

School of Education

Dean: Tabitha Dell’Angelo, Ph.D., Dean

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, counselors, and speech/language professionals in the School of Education and throughout the College. Based on current research and best practices 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*.

Our Mission

TCNJ School of Education is committed to preparing effective teachers, counselors, and speech/language professionals with strong pedagogical knowledge, social/emotional and cultural competencies, and a dedication to advocating for the communities they serve.

Our Vision

TCNJ School of Education believes that building a strong foundation in College can lead to the systemic changes that benefit our society. School of Education graduates know and understand the impact they can have on the world with every choice they make in their professional lives.

Guiding Values

At TCNJ School of Education, we value:

- An inclusive, equity focused, and collaborative community
- The importance of being a lifelong learner for our students, staff, and faculty
- Policies and practices that center the needs of our students
- Students who are intellectually curious, ethical, and committed to advocacy
- Flexibility and openness to change with the needs of our students and the field

An Inclusive, Equity-Focused, and Collaborative Community

We believe that teaching, counseling, and speech-language pathology are collaborative and inclusive professions that thrive in a community built on equity, respect, and shared responsibility. Our professional candidates are prepared to support all who they serve by creating inclusive environments that value diversity and promote equity in educational and clinical outcomes. This includes understanding and implementing culturally responsive practices, engaging in partnerships with families and communities, and seeking opportunities to teach in diverse and global settings. Our candidates are immersed in both the college classroom and in the field, where they learn to work collaboratively and respectfully with peers, faculty, students, and clients.

The Importance of Being a Lifelong Learner for Our Students, Staff, and Faculty

We are committed to fostering a culture of lifelong learning among students, staff, and faculty. Our candidates are expected to develop and continually expand their knowledge in key areas such as literacy, numeracy, human development, learning theory, exceptionality, and pedagogy. They learn to view their fields as requiring ongoing reflection and growth, long after graduation. Through reflective practice and critical inquiry, our candidates build the habits of mind necessary to adapt and lead in a changing world.

Policies and Practices that Center the Needs of Our Students

At the core of our practice is a steadfast commitment to student and client-centered policies and practices. We prepare professional candidates who understand that every decision should be grounded in what is best for the learning and development of those whom we serve. Candidates develop the pedagogical and clinical expertise needed to design and implement effective, developmentally appropriate instruction and interventions. They are trained to use a wide array of strategies—including the thoughtful use of technology—and to create learning and clinical environments that are respectful, inclusive, and responsive to the needs of those they serve.

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:
 - SLP102 Communication Development
 - SLP108 Anatomy and Physiology of the Speech & Hearing Mechanism
 - 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:

- required to obtain a New Jersey Department of Education criminal background check before participating in any field experiences
- 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 Clinical II
- 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

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

- required to obtain a New Jersey Department of Education criminal background check before participating in any field experiences
- required to receive a Mantoux or tuberculosis test. 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).
- required to complete all other district-mandated conditions for student field placements, which may include evidence of current vaccines, resume, an interview, or a writing sample depending on specific district policies.
- 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.
- 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 & Communication, 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, and Special 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 for more information.