

Department Name: Special Education, Language, and Literacy (SELL)

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

About the Department:

[The Department of Special Education, Language, and Literacy](#) aims to build the right foundation to teach diverse learners, whether students are aspiring or experienced teachers. All programs—at the undergraduate, graduate, and certificate levels—provide students with a specialized repertoire of skills and strategies to teach in their area of choice: special education, deaf/hard of hearing, blind/visually impaired, reading, and English as a second language. The department has a major in Speech Pathology and Audiology for students who intend to pursue graduate study in that area at another institution, as well as graduate courses in English as a Second Language, leading to an K-12 ESL certification or masters. Upon completion of their program, students are eligible for K-6 Elementary certification and K-12 Teacher of Students with Disabilities or Teacher of the Deaf or Hard of Hearing.

Undergraduate Degrees & Certificates Awarded

Undergraduate Degrees and Minors

- [Speech Pathology and Audiology Major](#)
- [Speech Pathology and Audiology Minor](#)
- [Deaf Studies Minor](#)

Upon completion of the graduate portion, typically one additional year (summer, fall and spring semester), students earn the following:

Graduate Degree and Certificate Programs

- [Special Education](#)
- [Teaching English as a Second Language](#)
- [Teacher of the Blind/Visually Impaired](#)

Five-Year Programs

- Early Childhood Deaf Education (P-3)
- [Early Childhood Special Education \(P-3\)](#)
- [Education of the Deaf & Hard of Hearing \(K-6\)](#)
- [Special Education \(K-6\)](#)

Requirements for the Teachers of Students with Disabilities Program

This 24-credit certificate is designed to equip working teachers with the highly effective instructional skills, strategies, and interpersonal knowledge to teach students with diverse learning needs. The program emphasizes differentiated instruction, curriculum modifications, positive behavioral supports, collaboration, assistive technology, and literacy instruction. Most courses are taught face to face in the late afternoon; some hybrid opportunities are available.

Courses for Post-Baccalaureate Certification Program

This certificate program is specifically designed for students who already hold a standard teaching certificate in a field other than special education and wish to obtain New Jersey certification as a Teacher of Students with Disabilities.

Program Code: SPEC_SCT02

Typical Course Sequence

- SPED 501/Students with Disabilities in Our Schools, 3 s.h.
- SPED 522/Remedial Instruction, 3 s.h.
- SPED 624/Advanced Study in Learning Disabilities, 3 s.h.
- EDUC 513/Collaboration, Consultation, and Partnerships, 3 s.h.
- EDUC 614/Creating and Sustaining Classroom Communities, 3 s.h.
- SPED626/Curriculum Design for Individuals with Severe Disabilities, 3 s.h.
- SPED 617/Graduate Practicum in Special Education, 3 s.h.
- Elective (1): Choose from specialty sequences, 3 s.h.

Total: 24 semester hours

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 program entrance, retention, and exit standards can be found here:

<https://bulletin.tcnj.edu/2017-2018/education/>

Note that:

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.

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.

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
- 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. 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 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.

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.

Elementary Inclusive Education Program with Endorsement in Teacher of Students with Disabilities or Teacher of the Deaf or Hard of Hearing (for students entering Fall 2024 and after)

Students seeking a Teacher of Students with Disabilities or Teacher of the Deaf or Hard of Hearing endorsement will complete the Inclusive Education program plus additional coursework and practicum requirements that are needed for endorsement.

Program Entrance, Retention, and Exit Standards

For admission to the department, students must apply to The College of New Jersey and select a professional program major of elementary education. Students must also select a second major to satisfy the dual-major requirement. The choices are: African American Studies, Art, Biology, English, Environmental Studies, History, Mathematics, Music, Psychology, Sociology, Spanish, iSTEM (Integrative-STEM Education), or Women's, Gender and Sexuality studies.

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 Inclusive Education program:

- Retention in the program is based on the following performance standards in critical content courses: A grade of B- or better is required for all education

- courses, and a grade of C- or better is required for all correlate courses.
- Permission to participate in field experiences requires the completion of a New Jersey Department of Education criminal background check
 - Permission to take Clinical Practice I requires a 3.0 GPA, the recommendation of the student's advisor, and successful completion of all prerequisites.
 - Students who have taken any of the required courses two times without earning the requisite grades may be dismissed from the program. Any course being used as a department-approved substitute for a required course must also meet the minimum grade requirement, including transfer credit.
 - Transfer into the program from another program within the College requires a 2.75 GPA.
 - Admission to student teaching (Clinical Practice II) requires a cumulative GPA of 3.0 prior to the start of the student teaching semester and satisfactory ratings on the Teacher Performance and Educator Dispositions Assessments. Additionally, all students must be in compliance with the professional standards as outlined in the Educator Dispositions Rubric. Furthermore, students are expected to take the relevant Praxis II content exam prior to the start of student teaching.
 - Graduation requires completion of all courses in the education major; completion of all courses and meeting all standards in the second major; and fulfilling all College Core requirements and the completion of a minimum of 30 course units. Students must attain a minimum grade of B- in student teaching to be eligible for The College of New Jersey to recommend the teacher candidate to the State for teaching certification.
 - 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 Educator Dispositions Assessment and the TCNJ Student Conduct Code. 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.
 - Any student seeking to be recommended by TCNJ for teaching certification in New Jersey must
 - have a 3.0 GPA
 - take and pass the relevant Praxis II Content Knowledge exam(s) for the area(s) of certification associated with the program he/she is attempting to complete
 - 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

Sample Courses for the First Year:

- FYS 1XX/First Year Seminar
- ELE 203/Foundations of Inclusive Education

- SLP 102/Speech and Language Development
- ELE 201/Child and Adolescent Development
- MAT 105/Mathematical Structures, or 106 / Algorithms for Educators I or II
- BIO 104/Inquiries in the Life Science
- Two Academic Major courses