability, physical, mental and/or intellectual disabilities), or liability for service in the Armed Forces of the United States.

B. Applicability

This policy applies to protect all students and instructors from discrimination/harassment by others at NJCTL, including students, faculty, staff members, vendors, and contractors. This policy applies to both physical and verbal conduct that occurs at NJCTL, (including electronic communications sent or received on campus) and that occurs at any location, which can be reasonably regarded as an extension of NJCTL (i.e., any field location, online course, or any facility where NJCTL-sponsored activities are being conducted or discussed).

C. Protection of First Amendment Rights

This policy will not be applied to abridge a student's exercise of free speech or expression which is protected by the Constitution of the State of New Jersey and the First Amendment to the U.S. Constitution.

II. Prohibited Conduct

It is a violation of this policy for a student, teacher taking NJCTL courses, or NJCTL faculty or staff to engage in discriminatory conduct against another member of the NJCTL community based upon any of the protected categories outlined in Section A that is sufficiently severe, pervasive, and objectively offensive so as to substantially disrupt college operations or materially limit another instructor ability to participate in or to receive the benefits, services or opportunities of NJCTL. Discrimination/harassment or the creation of a hostile environment can occur even if there was no intent on the part of an individual to harass or demean another.

III. Faculty/Staff Responsibilities

A. Policy on Discrimination/Harassment
Faculty/staff should make every effort to maintain an educational environment for

students that is free from any form of prohibited discrimination/harassment. Faculty/staff and/or supervisors are required to take seriously all student allegations or complaints of discrimination/harassment, including sexual harassment, and to immediately report these matters to the office of the Executive Director for confidential investigation and to consult with the Executive Director on interim corrective measures which may be recommended to prevent continued violations of this policy. All employees are expected to cooperate with the investigation. Failure to cooperate in an investigation may result in disciplinary action.

B. Policy on Faculty Research, Professional Development, and Scholarship
NJCTL supports faculty, staff and students by cultivating scholarship and research, encouraging research in emerging areas to advance basic knowledge in STEM education. Stakeholders are encouraged to provide ongoing suggestions to improve NJCTL courses and NJCTL methods, and to share research articles with NJCTL that address emerging issues in STEM education. NJCTL faculty regularly review each other's work – providing suggestions to improve research surveys, the interpretation of research results, research design, and articles for publication. Faculty input is sought on all NJCTL research projects.

IV. Dissemination

NJCTL will annually disseminate this Policy through the student handbook and faculty/employee handbook.

V. Complaint Process

NJCTL follows the State of New Jersey Model Procedures for Processing Internal Complaints Alleging Discrimination with regard to reporting, investigating, and where appropriate, remediating claims of discrimination/harassment. Each State entity is responsible for designating an individual or individuals to receive complaints of discrimination/harassment (including sexual harassment and sexual violence), investigating such complaints, and recommending appropriate remediation of such complaints. The office of the Executive Director is responsible for handling complaints against discrimination.

The Executive Director shall maintain a written record of the discrimination/harassment complaints received. Written records shall be maintained as confidential records to the extent practicable and appropriate.

VI. Prohibition Against Retaliation

Retaliation against any person who either alleges that s/he was the victim of discrimination/harassment, provides information in the course of an investigation into claims of discrimination/harassment in the academic environment, or opposes a discriminatory practice is prohibited by the Policy. Any teacher or student bringing a complaint, providing information for an investigation, or testifying in any proceeding

under the Policy will not be subjected to adverse academic or employment consequences based upon such involvement nor be the subject of retaliation.

V. False Accusations and Information

An instructor or student who knowingly makes a false accusation of prohibited discrimination/harassment, or who knowingly provides false information in the course of an investigation of a complaint, may be subjected to administrative and/or disciplinary action. Complaints made in good faith, even if found to be unsubstantiated, will not be considered a false accusation.

VI. Confidentiality

All complaints and investigations shall be handled, to the extent possible, in a manner that will protect the privacy interests of those involved. To the extent practical and appropriate, confidentiality shall be maintained throughout the investigatory process. During the course of an investigation, it may be necessary to discuss the claims with the person against whom the complaint was filed and other persons who may have relevant knowledge or those who have a legitimate need to know about the matter. All persons interviewed, including witnesses, shall be directed not to discuss any aspect of the investigation with others in light of the important privacy interests of all concerned. Appropriate administrative authorities may be contacted in the interim (before a final report is submitted to the Provost) if immediate or temporary actions must be taken to ensure the safety or well-being of any party to the complaint or to ensure the integrity of the investigation.

Drug-Free Environment

Students may not be under the influence of any controlled substance, such as drugs or alcohol, while participating in NJCTL in-person events (e.g., workshops, labs, etc.). Prescription drugs or over-the counter medications, taken as prescribed, are an exception to this policy.

Facilities and Student Support Services

As an online institution, NJCTL has no buildings or facilities. However, a variety of graduate student supports are available and described throughout this Handbook, including support for students with disabilities, protection from discrimination, etc. Graduate students with any concerns or needs should reach out to their instructor or the dean of students for assistance.

General Event Photography and Video Policy

NJCTL instructors and students may be included in marketing and communications materials via photographs and/or video. As a general rule, it is not necessary to obtain an image/photo release of any individual or group that is photographed or videoed in public venues (such as classrooms) or attending public events in order to use those photos or videos to promote NJCTL. However, it is the policy of NJCTL that all instructors and students will sign a general Release Form when enrolling in NJCTL courses, for the purpose of marketing.

Instructors or graduate students who have a concern about the use of their image or who would like NJCTL to remove their image from being used can contact the office of the Executive Director.

Graduate students taking a Field Experience course will be asked to submit video recordings of their lessons to NJCTL instructors. It is the responsibility of the graduate student to submit any necessary documentation requested by NJCTL instructors, including video recording releases/consents. Additionally, it is the responsibility of the teacher to comply with their district's policies and procedures regarding video recording of students if students are to be included in the video recording. Graduate students should contact their NJCTL instructor for help setting up video recordings.

Grading Scale

GPA (grade point average) is reported on a traditional 4.0 scale. NJCTL calculates GPA based on the following:

Letter Grade	Percent Grade	GPA
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
F	Below 65	0.0

Grade Appeals

NJCTL recognizes a student's right to file an appeal of an academic nature. Course instructors must follow NJCTL's course requirements and performance standards. An instructor's evaluation of students' academic performance is based on the requirements set forth in the course syllabus and is expressed through the submission of final course grades. Under certain limited circumstances, a student may appeal a grade.

I. Circumstances Justifying an Appeal

Grade appeals will be considered only if a student can provide documentation supporting his/her case. Circumstances that might justify a grade appeal include, but are not limited to, computational error; grading error, or contesting an alleged violation of academic integrity or policy.

II. Appeals Process

If circumstances such as those described above can be documented, the student may appeal a grade by taking the following steps:

A. No later than twenty (20) calendar days after the posting of grades, a student must bring his/her appeal to the attention of the course instructor in writing by email. Supporting documentation must be provided. Both parties should make good faith efforts to share viewpoints and mediate differences of opinion.

B. If it is mutually agreed that a grade adjustment is warranted, the course instructor will make the adjustment and notify the Dean of Students of the final grade earned.

C. If a graduate student and the course instructor cannot reach an agreement and a student wishes to further pursue a grade appeal, the student must email a written appeal, including pertinent course materials or course work, to the Dean of Students. The Dean of Students will confer with the graduate student and the course instructor, jointly or independently as he/she sees fit, review pertinent documents and course materials, and confer with other faculty or administrative staff members as appropriate.

D. If the Dean of Students determines that a grade change is warranted, he/she will advise the course instructor and student in writing.

E. If the Dean of Students determines that a grade change is not warranted, the course instructor and student will be so informed in writing.

F. If the instructor or graduate student disagrees with the decision of the Dean of Students, the student or teacher may appeal this decision to the Office of the Executive Director. Appeals, including all pertinent documents related to the appeal, should be submitted within 7 days after the decision of the Dean of Students.

G. The decision of the Office of the Executive Director is final.

Graduation for Master's Degree Programs

Candidates completing all course requirements of their degree program with a GPA of 3.00 or better are eligible to receive a Master's Degree.

Diplomas are issued twice a year - December 31 and June 30 of each year. Graduation is not an automatic process. Students must complete an application upon completion of all course requirements for their program to receive a diploma and final transcript. The deadline for submitting the application is December 30 for the December graduation and June 30 for the summer graduation.

Upon review and final approval by the dean of students that course, grade, and any outstanding balance requirements have been satisfied, student graduation is approved and a notice is sent to the student that they are eligible for graduation.

At any point after a student has been deemed eligible for graduation, they can request a transcript with their newly conferred degree by visiting the My NJCTL portal. Graduate students should check their transcript carefully. Any discrepancies should be brought to the attention of the dean of students immediately.

Student diplomas will be sent promptly after the diploma is issued in December or June. If a graduate student does not meet all of the requirements for graduation in the term for which he or she applied, the graduate student must submit a new graduation application for a subsequent term.

Completing a New Jersey Endorsement Program

New Jersey teachers seeking the release of the paperwork required to apply for a New Jersey endorsement are also required to provide evidence that they have successfully met all Praxis exam(s) score requirements. Upon completion of all required coursework with a GPA of 3.00 or better, and passing the relevant Praxis exam(s), teachers should request their VOPC paperwork and transcript using this link. Once NJCTL has verified that all requirements have been met, three (3) sealed, official copies of their transcripts and NJ verification of program completion (VOPC) form will be mailed to the student.

Library Services

The Library fosters the success of the New Jersey Center for Teaching and Learning community by:

- Developing and maintaining an information collection that supports the teaching, learning, and research needs of the NJCTL community
- Ensuring that patrons have access to information resources no matter their physical location
- And assisting patrons in finding, evaluating, and using information

Library Collection:

NJCTL makes available for its graduate students library resources commensurate with a new, small, specialized online college. Through credentialed staffing and focused resources, the institution will provide library services appropriate for graduate students learning to teach K-12 STEM subjects.

With respect to its collection, because NJCTL is a virtual campus accessible globally, it does not host a physical library collection. Instead, NJCTL is building and intends to maintain an electronic library collection. The core of NJCTL's collection comprises over 225,000 presentation slides and 12,000 documents created by NJCTL to support K-12 mathematics, science and computer science instruction, including pacing guides, homework/classroom worksheets, classroom assessments, labs, and equation sheets. Also available are research articles, an extensive collection of video resources created by NJCTL and links to many online resources relevant to STEM teachers. These resources are part of the course materials used in the graduate courses.

Finally, to expand the library resources available to its students and faculty, NJCTL has recently hired a part-time librarian to oversee the development and maintenance of our electronic resources including acquiring additional library databases, finalize library partnerships, set up inter-library loan, and work with faculty to identify other resources needed for courses. The librarian will also conduct a strategic plan to guide ongoing expansion of the library.

Information Literacy: NJCTL includes a module in information literacy in our Teaching Methods Course, a course requirement for all candidates in the master's degree program.

Official Communications

All faculty and students are required to have a current email address account which they check daily for important information and announcements from NJCTL. Instructors and students will be held responsible for information disseminated in this way.

Responsible Use of Electronic Communications

It is a violation of federal law and NJCTL policy to share and/or distribute copyrighted materials without the permission of the copyright holder. Violators may be subject to civil and criminal prosecution under the provisions of the Digital Millennium Copyright Act (DMCA), as well as personal sanctions specified in NJCTL policy.

Graduate Student Records

NJCTL recognizes the importance of maintaining confidential records for each instructor and graduate student.

In order to protect the rights of graduate students regarding educational records, NJCTL has established policies and guidelines which describe what personal and non-personal information is collected and maintained, and policies for releasing information. NJCTL does not receive federal funding and is therefore not required to comply with the "Family Educational Rights and Privacy Act of 1974 as amended," (FERPA) also known as the Buckley Amendment. However

NJCTL voluntarily complies with this regulation. Graduate students enrolled in NJCTL courses, anyone registering at the NJCTL website or downloading NJCTL course materials must agree to the NJCTL Terms of Service.

Regarding transcripts and grades, NJCTL only discloses grades to graduate students, and only the graduate student can request a transcript. However, for graduate students in one of the New Jersey endorsement programs, NJCTL will submit a transcript to the New Jersey Department of Education with the Verification of program completion form when the graduate student applies for an endorsement. Secure files are kept in google drive and Dropbox only visible to senior staff.

Student Services

NJCTL provides online graduate courses and programs only. Since there is no physical campus, NJCTL does not provide student services, career counseling, or other personal services. Teachers enrolled in courses or a degree program are certified teachers who are currently employed.

The Director of Recruitment and Student Affairs works closely with teachers seeking admission to the program to assure that the course of study addresses the needs and goals of the student prior to admission. The director oversees the admission process, and once admitted, assists the teacher in enrolling in courses and the Moodle LMS platform.

As previously stated, NJCTL does not offer financial aid. However, if a student expresses interest in procuring a loan, NJCTL refers graduate students to the Greater Alliance Federal Credit Union for information about procuring a private loan for NJCTL tuition.

Withdrawal

If a student decides to withdraw from a course, a full refund will be provided if the withdrawal occurs within the first two weeks after registering for the course.