

## Special Education, Language, and Literacy

*Faculty:* Hall and Pancsofar, Co-Chairpersons; Anthony, Bwire, Domire, Foxworth, Hall, Lopez-Murphy, Pancsofar, Peel, Petroff, Rao, Shallish, Singer, Smith, Wong, Wu

[The Department of Special Education, Language, and Literacy](#) equips students with knowledge and skills to permit entry to the teaching profession as a teacher of individuals who are Deaf or Hard of Hearing or as a teacher of individuals with disabilities.

The department also offers undergraduate courses in American Sign Language to all students as well as courses in literacy, children's literature, inclusion, and development of individuals with disabilities to teacher candidates in early childhood education, elementary education, technology education, music education, and secondary education.

Through the Communication Disorders Minor, the department offers a pre-requisite course of study in speech-language pathology for students interested in pursuing graduate study in speech-language pathology. The department also offers a Deaf Studies Minor, which includes the study of ASL. This minor is open to all students.

### **Five-Year Program Preparing Teachers of Individuals with Disabilities Culminating in a Master's Degree**

The integrated Bachelor's and Master of Arts in Teaching program in the Education of Individuals with Disabilities is designed for students who have completed high school and who have not yet earned a bachelor's degree. The program is based on the School of Education's Conceptual Framework for Creating Agents of Change and meets all of the standards of the Council of Exceptional Children and the Association of Childhood Education International, as well as the requirements of the State of New Jersey for licensure as a teacher of students with disabilities and teacher of elementary education.

Students will earn a bachelor's degree without teacher certification at the end of their fourth year. The bachelor's degree will be a dual major in one of eleven liberal arts and sciences majors, and special education. The course of study continues through the following academic year and culminates with the student earning a master's degree in special education, New Jersey certification in special education and eligibility for New Jersey certification in elementary education. Students will need to meet all requirements of The College of New Jersey and the School of Education at the end of the fourth year (including an overall GPA of 3.0) in order to enroll in graduate courses in the fifth year. At the undergraduate level, the student must select one of the following liberal arts and sciences majors: English, mathematics, history, biology, Spanish, music, psychology, sociology, Integrative STEM Education (iSTEM), art, and women and gender studies.

Any student seeking additional endorsements or teaching certificates beyond what is specifically awarded by their academic program should contact the State of New Jersey Department of Education directly for details about any additional courses or standardized tests that may be required.

### **Requirements for the Teachers of Individuals with Disabilities Major**

- Students must complete the liberal learning requirements as defined by The College of New Jersey. This includes a course in US history; a course in

children's literature; a course in music, art or theatre; and a lab science. Students must complete a second major from the list provided above.

- Students must complete the following coursework at the undergraduate level: MST 202, MTT 202, RAL 220, RAL 225, RAL 320, SLP 102, SPE 103, SPE 203, SPE 214, SPE 322, SPE 324, SPE 490.
- Students should complete MAT 105 or MAT 106 as part of their liberal learning requirements.
- Prior to placement in a field experience, students must receive Harassment, Intimidation and Bullying Prevention (HIB) training.
- Students must complete a minimum of 32 undergraduate course units while fulfilling all requirements of their dual major programs and of the Liberal Learning program to be eligible for the BS degree. Graduate courses completed during the undergraduate course of study do not apply toward the BS degree.
- Students must complete the following coursework at the graduate level in order to gain teacher certification: SPED 515, SPED 521, SPED 522, EDUC 513, SPED 695, SPED 597, SPED 664, and one of the following specialty sequences of three courses: RDLG 571, SPED 609, RDLG 673 OR SPED 631, SPED 647, SPED 648 OR SPED 655, ESLM 555, SPED 648 OR SPED 672, SPED 673, SPED 675. See [Graduate Bulletin](#) for further information.

### **Admission**

1. The SELL department reserves the right to limit enrollments in the program when necessary or desirable.
2. Entrance into teacher candidacy is granted at the end of Fall semester, Junior year, only to those students who have met the departmental requirements as well as those of the School of Education and of the College. A student must have a minimum of 16 earned course units, a grade of B- or higher in RAL 220 and in SPE 214, and a minimum GPA of 2.75 or higher. Praxis core scores are required of students based upon the cutoff scores on the SAT or ACT tests as determined by the State. Students are required to provide evidence of passing scores on the praxis core before receiving formal admission into the program.
3. Departmental application forms must be filed by students desiring to transfer from other departments in the College. The application process includes completing an application and a written response to a designated topical question. Interviews of applicants are required. A minimum GPA of 2.75 is required to transfer into the program.
4. Proficiency level of all students admitted to the major will be continually assessed. Students not meeting acceptable proficiency levels in the areas of oral language, spelling, writing, reading, and mathematics skills may not be permitted to continue in the program.
5. Students must evidence satisfactory performance on the Educators Disposition Assessment (EDA) administered in SPE 103, RAL 220/SPE 214, SPE 490, and SPED 695. Student dispositions are assessed throughout the program and will be used as a criterion for admission and retention in the program. It is expected that dispositional standards, particularly in the area of professionalism, should be

upheld by students throughout the program, both within and outside of their coursework and in accordance with the TCNJ Student Conduct Code.

6. Students transferring from another department should check the special education website (<http://specialeducation.tcnj.edu/>) for specific information pertaining to transfer students.

### **Academic Regulations**

In compliance with the State of New Jersey's regulations, a student must have met the following requirements before the spring semester of the third year:

- earned a "B-" or higher in RAL 220 and SPE 214
- hold a grade point average of 2.75
- completed the Praxis Core Academic Skills for Educators exams and earned at least the State-mandated minimum scores or have been exempt from taking the exams based on SAT or ACT scores
- demonstrated acceptable dispositions and teaching proficiency.

Students wishing to enroll in more than 4.5 units in one semester must have permission of an academic advisor, Department Chair, and Assistant Dean, and have a GPA of 3.3 or higher. Students may not take more than 4.5 units of coursework until after they have completed 8.0 units of undergraduate coursework at TCNJ.

Any course in which a student receives a grade lower than the program criteria must be repeated. Such a course may be repeated only once. Students unable to meet departmental criteria as noted will be dismissed from the department. Dismissal will be made at the end of a Fall or Spring semester.

At the completion of the fourth year of study, the student's grade point average will be assessed to determine if the standard for graduate study at TCNJ has been met.

### **Transfer Students**

The program is sequential in nature and structured with courses offered only during certain semesters. Potential transfer students must realize that this may prolong their programs by as much as one year in some cases. Transfer students who are accepted into the program must schedule courses with advisement of the program coordinator.

Outside transfers must complete an admissions process through the College admissions office. Departmental review of external transfer applications occurs immediately subsequent to the date published by the College. Interview of applicants may be required. A minimum grade of B is required in English Composition. Students transferring from other schools should check the special education website for specific information pertaining to transfer students.

### **Program Entrance, Retention, and Exit Standards**

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the Teacher of Individuals with Disabilities program. Minimum grades are noted in parentheses.

- Retention in the program is based on the following academic performance standards in these “critical content courses”: SPE 103 (B–), SPE 203 (B–), SLP 102 (B–) SPE 214 (B–), RAL 220 (B–), SPE 322 (B–), MST 202 (B–), MTT 202 (B–), SPE 324 (B–), SPE 490 (B). Students who have taken any of the above courses two times without earning the requisite grades will be dismissed from the program. Also see the retention requirements for individual majors in the Schools of the Arts and Communications; Humanities and Social Sciences; Engineering; and Science.
- Students are required to earn a minimum grade of B in all graduate courses.
- In addition, students must evidence satisfactory performance in Disposition Standards and/or Teaching Performance standards as measured in SPE 103, RAL 220/SPE 214, RAL 320, SPE 490, and SPED 695. Satisfactory dispositional standards must be upheld outside of coursework as well for example, in contexts such as interactions with peers and major cohorts, advising, communication with faculty and staff.
- Transfer into the program from another program within The College is based upon the following performance standards in these “foundation” courses: WRI 102, if not exempted (B–); FSP (B–); SPE 103 (B–).
- To graduate, the student must earn a minimum grade of C– in MAT 105 or MAT 106 (in order to take MTT 202), a B– in all critical content courses (see list above), and a B in SPE 490. Students must also receive at least a C– in all Education major breadth distribution courses (Visual and Performing Arts, U.S. History, and Lab Science).
- A student’s other course work will depend in part on his or her second major. See requirements for individual majors in the Schools of the Arts and Communications; Humanities and Social Sciences; Engineering; and Science.
- At the end of their 4th year, students must have a minimum overall GPA of 3.0 for admission to graduate study at TCNJ.
- In order to be eligible for student teaching (Clinical Practice I: SPE 490), a student must meet the following criteria:
  - Minimum GPA of 3.0 or higher.
  - Demonstrate satisfactory levels of teaching performance/proficiency in SPE 490 and a minimum grade of "B." A rating of satisfactory on Teaching Performance is defined as: No concerns have been indicated on the student’s teaching performance by the instructor, field supervisor, or cooperating teacher. Further, there should be no dispositional concerns raised in contexts outside of students’ formal coursework and student actions in all settings should be in accordance with the TCNJ Student Conduct Code. The candidate has been rated as proficient or higher in all of the dispositional criteria.

- Student has taken the Praxis II for Elementary Education (currently test # 5001). See the following URL for more information on this test.  
<http://www.ets.org/praxis/nj/requirements/>

The Department of Special Education, Language and Literacy maintains the right and has the responsibility to dismiss students from the major who have not made satisfactory progress completing the major components of the program, which includes successful ratings on the Teaching Performance Assessment Rubric and the Educational Dispositional Assessment (EDA) as well as fulfilling all other department requirements or expectations.

## Suggested First-Year Sequence

### *Special Education/Art*

#### **Fall**

FSP/First Seminar	1 course unit
SPE 103/ The Social and Legal Foundations of Special Education	1 course unit
AAV 111/Drawing I	1 course unit
AAV 112/2D or AAV 113/3D	1 course unit
SPE 099/Orientation to Education	

#### **Spring**

MAT 105/Mathematical Structures and Algorithms for Educators I <i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
WRI 102 (if not exempt)*	1 course unit
<i>AAV 102/Visual Thinking or</i>	
AAV 140/4D or	
AAH 105, 106, 252	1 course unit
SLP 102/Language, Speech, and Communication Development	1 course unit

*\*It is recommended that students who are exempt from this course take, in order of priority, MAT 105, MAT 106, a US history course or liberal arts elective*

### *Special Education/Biology*

#### **Fall**

FSP/First Seminar	1 course unit
BIO 201/Foundations of Biological Inquiry	1 course unit
CHE 201/General Chemistry I	1 course unit
MAT 127/Calculus A with qualifying test score <i>or</i>	1 course unit
MAT 096/Precalculus	.5 course unit
SPE 099/Orientation to Education	
BIO 099/Biology Seminar	

#### **Spring**

SPE 103/The Social and Legal Foundations of Special Education	1 course unit
SLP 102/Language, Speech, and Communication Development	1 course unit
WRI 102 (if not exempt)*	1 course unit
Or BIO 221/Eukaryotic Cell Biology	

CHE 202/General Chemistry II

1 course unit

*\*It is recommended that students who are exempt from this course take, in order of priority, MAT 105, MAT 106, a US history course or liberal arts elective*

### ***Special Education/English***

#### **Fall**

FSP/First Seminar

1 course unit

SPE 103/The Social and Legal Foundations of Special Education

1 course unit

LIT 200/Introduction to Poetry

1 course unit

MAT 105/Mathematical Structures and Algorithms for Educators I *or*

MAT 106/Mathematical Structures and Algorithms for Educators II

1 course unit

SPE 099/Orientation to Education

LIT 099/English Department Orientation Seminar

#### **Spring**

SLP 102/Language, Speech, and Communication Development

1 course unit

SPE 203/Psychology and Development of Children and Adolescents

With and Without Disabilities

1 course unit

WRI 102 (if not exempt)\*

1 course unit

LIT 201/Approaches to Literature

1 course unit

*\*It is recommended that students who are exempt from this course take a US history course or LNG 201/202*

### ***Special Education/History***

#### **Fall**

FSP/First Seminar

1 course unit

SPE 103/The Social and Legal Foundations of Special Education

1 course unit

HIS 210/Craft of History

1 course unit

MAT 105/Mathematical Structures and Algorithms for Educators I *or*

MAT 106/Mathematical Structures and Algorithms for Educators II

1 course unit

SPE 099/Orientation to Education

HIS 099/History Department Orientation

#### **Spring**

SLP 102/Language, Speech, and Communication Development

1 course unit

SPE 203/Psychology and Development of Children and Adolescents

With and Without Disabilities

1 course unit

WRI 102 (if not exempt)\*

1 course unit

HIS 260/Themes in American History *or*

HIS 230/The United States in World History

1 course unit

*\*It is recommended that students who are exempt from this course take another liberal learning course.*

### ***Special Education/iSTEM***

#### **Fall**

FSP/First Seminar

1 course unit

SPE 103/The Social and Legal Foundations of Special Education

1 course unit

MAT 105/Mathematical Structures and Algorithms for Educators I <i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
TST 161/Creative Design	1 course unit
MAT 095/Precalculus if not exempt	.5 course unit
SPE 099/Orientation to Education	

**Spring**

SLP 102/Language, Speech, and Communication Development	1 course unit
SPE 203/Psychology and Development of Children and Adolescents With and Without Disabilities	1 course unit
TST 171/Fundamentals of Technology	1 course unit
WRI 102 (if not exempt)*	1 course unit

*\*It is recommended that students who are exempt from this course take, in order of priority, MAT 105 or MAT 200 (by iSTEM advisement), a US history course or liberal arts elective*

**Special Education/Mathematics****Fall**

FSP/First Seminar	1 course unit
SPE 103/The Social and Legal Foundations of Special Education	1 course unit
MAT 127/Calculus A with qualifying score <i>or</i>	1 course unit
MAT 096/Precalculus	.5 course unit
MAT 105/Mathematical Structures and Algorithms for Educators	1 course unit
SPE 099/Orientation to Education	
MAT 099/Orientation to Mathematics	

**Spring**

SLP 102/Language, Speech, and Communication Development	1 course unit
SPE 203/Psychology and Development of Children and Adolescents With and Without Disabilities	1 course unit
WRI 102 (if not exempt)*	1 course unit
MAT 128/Calculus B	1 course unit

*\*It is recommended that students who are exempt from this course take, in order of priority, MAT 105 or MAT 106, a US history course or liberal arts elective*

**Special/ Education/Music****Fall**

FSP/First Seminar	1 course unit
SPE 103/The Social and Legal Foundations of Special Education	1 course unit
MUS 261/Musicianship I	1 course unit
MUS 124/Diction for Singers	.5 course unit
MUS 246/Music in Global Perspective	1 course unit
MUS 14X/Large Ensemble <i>or</i>	.25 course unit
MUS 3XX/Private Lesson	.5 course unit
SPE 099/Orientation to Education	

**Spring**

SLP 102/Language, Speech, and Communication Development	1 course unit
SPE 203/Psychology and Development of Children and Adolescents With and Without Disabilities	1 course unit
WRI 102 (if not exempt)*	1 course unit
MUS 262/Musicianship II	1 course unit
MUS 200-224 or	.25 course unit
MUS 300-324	.5 course unit
MUS Large Ensemble	.25 course unit

*\*It is recommended that students who are exempt from this course take, in order of priority, MAT 105 or MAT 106, a US history course or liberal arts elective*

**Special Education/Psychology****Fall**

FSP/First Seminar	1 course unit
PSY 101/General Psychology **	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators <i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
SPE 103/The Social and Legal Foundations of Special Education	1 course unit
SPE 099/Orientation to Education	
PSY 096/Psychology Seminar	

**Spring**

SLP 102/Language, Speech, and Communication Development	1 course unit
SPE 203/Psychology and Development of Children and Adolescents With and Without Disabilities	1 course unit
PSY 121/Methods and Tools of Psychology	1 course unit
WRI 102 (if not exempt)*	1 course unit

*\*It is recommended that students who are exempt from this course take a US history course or liberal arts elective*

*\*\*Students who earned AP credit (score of 4 or 5) for psychology should enroll in PSY 121/Methods and Tools of Psychology in fall, and a 200-level Foundation course in spring*

**Special Education/Sociology****Fall**

FSP/First Seminar	1 course unit
SPE 103/The Social and Legal Foundations of Special Education	1 course unit
SOC 101/Introduction to Sociology	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators <i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
SPE 099/Orientation to Education	
SOC 099/Orientation to Sociology	



**Spring**

SLP 102/Language, Speech, and Communication Development 1 course unit

SPE 203/Psychology and Development of Children and Adolescents  
With and Without Disabilities 1 course unit

WRI 102 (if not exempt)\* 1 course unit

MAT 125/Calculus for Business and the Social Sciences *or*  
STA/115 Statistics 1 course unit*\*It is recommended that students who are exempt from this course take, in order of priority, MAT 105 or  
MAT 106, a US history course or liberal arts elective****Special Education/Spanish*****Fall**

FSP/First Seminar 1 course unit

SPE 103/The Social and Legal Foundations of Special Education 1 course unit

MAT 105/Mathematical Structures and Algorithms for Educators I *or*  
MAT 106/Mathematical Structures and Algorithms for Educators II 1 course unitSPA 203/Intermediate Oral Proficiency *or*

SPA 210/Spanish for Heritage Speakers or Spanish class 1 course unit

SPE 099/Orientation to Education

**Spring**

SLP 102/Language, Speech, and Communication Development 1 course unit

SPE 203/Psychology and Development of Children and Adolescents  
With and Without Disabilities 1 course unit

WRI 102 (if not exempt)\* 1 course unit

SPA 211 or a Spanish Class (specific course based on first semester placement) 1 course unit

*\*It is recommended that students who are exempt from this course take a US history course or liberal arts  
elective****Special Education/Women and Gender Studies*****Fall**

FSP/First Seminar 1 course unit

SPE 103/The Social and Legal Foundations of Special Education 1 course unit

WGS 200/Women, Culture, and Society 1 course unit

MAT 105/Mathematical Structures and Algorithms for Educators I *or*  
MAT 106/Mathematical Structures and Algorithms for Educators II 1 course unit

SPE 099/Orientation to Education

**Spring**

SLP 102/Language, Speech, and Communication Development 1 course unit

SPE 203/Psychology and Development of Children and Adolescents  
With and Without Disabilities 1 course unit

WRI 102 (if not exempt)\* 1 course unit

WGS Gender and Pop Culture

1 course unit

*\*It is recommended that students who are exempt from this course take a US history course or liberal arts elective*

### **Five-Year Dual Certification in the Education of the Deaf and Hard of Hearing and Elementary Education culminating in a Master's Degree**

The integrated Bachelor or Science and Master of Arts in Teaching degree in [Education of the Deaf and Hard of Hearing](#)/Elementary Education is designed for students who have completed high school and are first-time college students and for transfer students from community colleges or four-year programs who have not yet earned a bachelor's degree. The program is based on the School of Education's conceptual framework for preparing exemplary professionals and meets all of the standards of the Council on Education of the Deaf (CED), as well as the requirements of the State of New Jersey for licensure as a teacher of the deaf and hard of hearing, and as an elementary school teacher, K-6.

At the undergraduate level students have a dual major, one of the following liberal arts or sciences majors as a second major to complement the first major in education of the deaf and hard of hearing: art, English, mathematics, history, biology, Spanish, music, psychology, sociology, women and gender studies, or iSTEM. Students with senior status (24 earned course units) and a GPA of 3.3 or higher may take some graduate level courses. These graduate courses do not count toward the BS degree but will be counted toward the MAT. Students are eligible for a bachelor's degree without teacher certification upon completing all requirements of The College of New Jersey, of the School of Education, and of each of their majors. To be admitted into the graduate portion of the program, students must have earned the BS degree and have a GPA of 3.0 or higher.

The full-time graduate course of study begins in the summer following the award of the BS degree and continues into the following academic year. The graduate program culminates with the student earning a master's degree and eligibility for certifications as Teacher of the Deaf or Hard of Hearing Oral/Aural, Teacher of the Deaf or Hard of Hearing Sign Language Communication, and Elementary School Teacher in Grades K -6.

Any student seeking additional endorsements or teaching certificates beyond what is specifically awarded by their academic program should contact the State of New Jersey Department of Education directly for details about any additional courses or standardized tests that may be required.

### **Requirements for the Education of the Deaf or Hard of Hearing Major**

- Students must complete the liberal learning requirements as defined by The College of New Jersey. This includes a course in US history; a course in children's literature; a course in music, art or theatre; and a lab science. Students must complete a second major from the list provided above.

- Students must complete the following coursework at the undergraduate level: DHH 105, DHH 330, DHH 350, DHH 423, MST 202, MTT 202, RAL 220, RAL 225 or WGS 225 or ECE 102, SLP 102, SLP 304, SPE 203, LNG 201.
- All Deaf Education majors are required to show proficiency in American Sign Language (ASL). Satisfactory evidence of proficiency is completion of the 103 level of language study (equivalent to three semesters). Students who are beginning the study of American Sign Language as a new foreign language should enroll at the 101 level. All Deaf Education majors who are continuing the study of ASL based on courses taken at another institution must take the TCNJ ASL Placement Test for placement in the appropriate course level. Native users of ASL must also take the placement test. The TCNJ ASL Placement Test is offered two times per year. It is an in-person interview which requires that an appointment be made for the test. Dates for the ASL Placement Test are announced at <http://specialeducation.tcnj.edu/programs/american-sign-language/>
- Students should complete MAT 105 or MAT 106 as part of their liberal learning requirements.
- Students must complete the following coursework at the graduate level in order to gain teacher certification: DFHH 522, DFHH 530, DFHH 597, DFHH 690, ELEM 695, EDUC 513, EDUC 614, RDLG 579, ELEM 520, ESLM 578 or 587 or 525. See [Graduate Bulletin](#) for further information.
- Prior to placement in a field experience, students must receive Harassment, Intimidation and Bullying Prevention (HIB) training.
- Students must complete a minimum of 32 undergraduate course units while fulfilling all requirements of both majors and of the Liberal Learning program to be eligible for the BS degree. Graduate courses completed during the undergraduate course of study do not apply toward the BS degree.

### Academic Regulations

In compliance with the State of New Jersey's regulations, a student must have:

- earned a grade of "B-" or higher in RAL 220
- a grade point average of 3.0 prior to enrolling in DHH 423
- taken the Praxis Core Academic Skills for Educators exams (<https://www.ets.org/praxis/about/core/content/>) and earned at least the State mandated minimum scores or have been exempt from taking the exams based on SAT or ACT scores. This must be completed prior to enrolling in DHH 423.
- earned a grade of "B" or higher in DHH 423
- demonstrate overall satisfactory performance on the Teaching Performance Assessment and Professional Dispositions Assessment in DHH 423. This means that no concerns have been identified in the student's teaching performance or dispositions by the instructor, field supervisor, or cooperating teacher. The candidate has been rated as proficient or higher in all of the criteria.
- take the Praxis II for Elementary Education prior to enrolling in student teaching. See the following URL for more information on this test. <http://www.ets.org/praxis/nj/requirements/>.
- have a GPA of 3.0 or higher prior to student teaching In compliance with College policy:

- Students wishing to take 5 courses in one semester must have permission of an academic adviser and have a GPA of 3.3 or higher.
- During the senior year, students may enroll in a maximum of 3 graduate level courses if they have a GPA of 3.0 or higher
- Students must repeat a required departmental course in which a grade of D or F has been received. Such a course may be repeated only once.
- Students unable to meet State or departmental criteria as noted in the College Bulletin will be dismissed from the program. Dismissal will be made at the end of a Fall or Spring semester.

### **Program Entrance, Retention, and Exit Standards**

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the five-year program in the education of the deaf or hard of hearing. Minimum grades are noted in parentheses.

- Retention in the program is based on the following academic performance standards in these “critical content courses”: ASL 101 (B), ASL 102 (C), ASL 103 (C), DHH 105 (B), DHH 303 (B), DHH 350 (C), DHH 423 (B), RAL 220 (B-), MST 202 (B-), and MTT 202 (B-). Students must also receive at least a C- in all breadth distribution courses in Visual and Performing Arts, U. S. History, and Lab Science. Students who have taken any of the above courses two times without earning the requisite grades will be dismissed from the program. Also see the retention requirements for individual majors in the Schools of the Arts and Communications; Humanities and Social Sciences; Engineering; and Science.
- Retention in the program requires that students demonstrate satisfactory performance on the School of Education’s Assessments of Professional Disposition Standards and Teaching Performance as measured in SLP 102, RAL 220, DHH 350 and DHH 423.
- Transfer into the program from another program within the College is based upon the following performance standards in these “foundation courses”: WRI 102—if not exempted (B); FSP (B).
- In order to take MTT 202, students must earn a minimum grade of C- in MAT 105 or 106.
- Graduation requires completion of all courses and requirements in the deaf education major; completion of all courses and meeting all standards in the second major; fulfilling all liberal learning requirements; and the completion of a minimum of 32 undergraduate course units.
- At the end of their 4th year, students must have a minimum GPA of 3.0 for admission to graduate study at TCNJ. Additionally, in order to take graduate level classes during the fourth year, students must have a GPA of 3.0.

Minimum grade of "B" or higher in all graduate level courses.

The Department of Special Education, Language and Literacy maintains the right and has the responsibility to dismiss students from the major who have not made satisfactory progress completing the major components of the program which includes successful ratings on the

Teaching Performance Rubric and the Professional Dispositions Rubric as well as fulfilling all other department requirements or expectations.

### Transfer Student Standards

The program is sequential in nature and structured with courses offered only during certain semesters. Potential students are advised that this may prolong their programs. Continued advisement is essential to timely program completion.

### Suggested First-Year Sequence

#### *Deaf Education/Art*

##### **Fall**

FSP/First Seminar	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators I <i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
AAV 111/Drawing I	1 course unit
AAV 112/2-D	1 course unit

##### **Spring**

ASL 101/American Sign Language I	1 course unit
DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing	1 course unit
WRI 102 (if not exempted)*	1 course unit
AAV 102/Visual Thinking	1 course unit
AAV 113/3-D or AAV 140/4-D or AAH 105, 106, 252	1 course unit

*\*It is recommended that students exempted from this course take SPE 203.*

#### *Deaf Education/Biology*

##### **Fall**

FSP/First Seminar	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators I <i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
BIO 201/Themes in Biology	1 course unit
CHE 201/General Chemistry I	1 course unit

##### **Spring**

ASL 101/American Sign Language I	1 course unit
DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing	1 course unit
WRI 102 (if not exempted)*	1 course unit
CHE 202/General Chemistry II	1 course unit

Bio 211 /Eukaryotic Cell Biology 1 course unit

*\*It is recommended that students exempted from this course take SPE 203.*

### ***Deaf Education/English***

#### **Fall**

FSP/First Seminar 1 course unit

SLP 102/Language, Speech, and Communication Development 1 course unit

LIT 200/Introduction to Poetry 1 course unit

MAT 105/Mathematical Structures and Algorithms for Educators I

*or*

MAT 106/Mathematical Structures and Algorithms for Educators II 1 course unit

#### **Spring**

ASL 101/American Sign Language I DHH 1 course unit

105/Programs and Services for

Individuals who are Deaf or Hard of Hearing 1 course unit

WRI 102 (if not exempted)\* 1 course unit

LIT 201/Approaches to Literature *\*It is recommended that students* 1 course unit

*exempted from this course take SPE 203.*

### ***Deaf Education/History***

#### **Fall**

FSP/First Seminar 1 course unit

SLP 102/Language, Speech, and Communication Development 1 course unit

HIS 210/Craft of History 1 course unit

MAT 105/Mathematical Structures and Algorithms for Educators I

*or*

MAT 106/Mathematical Structures and Algorithms for Educators II 1 course unit

#### **Spring**

ASL 101/American Sign Language I DHH 1 course unit

105/Programs and Services for

Individuals who are Deaf or Hard of Hearing 1 course unit

WRI 102 (if not exempted)\* 1 course unit

Any HIS100-level course 1 course unit

HIS 260/Themes in American History 1 course unit

*\*It is recommended that students exempted from this course take SPE 203.*

### ***Deaf Education/iSTEM***

#### **Fall**

FSP/First Seminar 1 course unit

MAT 127/Calculus A 1 course unit

ETE 261/Multimedia Design	1 course unit
TST 161/Creative Design	1 course unit

**Spring**

ASL 101/American Sign Language I	1 course unit
DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing	1 course unit
MAT 105	

*or*

MAT 106	1 course unit
WRI 102 (if not exempted)*	1 course unit

*\*It is recommended that students exempted from this course take SPE 203 or a math class as advised by the iStem adviser.*

***Deaf Education/Mathematics*****Fall**

FSP/First Seminar	1 course unit	SLP 102/Language, Speech, and Communication Development	1 course unit
MAT 127/Calculus A			1 course unit
PHY 103 or BIO104	1 course unit		
MAT 099/Orientation to Mathematics			

**Spring**

ASL 101/American Sign Language I	1 course unit
DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing	1 course unit
WRI 102 (if not exempted)*	1 course unit
MAT 128/Calculus B	1 course unit

*\*It is recommended that students exempted from this course take MAT 105 or SPE 203.*

***Deaf Education/Music*****Fall**

FSP/First Seminar	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators I	
<i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
MUS 261/Musicianship II	course unit
MUS 251/Music of Our Diverse World	.5 course unit
MUS 200-224	.25 course unit
<i>or</i>	
MUS 300-324	.5 course unit
MUS large ensemble	.25 course unit

**Spring**

ASL 101/American Sign Language I	1 course unit
DHH 105/Programs and Services for	

Individuals who are Deaf or Hard of Hearing	1 course unit
MUS 262/Musicianship II	1 course unit
MUS 111/Keyboard Skills	.5 course unit
MUS 200-224	.25 course unit
<i>or</i>	
MUS 300-324	.5 course unit
Large Ensemble	.25 course units
WRI 102 (if not exempted)*	1 course unit

*\*It is recommended that students exempted from this course take SPE 203.*

### ***Deaf Education/Psychology***

#### **Fall**

FSP/First Seminar	1 course unit
PSY 096	
PSY 101/General Psychology*	1 course unit

#### **or**

PSY 121/Methods and Tools of Psychology	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators I	<i>or</i>
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
SLP 102/Language, Speech, and Communication Development	1 course unit

#### **Spring**

ASL 101/American Sign Language I	1 course unit
DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing	1 course unit
WRI 102 (if not exempted)*	1 course unit
PSY Foundations	1 course unit

*\*It is recommended that students exempted from this course take SPE 203.*

*\*\*Students who earned AP credit (score of 4 or 5) for psychology should enroll in PSY 121*

### ***Deaf Education/Sociology***

#### **Fall**

FSP/First Seminar	
MAT 105/Mathematical Structures and Algorithms for Educators I	<i>or</i>
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
STA 115/Statistics or STA 215/Statistical Inference	1 course unit
SOC 101/Introduction to Sociology	1 course unit



**Spring**

ASL 101/American Sign Language I	1 course unit
DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing	1 course unit
WRI 102 (if not exempted)*	1 course unit
SOC Option	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators I	
<i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit

*\*It is recommended that students exempted from this course take SPE 203.*

***Deaf Education/Spanish*****Fall**

FSP/First Seminar	
SLP 102/Language, Speech, and Communication Development	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators I	
<i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit
SPA 203 or Spanish Class (course based on placement exam performance)	1 course unit

**Spring**

ASL 101/American Sign Language I	1 course unit
DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing	1 course unit
WRI 102 (if not exempted)*	1 course unit
SPA 211 or a Spanish Class (course based on first semester placement)	1 course unit

*\*It is recommended that students exempted from this course take SPE 203.*

***Deaf Education/Women's and Gender Studies*****Fall**

FSP/First Seminar	1 course unit
SLP 102/Language, Speech, and Communication Development	1 course unit
WGS 200/Women, Culture, and Society	1 course unit
MAT 105/Mathematical Structures and Algorithms for Educators I <i>or</i>	
MAT 106/Mathematical Structures and Algorithms for Educators II	1 course unit

**Spring**

WGS 225 Gender in Children's Literature	1 course unit
<i>or</i>	
WGS 220 Gender and Pop Culture	
WRI 102 (if not exempted)*	1 course unit

ASL 101/American Sign Language I 1 course unit

DHH 105/Programs & Services for the deaf or Hard of Hearing 1 course unit

*\*It is recommended that students exempted from this course take SPE 203.*

### **Deaf Studies Minor**

The [Deaf Studies Minor](#) is open to all matriculated students who in their careers will want or need a professional orientation to deaf or hard-of-hearing individuals. The course of study introduces students to the communication problems and educational needs associated with deafness. The American Sign Language sequence of courses meets the college's Liberal Learning requirement for study of a second language. (ASL 103 is also offered by the College though is not part of the Deaf Studies Minor.) Students seeking to transfer credits toward the minor or count courses from their major toward the minor should consult the [College's policy on minors](#).

#### **Students must take the following 4 courses:**

\*ASL 101/American Sign Language I (offered fall and spring semesters)

ASL 102/American Sign Language II (offered fall and spring semesters)

DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing (offered spring semesters)

SLP 304/ Audiological Assessment and Management of Hearing Loss (offered fall semesters)

#### **Students must choose one of the following courses to complete the minor:**

DHH 303/Language Development in Individuals who are Deaf or Hard of Hearing (offered fall semester)

DFHH 530/Speech Development in Individuals who are Deaf or Hard of Hearing (offered spring semester)\*\*

DFHH 522/Assistive Listening Devices for Auditory Management of Deaf or Hard of Hearing Individuals (offered fall semester)\*\*

\*Students who choose to begin the study of American Sign Language as a new foreign language should enroll at the 101 level. All students who wish to continue studying ASL based on courses taken at another institution must take the TCNJ ASL Placement Test for placement in the appropriate course level. Native users of ASL must also take the placement test. The TCNJ ASL Placement Test is offered two times per year. It is an in-person interview which requires that an appointment be made for the test. Dates for the ASL Placement Test are announced at <http://specialeducation.pages.tcnj.edu/programs/american-sign-language/>

\*\*Undergraduate students need a GPA of 3.0 or higher and have senior status in order to take these courses. Students must also file [a form](#) with the Office of Graduate Studies. This form allows an undergraduate student to take a graduate course for undergraduate credit.

**Communication Disorders Minor**

The Communication Disorders Minor provides the prerequisites necessary to prepare students for graduate study in speech/language pathology or audiology. The program consists of five courses, considered by the accrediting agency, the American Speech-Language-Hearing Association (ASHA), as essential to students seeking admission to graduate programs in the field. Only one course taken as a part of a student's major may be counted toward the student's minor.

SLP 102/Language, Speech and Communication Development (offered fall and spring semesters)	1 course unit
SLP 304/Audiological Assessment and Management of Hearing Loss (offered fall semester)	1 course unit
SLP 305/Acoustic Phonetics (offered fall semester)	1 course unit
SLP 307/Communication Disorders: Nature, Diagnosis and Treatment (offered spring semester)	1 course unit
SLP 308/Anatomy and Physiology of Speech and Hearing Mechanism (offered spring semester)	1 course unit