

## School of Education

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### Creating Agents of Change

*Creating Agents of Change* is the conceptual framework for undergraduate and graduate education at The College of New Jersey, guiding all teachers and clinicians in the School of Education and throughout the College. Based on current research and best practice regarding the nature of learning, teaching, schooling, and leadership, the framework supports the creation of an informed, active, and reflective educator and practitioner who is effective in influencing positive change in multiple academic, clinical, and professional settings. The mission statement and guiding principles define our shared vision of *Creating Agents of Change*.

### Mission Statement

Consistent with The College of New Jersey's public service mandate, The School of Education is committed to preparing exceptional, self-reflective teachers and counselors who meet the needs of the communities in which they work. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow when diversity is valued as an asset. We believe all individuals have cultural capital and deserve schools/clinics and teachers/counselors that respect their individual needs and circumstances while striving to share knowledge and skills that help individuals experience greater success in their lives and communities. Furthermore, we accept as truth that access to equitable education through intentional preparation is key to addressing the structural inequalities that exist in society, and that counselors, teachers and other professionals should be prepared/equipped to act as agents for positive social change in all environments.

Through ongoing diverse partnerships with our colleagues in K12 education, clinical practice, and state government, faculty and staff of The School of Education remains dedicated to the design and implementation of authentic learning experiences and sound instructional strategies in order to facilitate learning for diverse students.

### Guiding Principles

The following five principles form a statement of beliefs that provides a framework that guides our day-to-day practice.

*Principle One: Demonstrating Subject Matter Expertise.* We believe that teaching is a profession. As such, professional teachers should develop a solid base of knowledge in such areas as literacy, numeracy, child development, learning theory, exceptionality, and pedagogical techniques. All teaching candidates will complete their programs at The College of New Jersey as eligible to be considered "highly qualified."

*Principle Two: Demonstrating Excellence in Planning and Practice.* We believe that our professional candidates must develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. They should possess an in-depth understanding of human growth and development to enable them to make developmentally appropriate decisions. They should be fully immersed, in both the college classroom and in the field, in a social-constructivist perspective of learning and its implications for student-centered planning, scaffolded learning experiences, and the use of a wide repertoire of instructional strategies including appropriate use of current technology. We believe that our professional candidates should appreciate the importance of a productive learning environment in which teachers and children communicate effectively and respectfully.

*Principle Three: Demonstrating a Commitment to all Learners.* We believe that our professional candidates should have the skill *and* the will to help all learners reach their full potential. Our candidates must believe in the ability of *all* students to learn and grow, must be able to implement the principles of culturally responsive teaching and differentiated instruction, and must understand the importance of partnerships with families, community members, and other professionals to address children's diverse needs. We believe our candidates need to experience diverse teaching/clinical settings in their programs at TCNJ and that students should be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

*Principle Four: Demonstrating a Strong, Positive Effect on Student Growth.* We believe that our professional candidates must see their success in terms of the progress made by their students. We are supportive of the underlying principle that all children should make progress in school. Our candidates must understand how to accurately assess their learners' strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data-driven instruction or interventions. Our candidates must also demonstrate an ability to effectively communicate information to a variety of audiences, including parents and guardians.

*Principle Five: Demonstrating Professionalism, Advocacy, and Leadership.* We believe that our professional candidates need to continue to develop their theoretical knowledge and practical skills well after they complete their program and enter their chosen career. As we strive to admit highly capable, high-achieving candidates into our program, we believe that our candidates are in a unique position to become future leaders advocating not only for the needs of children and youth in New Jersey but also for the educational professions at large. Our programs focus on developing reflective thinking skills as well as providing opportunities for our candidates to participate in various field experiences that require them to see themselves as professionals and to take on leadership roles.

**Requirements for Speech Pathology Candidates:**

In order to graduate with a B.S. in Speech-Language Pathology and Audiology (SLP/Aud) candidates must meet the following requirements:

- Complete the coursework listed in the four year sequence
- Maintain a grade of B or better in three critical content courses:
  1. SLP102 Communication Development
  2. SLP108 Anatomy and Physiology of the Speech & Hearing Mechanisms
  3. SLP 205 Acoustic Phonetics
- Complete three semesters of a global language
- Complete all the non-SLP/Aud course requirements of The College of New Jersey

**Requirements for Teacher Education Candidates:**

In order to be eligible for institutional recommendation for teacher certification, all teacher candidates (undergraduate and graduate) must meet the following requirements:

- demonstrate basic skills competency prior to applying for Clinical I
- complete program requirements
- attain a minimum cumulative GPA of 3.0
- earn a minimum grade of B- in clinical internship
- complete Harassment, Intimidation, and Bullying Prevention (HIB) training in accordance with NJ Bill No. 3466
- complete Child Abuse Prevention (CAP) prior to student teaching
- meet the state hygiene/physiology requirement either through appropriate coursework or a health and physiology assessment
- pass the appropriate Praxis Content Knowledge or Praxis Subject Assessment exam relative to the desired certification area
- show satisfactory performance in the Educators Disposition Assessment. Student dispositions are also 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
- required to obtain a New Jersey Department of Education criminal background check before participating in any field experiences

In order to be eligible for clinical internship and other field placements, students are:

1. required to receive a Mantoux or tuberculosis test during their sophomore year. This test is a state requirement and can be obtained through Student Health Services at The College of New Jersey or through a private physician. Further information is available through the Office of Support for Teacher Education Programs (STEP).

2. required to complete all other district-mandated conditions for student field placements, which may include evidence of current vaccines, resume, interview, or writing sample depending on specific district policies.
3. required to sign a TCNJ statement attesting that they have not committed any offenses that may disqualify them from state teacher certification. A list of applicable offenses will be provided. Students with convictions or charges pending may jeopardize their eligibility to continue in the teacher preparation program until pending charges are appropriately settled. Students are encouraged to contact the STEP Office to discuss their eligibility.
4. required to obtain a New Jersey Department of Education criminal background check before participating in any field experiences.
5. encouraged to obtain a substitute teacher certification after earning 30 credits.

The curriculum for the teacher preparation programs is designed to comply with the federal and state standards and administrative codes. Consequently, the School of Education may alter the graduation requirements of the undergraduate teacher preparation programs to comply with any changes to the state teacher certification requirements.

Students in the School of Arts & Communications, the School of Business, the School of Humanities & Social Sciences, and the School of Science who are preparing to teach at the elementary or secondary level must take an approved teacher-preparation content major as well as the required sequence of teacher-preparation courses.

Students majoring in Early Childhood Education, Elementary Education, Education of the Deaf and Hard of Hearing, Special Education, and Urban Education must also complete an approved “content area” (liberal arts and sciences) major. To avoid extending their program, it is recommended that students declare their content area major early in their first year.

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. Departments within the School of Education maintain the right and responsibility to dismiss those students who have not made satisfactory progress in completing the major component of the program or fulfilling department requirements or expectations.

### **Accreditation**

The College of New Jersey is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The programs in the School of Education have been awarded full accreditation by AAQEP through December 31, 2030. Accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

**About AAQEP**

Founded in 2017, AAQEP is a membership association and quality assurance agency that provides accreditation services and formative support to all types of educator preparation providers. The organization promotes excellent, effective, and innovative educator preparation that is committed to evidence-based improvement in a collaborative professional environment. AAQEP is nationally recognized by the Council for Higher Education Accreditation. Visit [www.aaqep.org](http://www.aaqep.org) for more information.