

## Special Education

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The Department of Special Education equips students with essential knowledge and skills to permit entry to the teaching profession as teacher of individuals with disabilities.

### Teacher of the Developmentally Handicapped

This curriculum is designed to prepare students for New Jersey certification as teacher of the handicapped. Preparation includes content and practice in teaching individuals with disabilities in cognition, emotional, physical, and/or neurological development. The New Jersey certificate for teaching individuals with disabilities does not distinguish between these diagnostic labels: the certificate establishes qualification to teach individuals with any one or combination of the above disabling conditions. (The department also offers a five-year dual certification in the education of the deaf and hard of hearing and elementary education leading to an MAT degree—see below.)

### Requirements for the Major

Forty-four (44) credits in general education including SPED 101. (Consult the College's *Undergraduate Bulletin* or the undergraduate schedule of classes for acceptable courses.)

Twenty-two (22) credits in additional general education requirements: INCD 240, PSY 101, PSYC 213, PSYC 214, PSYC 222, PSYC 224, and three credits of electives.

Twenty-nine (29) credits in major requirements: SPED 205, SPED 207, SPED 320, SPED 321, SPED 322, SPED 324, SPED 498, SPED 435, SPAU 311, department approved option.

Thirty-one (31) credits in professional education: SPED 301, SPED 305, SPED 309, SPED 312, SPED 402, SPED 415, SPED 490.

### Admissions:

1. The department reserves the right to limit enrollments in the program when necessary or desirable.
2. Formal admission to the program is granted at the end of sophomore year only to those students who have met the departmental requirements as well as those of the School of Education and of the College.
3. Departmental application forms must be filed by students desiring to transfer from other departments in the College. The application includes a written response to a designated topical question. Interviews of applicants may be required. Acceptance decisions are made the week prior to spring registration.
4. Proficiency level of all students admitted to the major will be continually assessed in the areas of oral language, spelling, writing, reading, and mathematics skills.

### Academic Regulations

Candidates for teacher-education certification must have a 2.75 cumulative grade point average to successfully complete their teacher education program and be recommended for certification and licensure. To help assure that students at The College of New Jersey meet their requirement by graduation: 1) admission to candidacy in all teacher education programs, following completion of 60 credits, will require a 2.5 minimum GPA; and 2) admission to student teaching in all teacher education programs will require a 2.75 minimum GPA. Exceptions involving admission will be considered on an individual basis and granted upon approval of the chair of the department offering the program and the dean of education.

### Transfer Students

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 by at least one year, in most cases. Transfer students that are accepted into the program must schedule courses with the advisement of the undergraduate coordinator.

Outside transfers must complete an admissions process through the College admissions office. Departmental review of external transfer applications occurs immediately subsequent to the dates published by the College for the application process. Interview of applicants may be required.

### 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 the handicapped program. Minimum grades are noted in parentheses.

- Retention in the program is based on the following performance standards in these "critical content courses": SPED 101 (B); SPED 205 (B); SPED 207 (B-).

- Transfer into the program from another program within The College is based upon the following performance standards in these “foundation” courses: WRI 102 (C); BIOL 181 or 182 (C); SPED101 (B).
- The State of NJ requires a GPA of 2.5 for a student to enter the Pre-Professional Experience (typically spring semester of the third year). The State of NJ also requires a GPA of 2.75 in order to obtain teacher certification. Therefore, students must have an overall minimum GPA of 2.75 by the beginning of the term they intend to student teach (typically the spring semester of the fourth year). Exceptions to this requirement must be approved by the department chairperson and the dean.
- In addition, in order to graduate the student must earn a minimum grade of C in the following courses: INCD 240; PSYC 101, 222, 224, 213, 214; EDFN 403; SPED 301, 305, 309, 312, 320, 321, 322, 324, 402, 415, 435, 490, 498.

*During academic year 2003-2004, The College of New Jersey is in the process of transformative curricular change. Therefore only the course of study for first-year students entering in 2003-2004 is set out below. These students should consult their advisors when planning courses for future years. Supplements to this online bulletin also will be available on an ongoing basis.*

#### **First Semester**

SPED	101/Exceptional Populations in Society	3
WRI	102/Rhetoric I	3
PSY	101/General Psychology	4
MATH	105/Math Struc. and Alg. for Educ. I	4
BIOL	181/Principles of Biology I	4
SPED	099/School of Education Seminar	0

#### **Spring Semester**

	Humanities and Artistic Perspectives (General Education)	3
IDSC	151/Athens to New York	3
	<i>or</i>	
FSP	101/First Year Seminar	4
INCD	240/Comp Literacy	3
MATH	106/Math Struc. and Alg. for Educ. II	4
BIOL	182/Principles of Biology II	4
	<b>Total for year</b>	<b>32</b>

#### **SPED 101/Exceptional Populations in Society 3 cr.**

(3 class hours)  
(every semester)

Perspectives on the World: Social Sciences-Content

Investigates the historical, philosophical, and sociological implications of exceptional populations. Being exceptional is analyzed through literary perspectives. Overview is presented of characteristics, etiology, prevalence/incidence of, and delivery services for exceptional populations. Field trips are required at student expense.

#### **SPED 205/Sophomore Professional Experience 3 cr.**

(3 class hours)  
(annually)

*Prerequisites:* SPED 101, departmental approval

Orientation to the educational resources and services available and essential to the disabled individual and the family. Emphasizes proper referral and use of resources in the schools, rehabilitation facilities, and other public and private agencies serving individuals with disabilities. Travel to field experience is at student expense.

#### **SPED 207/Growth and Development of the Exceptional Child: Birth to Eight 3 cr.**

##### **Exceptional Child: Birth to Eight**

(3 class hours)  
(annually)

*Prerequisites:* SPED 101, departmental approval

This course considers the growth and development of children, focusing primarily on the physical, social, cognitive, and linguistic aspects of developmental changes as presented by the child with disabilities. An array of influences on the developing child are considered, from the biological to the cultural. The course presents a foundation in the development of typical children as well as discussion of the issues facing children and families of children who have exceptional educational needs. A limited number of field observations will be required at student expense.

#### **SPED 301/Curriculum for Transition Planning 3 cr.**

(3 class hours)  
(annually)

*Prerequisite:* SPED 205

This course focuses on issues related to preparing students with all types of disabilities to make successful transitions from school to adult living. Topics include self-determination and person-centered planning, the transition planning process, legal mandates, family-centered practices, inter-agency collaboration, communication skills for successful collaboration, career exploration, supported employment, post-secondary education, and supports for independent living. Emphasis will be on planning curricula which maximize opportunities for independent living for young adults with disabilities.

**SPED 305/Curriculum and Methods for Teaching**      **3 cr.**

**Individuals with Disabilities**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, 205, departmental approval

This course integrates best practices, learning theory, and hands-on experience with the materials and processes needed to teach children with disabilities in a variety of contexts. Emphasis will be on mathematics, social studies, science, and cross-curricular and collaborative planning. Students will be required to develop and use a micro-teaching experience, and to analyze and adapt standard curriculum to the particular needs of learners with disabilities, in special classes and in inclusion settings.

**SPED 309/Language and Reading for Individuals**      **3 cr.**

**with Disabilities**

(3 class hours)

*Prerequisites:* SPED 101, 205, departmental approval

Basic understanding of the developmental processes and problems presented by individuals with disabilities in learning to read, write, and communicate effectively. Techniques and methodology in gaining insight into the nature and process of language development and reading. Methods and approaches for enhancing language development and teaching reading are presented and used, including direct instruction, basal systems, whole language, and language experience.

**SPED 312/Assessment and Remedial Techniques**      **3 cr.**

**for Individuals with Disabilities: Language and Reading**

(2 class hours, 2 lab hours)

(annually)

*Prerequisites:* SPED 309, departmental approval

Theories and practices related to language and reading problems of individuals with disabilities. The course includes using computer programs for reading instruction, and critical review of multicultural themes in reading materials. Laboratory work involves two hours per week of supervised experiences using corrective or remedial evaluation/teaching techniques. Field experiences at student expense are required.

**SPED 320/Nature/Needs of Individuals with**      **3 cr.**

**Mental Retardation**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

Examination of the nature of mental retardation: conceptual model, definitions, classification systems, and epidemiology. Investigation of etiological factors, behavioral correlates, affective and cognitive development. A study of students with mental retardation including family relationships, residential options, best practices in education, advocacy, and rights.

**SPED 321/Nature/Needs of Individuals with**      **3 cr.**

**Emotional and Behavioral Disorders**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

Introduction to types of behavior disorders; major concepts and historical antecedents of special education for students with emotional and behavioral disorders; assessment procedures and problems; origins of disordered behavior; and examination of conceptual models of emotional disturbance including psychoanalytic and behavioral approaches toward treatment and prevention.

**SPED 322/Nature/Needs of Individuals with**      **3 cr.**

**Multiply Disabling Conditions**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

Introduction to various multiply disabling conditions with focus on primary disability and associated secondary conditions. Needs of multiply disabled individuals will be investigated in terms of learning and behavior problems, socio-emotional development, speech and language development, and mobility. Advances in technological support for persons with disabilities, and computer-assisted approaches in instruction are explored.

**SPED 324/Nature/Needs of Individuals with**      **3 cr.**

**Learning Disabilities**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

Overview of learning disabilities as an interdisciplinary field and its historical development. Reviews the various theories, diagnostic approaches, and intervention strategies.

**SPED 387, 487/Faculty-Student Research 3 cr.**

*Prerequisites:* Permission of instructor; SPED 101, 205, 207; completion of at least 65 credits; minimum GPA of 2.5

The course provides the opportunity for a student, or a group of students, to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SPED 402/Seminar in Professional Issues and Practices 3 cr.**

(3 class hours)

(annually)

*Corequisite:* SPED 490

This course is designed to act as a student-teaching seminar. Activities include specialized problem solving in professional issues, developing a model for professional development, analysis of instructional strategies, and direct observational assessment methodologies and tools.

**SPED 415/Junior Professional Experience 6 cr.**

(annually)

(field experience each morning, weekly seminar)

*Prerequisites:* SPED 305, 312, departmental approval; 2.5 GPA

*Corequisite:* SPED 435

Practicum in observation and participation in multiple contexts for children with and without disabilities. Observation of the developmental behavior and learning needs of children with varying abilities; developing and using instructional methods and materials recommended by cooperating teachers and college supervisors; and participation as a teacher assistant. Collaborative projects, strategy instruction, and adapting methods and materials to individual needs are emphasized. Field experiences are required at student expense.

**SPED 423/Methods for Teaching Intellectually Gifted and Talented Students 3 cr.**

(occasionally)

Strategies and learning activities with emphasis on the development of appropriate materials for the gifted and talented student. Attention will also be devoted to identification techniques and to the characteristics of the gifted and talented.

**SPED 435/Learning and Behavior Management 3 cr.**

(annually)

*Prerequisite:* Departmental approval

*Corequisite:* SPED 415

Focus on theories of behavior change and classroom management strategies which can be applied to individuals with and without disabilities. Included are the theoretical foundations and applications of such procedures as behavior modification, reality therapy, self-monitoring, and goal setting. Relationship between active learning and self control is emphasized.

**SPED 476/Honors Independent Study 3 cr.**

**SPED 477/Honors Independent Study 6 cr.**

(occasionally)

*Prerequisite:* Departmental permission

An opportunity for advanced work in the honors program.

**SPED 490/Student Teaching 10 cr.**

(annually)

*Prerequisites:* Senior standing, 2.75 GPA, and departmental approval

*Corequisites:* SPED 402

Teaching individuals with disabilities in approved special-education programs under direct supervision of cooperating teachers and college faculty. Observation, participation, and effective teaching in special-education settings is required.

**SPED 497/Selected Topics in Special Education 1–3 cr.**

(occasionally)

In-depth study and/or field experience in current or specialized topics in special education proposed by the faculty and approved by the department.

**SPED 498/Seminar in Special Education: Advanced Research and Writing 3 cr.**

(annually)

*Prerequisites:* Senior standing and departmental approval

Designed to have students explore current issues in special education and communicate their findings via completion of a written study project. Synthesis of previous learning (course work and field experience) is expected.

**SPED 499/Independent Study in Special Education** 1–6 cr.

(occasionally)

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**Five-Year Dual Certification in the Education of the Deaf and Hard of Hearing and Elementary Education (MAT)**

The 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 students and for transfer students from community colleges or other 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, K–12 as well as for licensure as an elementary-level teacher. Students will earn a bachelor's degree in their academic major without teacher certification, at the end of their fourth year. The bachelor's degree will be in the area of their liberal arts major. The course of study, however, continues through the following summer and academic year and culminates with the student's earning a master's degree and two certifications. Students will need to meet all requirements of The College and School of Education as set forth for each degree. At the undergraduate level, the student must select one of the following liberal arts majors: English, mathematics, history, biology, Spanish, psychology, sociology, or math/science/technology. Additional information can be found at [http://deafed.department.tcnj.edu/program\\_description\\_hs.htm](http://deafed.department.tcnj.edu/program_description_hs.htm)

**Academic Regulations**

In compliance with the State of New Jersey's regulations, a student must have a grade point average of 2.5 prior to enrolling in the pre-professional experience block of courses. 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. Students must repeat a required departmental, academic sequence, or professional education course in which a grade of D or F has been received. Such a course may be repeated only one time. Students unable to meet departmental criteria as noted will be dismissed from the department. Dismissal will be made at the end of the academic year.

**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 dual certification program in the education of the deaf and hard of hearing and elementary education. Minimum grades are noted in parentheses.

- Retention in the program is based on the following performance standards in this “critical content course”: SPED 101/Exceptional Populations in Society. Also see requirements for individual majors in the Schools of Art, Media, and Music; Culture and Society; Engineering; and Science.
- Transfer into the program from another program within the College is based upon the following performance standards in these “foundation courses”: SPED 101/Exceptional Populations in Society (B); WRI 102/Academic Writing I (B); also see requirements for individual majors in the schools of Art, Media, and Music; Culture and Society; Engineering; and Science.
- Graduation requires a GPA of 2.0 in courses for the program and earning a minimum grade of C- in the following courses: SPED 101, 150, 160, 207, 220, 250, 330, 340, 350, 380; SPAU 311, 318, 319; ELEM 103, 292, 326; MATH 342; also see requirements for individual majors in the schools of Art, Media, and Music; Culture and Society; Engineering; and Science. *Note: at the end of their 4<sup>th</sup> year, students must have a GPA that meets admission standards for graduate study at TCNJ.*

**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.

**First-Semester Sequence**

*During academic year 2003-2004, The College of New Jersey is in the process of transformative curricular change. Therefore only the first semester course of study for first-year students entering in 2003-2004 is set out below. These students should consult their advisors when planning courses for future years. These plans should take into account requirements for the major, general education, professional courses, and state certification. Supplements to this online bulletin also will be available on an ongoing basis.*

<b>DHBI/Biology</b>		
WRI	102/Academic Writing	4
BIO	185/Themes in Biology	4
CHE	201/General Chemistry I	4
ELEM	103/Introduction to Elementary Education	1
SPED	101/Exceptional Populations in Society	3
SPED	099/School of Education Seminar	0
<b>Total for semester</b>		<b>16</b>

*Alternate Choices*

FSP	101/First Year Seminar	4
	General Education-history	3
	General Education-Philosophy/Religion	3

<b>DHEN/English</b>		
WRI	102/Academic Writing	4
MATH	105/Mathematical Structures and Algorithms for Educators I	4
PSY	101/General Psychology	4
SPED	101/Exceptional Populations in Society	3
SPED	099/School of Education Seminar	0
*Consult adviser for appropriate courses.		
<b>Total for semester</b>		<b>15</b>

*Alternate Choices*

FSP	101/First Year Seminar	4
	General Education-History	3
	General Education-Natural Science	4
	General Education-Philosophy/Religion	3

<b>DHHI/History</b>		
FSP	101/First Year Seminar	4
MATH	105/Mathematical Structures and Algorithms for Educators I	4
HIS	210/World History I	4
SPED	101/Exceptional Populations in Society	3
SPED	099/School of Education Seminar	0
<b>Total for semester</b>		<b>15</b>

*Alternate Choices*

WRI	102/Academic Writing	4
	General Education-Natural Science	4
	General Education-Philosophy/Religion	3

<b>DHMA/Mathematics</b>		
WRI	102/Academic Writing	4
SPED	099/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
MAT	127/Calculus A	4
MAT	200/Discrete Mathematics	4
<b>Total for semester</b>		<b>15</b>

*Alternate Choices*

FSP	101/First Year Seminar	4
	General Education-History	3
	General Education-Natural Science	4
	General Education-Philosophy/Religion	3

<b>DHST/Mathematics/Science/Technology (M/S/T)</b>		
WRI	102/Academic Writing	4
MAT	127/Calculus A	4
SPED	101/Exceptional Populations in Society	3
BIOL	181/Principles of Biology	4
STEC	161/Creative Design	3
SPED	099/School of Education Seminar	0
<b>Total for semester</b>		<b>18</b>

*Alternate Choices*

FSP	101/First Year Seminar	4
	General Education-History	3

General Education-Philosophy/Religion 3

**DHPS/Psychology**

WRI 102/Academic Writing 4

MAT 105/Mathematical Structures and Algorithms  
for Educators I 4

SPED 101/Exceptional Populations in Society 3

PSY 101/General Psychology 4

SPED 099/School of Education Seminar 0

**Total for semester 15**

*Alternate Choices*

FSP 101/First Year Seminar 4

General Education-History 3

General Education-Natural Science (BIO recommended) 4

General Education-Philosophy/Religion 3

**DHSO/Sociology**

WRI 102/Academic Writing 4

STAT 115/Statistics I 3

SPED 101/Exceptional Populations in Society 3

ELEM 103/Introduction to Elementary Education 1

SOC 101/Introduction to Sociology 4

SPED 099/School of Education Seminar 0

**Total for semester 15**

*Alternate Choices*

FSP 101/First Year Seminar 4

General Education-History 3

General Education-Natural Science 4

General Education-Philosophy/Religion 3

**DHSP/Spanish**

WRI 102/Academic Writing 4

MAT 105/Mathematical Structures and Algorithms  
for Educators I 4

SPED 099/School of Education Seminar 0

SPED 101/Exceptional Populations in Society 3

SPA 203/Speech and Grammar Review 4

*or*

SPAN 204/Span. for Heritage Speakers 4

**Total for semester 15**

*Alternate Choices*

FSP 101/First Year Seminar 4

General Education-History 3

General Education-Natural Science 4

General Education-Philosophy/Religion 3

**SPED 150/Manual Communication I 2 cr.**

(2 class hours)

(every semester)

Introduction to American Sign Language and Conceptually Accurate Signing and the principles underlying these sign systems. Class time consists of reviewing vocabulary and using sign language in activities promoting conversational interaction. In addition, articles on sign language and deaf culture will be discussed. Limited to 15 students.

**SPED 160/Manual Communication II 2 cr.**

(2 class hours)

(annually)

*Prerequisite:* SPED 150 or a beginners course in sign language

Expand on principles and skills introduced in SPED 150 (Manual Communication I) related to American Sign Language and Manually Coded English. Class time will consist of introducing new vocabulary and concepts and devoting increasingly larger amounts of time to the use of sign language in conversational interaction. In addition, articles on sign language and deaf culture will be discussed. Limited to 15 students.

SPED 220/History and Philosophy of Programs 3 cr.

and Services for the Deaf and Hard of Hearing

(3 class hours)

(spring)

History, philosophy, programs, culture, and legal issues as they relate to deaf and hard of hearing persons in American society. Examination of materials on health, education, and welfare with attention to resources and community agencies available for serving deaf and hard of hearing.

**SPED 250/Manual Communication III 2 cr.**

(2 class hours)

(fall)

*Prerequisites:* SPED 150, SPED 160, SPED 220

(department majors and minors only)

To further develop receptive and expressive fluency in manual communication for application in practice. Grammatical aspects of American Sign Language (ASL) and conceptually accurate Manually Coded English (MCE) will be emphasized. Preparation to communicate professionally with deaf parents and to instruct students bilingually.

**SPED 330/Pre-Professional Practicum—  
Deaf and Hard of Hearing 2 cr.**

(3 class hours)

(annually)

*Prerequisites:* SPED 340, SPED 350, junior standing in the major; co-enrollment in SPED 380, ELEM 326, MATH 342, RDLG 578  
Planning and executing individual programs under guided supervision.

**SPED 340/Language Development for the Deaf  
and Hard of Hearing 3 cr.**

(3 class hours)

(spring)

*Prerequisites:* Matriculation in the major and junior standing or declaration of deaf studies minor

Theoretical foundations of language development in the deaf and hard of hearing as compared to language development in the normally hearing child. Introduction to methods/ techniques used to diagnose and develop receptive and expressive language skills through a variety of modes for children with hearing loss.

**SPED 350/Manual Communication IV 3 cr.**

(3 class hours)

(spring)

*Prerequisites:* SPED 150, 160, 250

Previously developed vocabulary base and knowledge of the grammatical structures of American Sign Language (ASL) will be used in conversational settings. Metalinguistic knowledge of ASL and English, presentation skills, and an understanding of bilingual educational principles will be developed. Information on community values and attitudes as they relate to the deaf and hearing communities will be examined.

**SPED 380/Instructional Methods in the Education  
of the Deaf and Hard of Hearing 3 cr.**

(3 class hours)

(fall)

*Prerequisites:* Matriculation in the major, junior standing, SPED 340; co-enrollment in SPED 330, ELEM 326, MATH 342, RDLG 578

Nature of curriculum and instruction in schools and classes for the deaf and hard of hearing. Methods and materials, resources and projects designed for teaching deaf and hard of hearing students.

### **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. Additional information can be found at: <http://deafed.department.tcnj.edu/minor.htm>

#### **Required Courses: (12 cr.)**

SPED 150/Manual Communication I	2
SPED 160/Manual Communication II	2
SPED 220/History and Philosophy of Programs and Services for the Deaf	3
SPED 250/Manual Communication III	2
SPED 340/Language Development for the Deaf <i>or</i>	
SPAU 311/Language and Speech Development	3
• Choose six additional credits from:	
SPED 101/Exceptional Populations in Society	3
SPED 350/Manual Communications IV	3



SPAU	308/Anatomy and Physiology of Speech and Hearing Mechanism	3
SPAU	318/Introduction to Measurement of Hearing	3
SPAU	319/Aural Rehabilitation	3
SPED	531/Speech Development for the Deaf *	3

*\*Consult Office of Graduate Studies regarding an undergraduate student taking a graduate course.*

Note: Only six credits of courses in your major count toward a minor. However, support courses offered in another department and required in your major may be counted. A form for filing with Records and Registration is available on the web. Complete it while in your final course. Submit to deaf studies adviser for review and signature.