

Special Education, Language, and Literacy

Faculty: Anthony (Co-Chair), Bwire (Co-Chair), Del Nero, Foxworth, Hall, Lopez-Murphy, Monaco, Pancsofar, Peel, Petroff, Phillips, Rao, Singer, Smith L., Smith M., 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.

The department offers a major in Speech Pathology and Audiology for students interested in pursuing graduate study in that area. 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 of Science (BS) and Master of Arts in Teaching (MAT) degree in the Education of Individuals with Disabilities/Elementary Education 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 preparing exemplary professionals 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 corequired.

Requirements for the Teachers of Individuals with Disabilities Major

- Students must complete the college core 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 college core 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 college core 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 535, 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–); FYS (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 coursework 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

FYS/First Year 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 *or*

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

FYW 102 (if not exempt)* 1 course unit

AAV 102/Visual Thinking or

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

FYS/First Year 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 *or* 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

FYW 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**

FYS/First Year 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

FYW 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**

FYS/First Year 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
FYW 102 (if not exempt)*	1 course
unit HIS 260/Themes in American History <i>or</i>	
HIS 230/The United States in World History	1 course unit

**It is recommended that students who are exempt from this course take another college core course.*

Special Education/iSTEM**Fall**

FYS/First Year 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
FYW 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**

FYS/First Year 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

FYW 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**

FYS/First Year 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 *or* .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

FYW 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**

FYS/First Year Seminar 1 course unit

PSY 101/General Psychology ** 1 course unit

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

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
FYW 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**

FYS/First Year 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
FYW 102 (if not exempt)*	1 course unit
MAT 125/Calculus for Business and the Social Sciences <i>or</i>	
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**

FYS/First Year 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
SPA 203/Intermediate Oral Proficiency <i>or</i>	
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
FYW 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**

FYS/First Year 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 <i>or</i>	
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
FYW 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*