

School of Education

Dean: Terence O'Connor; Assistant Dean: Susan Berkowitz

The School of Education is composed of six departments of which five participate in undergraduate education. The departments are fully accredited by the New Jersey State Department of Education and by national accrediting organizations. The School of Education's teacher preparation programs have certification reciprocity with many states.

The School of Education also participates in the state's program to certify alternate route teachers. The College serves as one of the instructional centers designated by the New Jersey State Department of Education to provide professional instruction to teachers holding provisional certification.

Creating Exemplary Professionals

Creating Exemplary Professionals is the conceptual framework for professional education at The College of New Jersey, guiding all programs in the School of Education and throughout The College. Based on current thinking, research, and practice regarding the nature of learning, teaching, and schooling, the framework supports the creation of an active, reflective, interactive educator, who is not only effective but exemplary. The mission, themes, and outcomes define our shared vision of Creating Exemplary Professionals.

Mission Statement: The mission of the School of Education is to create exemplary professionals prepared to enrich the lives of the people of New Jersey through education and, consequently, to provide a national model for the preparation of educators. Through their practice and scholarship, members of our professional community model the outcomes candidates are to attain as they prepare for and develop in their professions as teachers, administrators, counselors, and clinicians. Commitment to exemplary professionalism is expressed thematically, in all programs and across the continuum of professional practice, with focus on knowledge and inquiry; excellence in practice; multiculturalism, diversity, and inclusion; leadership and advocacy; and the preparation of professionals who function effectively and reflectively in multiple contexts and communities.

Themes and Associated Learning Outcomes: The themes and learning outcomes, presented next, are emphasized in all courses and field experiences in the School of Education. Five programmatic themes support and define the overarching concept of Creating Exemplary Professionals. The phrases listed immediately beneath each theme are dispositions that develop the meaning and intent of the theme and become significant as directions for action and guidelines for programs. These are followed by the associated learning outcomes expected to be attained by graduates at the completion of their programs of study.

Knowledge and Inquiry

- Learners viewed as active constructors of knowledge.
- Knowledge generated and disseminated by faculty, students, and professional community partners.
- Teaching based on research, best practice, inquiry, and analysis.
- Reflection practiced for professional development and program improvement.

TCNJ graduates demonstrate highly advanced communication and ethical decision-making skills in their interactions with others.

They apply and transform the growing knowledge bases in the content and practice of their professions.

They value inquiry, critical thinking, connected knowledge, creativity, independent thinking, and interdisciplinary conversation.

As reflective, effective educational decision makers, they attain and demonstrate efficacy in the best educational practices.

Excellence in Practice

- Instructional strategies exemplifying best practice.
- Technology as a tool for teaching and learning.
- Collaboration to enhance growth for all members of the learning community.
- Ethical behavior and integrity modeled.

TCNJ graduates work to maintain excellence across the continuum of educational practice through ongoing inquiry and learning.

They use defensible, appropriate instructional/therapeutic strategies, grounded in the knowledge bases of their profession and on assumption of personal responsibility for effective practice.

They use technology effectively as a tool to support and enhance learning, and they understand how technology changes teaching and learning, including the contexts in which learning may occur.

They make connections among theory, research, and practice; between content and pedagogy; between special and general education; between the contexts of the classroom or clinic and the community; between ethics and actions; and among professionals.

Multiculturalism, Diversity, and Inclusion

- Knowledge about and respect for human commonalities affect practice.
- Knowledge about and respect for human differences affect practice.
- Equity and social justice through education.

TCNJ graduates work successfully with learners and clients of increasingly diverse backgrounds, many of whom speak English as a second language, and who come from communities different from their own.

They are knowledgeable about how universal characteristics of human development interact with individual and cultural differences to influence learners and are competent in using that information to promote development in all populations and with all persons they serve.

Multiple Contexts and Communities

- Efficacy demonstrated in multiple contexts that include urban, multicultural, multilingual, and global.
- Positive interactions in multiple communities that include families, neighborhoods, schools, and agencies.

TCNJ graduates are collegial and professional in their interactions and competent in collaborating with others in a community of learners to create positive educational environments.

They demonstrate success in multiple contexts and with members of multiple communities, acknowledging the potency of context and relationships and using that knowledge positively.

Leadership and Advocacy

- Providing service on behalf of students and clients.
- Developing leadership for the enhancement of practice and the profession.
- Promoting individual development and social justice through education.

TCNJ graduates are leaders in the improvement of practice in their professions.

They are active advocates for their students and clients.

They are active in establishing policy that has a positive impact on those they serve.

Requirements for Teacher Education Candidates:

1. As a result of New Jersey State Department of Education code revisions (section 6.11-5.1), a cumulative grade point average (GPA) of at least 2.75 is required for students 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, requires a 2.5 minimum GPA; and 2) admission to student teaching in all teacher education programs requires 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.
2. Students must meet a state hygiene/physiology requirement, and pass the appropriate Praxis examination before receiving a certificate of eligibility to teach in the state. (This requirement does not apply to students in the Special Education and Education of the Hearing Impaired programs, who are eligible to be certified upon meeting the health/physiology requirement and graduating with a 2.75 cumulative grade point average.)
3. A Mantoux or tuberculosis test is required of all students in the School of Education and in teacher preparation programs by their junior year. This test is a state requirement and can be obtained through the The College of New Jersey Health Center.

Educational Administration and Secondary Education

Faculty: Farber, Chair; Evangelisto, Leake, Morrison-Dahms, Palmer, Smith, Titone, Wright

The Department of Educational Administration and Secondary Education provides all educational field experiences that meet State of New Jersey teacher education requirements for students enrolled in secondary education programs in the departments of biology, chemistry, English, history, mathematics, physics, and Spanish. The department

also offers a broad spectrum of educational foundations courses for undergraduates in all teacher education programs that include experiences that meet state multicultural education certification requirements.

EDFN 403/The School in American Culture 3 cr.
(every semester)

Perspectives on the World: Social Sciences-Content
Study of the nature of the school in a complex contemporary, rapidly changing American culture. Examination of schools within the context of their communities, includes topics such as: urban and suburban social structures, values, multicultural student bodies, socialization of children, and economic and political forces on the national and local levels which affect education as a cultural institution.

SCED 203/Secondary Education Sophomore Professional Experience 2 cr.
(every semester)

An introduction to secondary education for the academic disciplines integrating clinical field experiences and analysis of the nature and the contemporary secondary school. Emphasis is placed upon the role of the secondary teacher, facilitation of learning, and career opportunities. Observation in schools and other educational settings is required. The course also includes preliminary assessment of teaching skills such as writing and speaking.

SCED 303/Junior Professional Experience for Secondary Education Majors 6 cr.
(every semester)

Prerequisites: Junior standing in one of the following curricula: biology, chemistry, English, history, mathematics, physics, or Spanish; SCED 203

Development of competency in teaching strategies and directed observation and participation in teaching/learning activities in field-based cooperating schools are the emphases of this course that prepares secondary education students for senior student teaching. Topics include outcomes objectives, short- and long-term planning, evaluation of instruction and assessment portfolios, discipline and classroom management techniques, affective education, the use of media and technology, cooperative learning, individualization of instruction techniques, and curriculum design and revision.

SCED 489/Secondary Education Student-Teaching Seminar 1 cr.
(every semester)

Prerequisite: SCED 303

(Taken concurrently with senior student teaching and a content area seminar.)

The seminar provides students with the opportunity to integrate theory and practice and to analyze the senior student-teaching experience.

SCED 497/Selected Topics in Secondary Education 1–6 cr.
(occasionally)

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

SCED 499/Independent Study in Secondary Education 3 cr.
(every semester)

Elementary Education and Early Childhood Education

Faculty: Sherman, *Chair*; Carroll, Conte, Frank, Frede, Hinitz, Hornberger, Kern, Konzal, Leake, Norris, Pan, Prince, Thompson

The Conceptual Framework for Creating Exemplary Professionals serves as the philosophical foundation for all courses in elementary and early childhood education, the two programs offered by the department. The themes that guide the framework are:

1. Knowledge and Inquiry
2. Excellence in Practice
3. Multiculturalism, Diversity, and Inclusion
4. Multiple Contexts and Communities
5. Leadership and Advocacy

Both elementary and early childhood programs offer a sequence of course work in the theory and practice of education and provide students with field experiences beginning with the first course. The elementary education program focuses on nursery through grade eight; the early childhood program specializes in infancy through grade three. Elementary education students who successfully complete either program are certified kindergarten through grade eight. Early childhood education students who successfully complete either program are certified preschool through grade 3 and nursery through grade eight.

For admission to the department, students must apply to The College of New Jersey and select a professional program of elementary or early childhood education. They must also select an academic major. The choices are art; biology; English; history; mathematics; music; psychology; sociology; Spanish or mathematics/science/technology. In art, biology, English, history, mathematics, music and Spanish, students are eligible to take a state certification examination which will enable them to teach at the secondary level.

The courses of study for both elementary and early childhood programs include the following field experiences:

1. An introductory course with on-site visits to public, non-public, philosophically driven, and charter schools.
2. The sophomore professional experience where students observe and begin to teach in classrooms. This experience includes a child study.
3. The junior professional experience block (JPE), which includes courses that cover learning theories, teaching strategies, classroom practices, and classroom management in a one-semester practicum. Admission to JPE block occurs when a student completes specific courses and has at least a 2.50 grade point average.
4. The senior student-teaching experience where seniors participate in a full semester of supervised classroom teaching. Students generally are clustered in small groups at professional development school sites located a short distance from The College of New Jersey. Student teaching is available in other countries (e.g., San Juan, Puerto Rico, and Santa Fe, New Mexico). The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution. Countries

that have participated in this program include Botswana, England, Germany, Ireland, the Netherlands, South Africa, Spain, The Gambia, United Arab Emirates, and Venezuela. International programs are available in the spring semester only. Admission to student teaching requires at least a 2.75 grade point average.

All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Core Curriculum Content Standards.

In addition to the departmental entrance, retention, and graduation requirements, the Department of Elementary and Early Childhood Education maintains the right and the responsibility to dismiss from the major students who have not fulfilled department requirements or professional expectations.

Requirements for the Academic Majors in Elementary and Early Childhood Education

ELEM/ECED—Art

Forty-five credits including ART 101, 105, 114, 116, 180, 201, 202, 211, 230, 280, 348, 394. Three credits in an art history option and five/six credits in crafts options. In addition, eight/nine credits are taken in art studio/history/crafts/art therapy/computer graphics options.

ELEM/ECED—Biology

Major requirements include BIOL 321, 261 and eight credits of biology options. In addition, CHEM 353, 354 and PHYS 191* and 192.*Additional requirements are BIOL 211, 498, ART 101, CHEM 201, 202.

**May substitute PHYS 201–202 [Calculus prerequisite].*

ELEM/ECED—English

Thirty-six credits include ENGL 201, 235, 236, 206 or 207, 228, 229, 202, 497. Twelve credits of literature courses at the ENGL 300 to 400 levels.

ELEM/ECED—History

Forty-two credits including a freshman seminar in history, World History, HIST 131, 132, U.S.-Latin American, HIST 261–280, 368–385. In addition, Ancient-Renaissance-Reformative 3 cr., HIST 201–210; 222; 311–312; Modern Europe 3 cr., HIST 215–230; 234–235; 301–310; 312–320. Six credits in African-Asian History, HIST 233; 251–259; 330. HIST 498, three credits and nine credits in history options (200–400 levels). Additionally, HIST 455, three credits.

ELEM/ECED—Mathematics

48 credits including MATH 127, 128, 200, 205, 229, 230, 305, 306, 316, 351, 355, STAT 215, CMSC 215, 9 credits of Math/Stat options (300–400 levels)

ELEM/ECED—Music

Thirty-two credits include MUSC 251, 252, 351, 271, 272, 261, 262, 263, 381, 383, 240, 280, 340, 380. Lessons and Ensembles: Performance Lessons, eight credits; Class Lessons, three credits including two for piano and one for other. Additionally, Ensembles, three credits, primary two and optional one.

ELEM/ECED—Psychology

Thirty-five to thirty-eight credit hours including PSYC 101, 102, 203 and 301. Choice of one or more, PSYC 222, 224, 325, ELEM 203 or ECED 340. Choice of one or more; PSYC

212, 311. Choice of one or more, PSYC 213, 214. Choice of one or more, PSYC 215, 216, 217, 267. Choice of one or more, PSYC 303, 319, 366, 387, 390, 398, 431, 443. Capstone Experience—choice of one, PSYC 477, 487, 490, 491, 492, 499. Psychology options three to six credits.

ELEM/ECED—Sociology

Thirty credits, including SOCL 101, SOCL 201, SOCL 301, SOCL 302, SOCL 401 and SOCL 496. Sociology majors may take either STAT115/116 or MATH125/STAT215.

ELEM/ECED—Spanish

Thirty-six credits including Language Studies, six credits. Select from SPAN 203, 211, 220, 221, 350, 371. Studies in Literature six credits, Culture Studies six credits, Spanish three credits, Spanish Literature six credits select from SPAN 323, 341, 367, 425, 435, 410. Spanish-American Literature six credits, select from SPAN 314, 316, 327, 330, 331, 344, 348, 414, 417, 418. Senior Seminar (choose one) SPAN 360, 499 or MDLA 390.

ELEM/ECED—M/S/T

This interdisciplinary major integrates formal study in mathematics, biology, chemistry, physics, and technology. Students will complete 42 credits of core requirements including: Calculus (MATH 127) and Calculus (MATH 128) or Statistics (SAT115), Principles of Biology (BIOL 181-182), Principles of Chemistry (CHEM 101-102), College Physics (PHYS 191-192), Introduction to Human Technological Behavior (TSNG 171), Principles of Structures and Mechanisms (TSNG 211), and an M/S/T-approved elective. They will also select an area of specialization in either mathematics, *biology, *chemistry, *physics, or technology.

**General science must be substituted in the core for this area of specialization.*

Elementary Education

Elementary school teachers must have a broad academic background as well as practical understanding of the elementary school curriculum. In the freshman year, students study the functions and organization of the elementary school. Field visits to elementary schools enable students to apply theory to practice. During the sophomore year, students observe and participate in an elementary classroom and study teacher and student behaviors and interactions. In the junior year, one semester is devoted to professional experiences that relate theory and practice in the teaching of reading, language arts, social studies, science (with focus on teaching environmental science), mathematics, health and physical education, and safety. Student teaching in the senior year offers the student an opportunity to teach under the guidance of a classroom teacher in an elementary or middle school.

The first year of a student's program of study is set out below. Students should consult with their departmental advisers in both the education and academic content majors in planning the remainder of the academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification. The department requires that students visit both the education adviser and the academic content major adviser each semester. This is the responsibility of the student, as requirements and course offerings often change.

Program Entrance, Retention, and Exit Standards for Elementary Education

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 elementary education:

- Retention in the program is based on the following performance standards in these “critical content courses”: A grade of C or better in ELEM 203 or ELEM 292; achieving the required grades in the critical content courses of the academic content major.
- Transfer into the program from another program within The College is based upon the following performance standards in these “foundation courses”: A grade of C or better in ELEM 203 or ELEM 292; achieving the required grades in the foundation courses in the academic content major.
- Graduation requires a GPA of 2.75 in courses for the program; completing all courses in the education major; and completing all courses and meeting all standards in the academic content major.

Requirements for the Professional Major in Elementary Education

Thirty (30) credits in professional courses including an introductory course, ELEM 103, and the sophomore professional experience, ELEM 292. The junior professional experience is a block of courses including ELEM 301, ELEM 326, RDLG 304, MATH 342, PHED 496, ELEM 483, and ELEM 484. RDLG 422 may be taken with ELEM 489 Student Teaching. ELEM 203 is taken in the sophomore year.

ELEM/Art

RHET	101, 102/Rhetoric I, II	6
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	106 Math Structures and Algorithms for Educ. II	3
ART	101/Foundations of Art (Major Section)	3
ART	114/Color Theory and Practice	2
ART	116/Design	2
IDSC	151/Athens to New York	3
ELEM	103/Introduction to Elementary Education	1
SPED	101/Exceptional Populations in Society Natural Sciences*	8
ELEM	099/Departmental/School of Education Seminar	0
Total for year		34

ELEM/Biology

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
BIOL	183, 184/General Biology I, II	8
CHEM	201, 202/General Chemistry I, II	8
SOCL	101/Introduction to Sociology	3
ELEM	103/Introduction to Elementary Education	1
SPED	101/Exceptional Populations in Society	3
ELEM	099/Departmental/School of Education Seminar	0
Total for year		32

ELEM/English

RHET	101, 102/Rhetoric I, II	6
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	106 Math Structures and Algorithms for Educ. II	3
IDSC	151/Athens to New York	3
ENGL	201/Approaches to Literature Natural Sciences*	8
ELEM	103/Introduction to Elementary Education	1
ART	101 Found of Art or STEC 161/Creative Design	3
SPED	101/Exceptional Populations in Society	3
ELEM	099/Departmental/School of Education Seminar	0
Total for year		33

ELEM/History

RHET	101, 102/Rhetoric I	3
RHET	102 for History Majors	3
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	106 Math Structures and Algorithms for Educ. II	3
IDSC	151/Athens to New York	3
ELEM	103/Introduction to Elementary Education	1
HIST	131/World History I	3
HIST	132/World History II	3
HIST	200 Level (Any 200 Level Gen. Ed. History)	3
SPED	101/Exceptional Populations in Society	3
ART	101/Found of Art or STEC 161 Creative Design	3
SOCL	101/Introduction to Sociology	3
ELEM	099/Departmental/School of Education Seminar	0
Total for year		34

ELEM/Mathematics

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	200/Principles of Math	3
MATH	127, 128/Calculus I, II	6
PHYS	201, 202/General Physics I, II	4
ELEM	103/Introduction to Elementary Education	1
ART	101/Found of Art or STEC 161 Creative Design	3
ELEM	099/Departmental/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
MATH	205/Introduction to Linear Algebra	3
Total for year		34

ELEM Mathematics/Science/Technology (M/S/T)

RHET	101, 102/Rhetoric I, II	6
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York Science (Group A)	8
ELEM	103/Intro. Elementary Education Math (Group B)	1
STEC	161/Creative Design	3
TSNG	171/Intro. to Hum. Tech. Behav.	3
Total for year		33

ELEM/Music

RHET	101, 102/Rhetoric I, II	6
MATH	105 Math Structures and Algorithms for Educ. I	3

*Consult adviser for appropriate courses.

MUSC	160/Music Fundamentals	3
MUSC	251/HIS/LIT Anal. I Classical	2
MUSC	261/Harmony	2
	Performance Lessons	2
	Ensemble	1
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
	Natural Sciences*	8
ELEM	103/Introduction to Elementary Education	1
ELEM	099/Departmental/School of Education Seminar	0
	Total for year	34

ELEM/Psychology

RHET	101, 102/Rhetoric I, II	6
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	115 Statistics I	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
PSYC	101/General Psychology	3
PSYC	102/Methods and Tools of Psychology (Special Section)	3
ELEM	103/Introduction to Elementary Education	1
ELEM	099/Departmental/School of Education Seminar	0
	Total for year	33

ELEM/Sociology

RHET	101, 102/Rhetoric I, II	6
STAT	115/Statistics I	3
STAT	116/Statistics II	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
	Natural Sciences*	8
SOCL	101/Introduction to Sociology	3
ELEM	103/Introduction to Elementary Education	1
ART	101/Found of Art or STEC 161 Creative Design	3
ELEM	099/Departmental/School of Education Seminar	0
	Total for year	33

ELEM/Spanish

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	106 Math Structures and Algorithms for Educ. II	3
ELEM	099/Departmental/School of Education Seminar	0
ELEM	103/Introduction to Elementary Education	1
SPED	101/Exceptional Populations in Society	3
SOCL	101/Introduction to Sociology	3
ART	101/Found of Art or STEC 161 Creative Design	3
SPAN	203/Span. Grammar Review	
	or	
SPAN	211/Inter. Span. Comp./Conv.	
	or	
SPAN	220/Int. Span. Nat. Speaker I	6
	Total for year	31

*Consult adviser for appropriate courses.

A five-year dual certification in education of the deaf and hard of hearing and elementary education leading to a Master of Arts in Teaching is available. Students will earn a bachelor's degree, without teacher certification, at the end of their

fourth year. The degree will be in education of the deaf and hard of hearing and elementary education with an academic major. The course of study continues through the following summer and academic year and culminates with the earning of a master's degree and two certifications.

Junior Professional Experience for Elementary Education Majors

(every semester)

Prerequisite: Junior standing in elementary education

Successful completion of previous professional courses is required before admission to the JPE block. A GPA of 2.50 is also required for admission. The following courses are taken as a 15-credit block:

ELEM	301/Observation and Participation
RDLA	304/Reading/Language Arts in Elementary Education
ELEM	326/Social Studies/Science in Elementary Education
ELEM	483/Creative Arts in the Elementary School
ELEM	484/Diversity and Multiculturalism in Elementary Education
MATH	342/Teaching Mathematics in the Elementary School
PHED	496/Survey of Teaching Health, Physical Education, and Safety in Elementary Grades

ELEM 103/Introduction to Elementary Education 1 cr.

(every semester)

In this introductory course, students are asked to examine their prior beliefs about elementary schools. The course examines the purposes of schooling, how decisions are made concerning curriculum and pedagogy, the roles teachers, students, parents, administrators, school boards and community members play, how schools are organized and current trends in elementary education. Visits to a variety of elementary schools (i.e., urban, suburban, rural, nonpublic, philosophically driven) will provide a practical framework for the examination of educational theories and current professional literature. Field trips may be required at student expense.

ELEM 203/Child Growth and Learning 5 cr.

(every semester)

This course is a systematic study of child development in the elementary and middle school years. Through an analysis of developmental theories and research on learning and cognition, students will gain a deeper understanding of core developmental processes. Emphasis is placed on concepts and principles such as individual and group differences, interpreting tests and measurements, motivation in the classroom, behavioral approaches to learning and cognitive approaches to learning. Methods of observation and assessment of children will culminate in an original case study.

ELEM 292/Analysis of Classroom Behavior 2 cr.

(every semester)

This inquiry-based course examines current theory and practice in teaching in the elementary school. Emphasis is placed on analyzing specific teacher and student behaviors in the classroom and exploring the elements that create a positive classroom climate that supports and encourages learning. The course introduces core methods of instruction. Students plan and teach a lesson at the field site.

ELEM 301/Observation and Participation 5 cr.

(every semester)

This course consists of two related activities that help students integrate theory and practice: 1) an intensive seminar in general teaching methods and issues related to elementary

education; and 2) a practicum in the elementary grades in which the students apply the methods from the seminar and related courses and make observations relevant to issues studied in the course. Students plan, conduct and evaluate individual lessons, a unit of study and long-term projects across all subjects using a variety of teaching methods. Field trips may be required at student expense.

ELEM 307/Environmental Awareness 3 cr.
(every semester)

Prerequisite: Non-departmental majors require permission of instructor

This course includes study of the environment and methods of expanding educational activities to the out-of-doors. It includes observation and participation in classrooms, readings, discussions, and action research projects. Research projects may be presented as part of the Celebration of Student Achievement. Field trips may be required at student expense. P/U grading.

ELEM 326/Social Studies/Science in Elementary Education 3 cr.
(every semester)

This course brings principles of developmental, behavioral, and cognitive psychology into practice in planning and teaching inquiry-based science and social studies lessons and developing integrated thematic units; links instruction and assessment in a constructivist setting; focuses on creating performance-based assessments; provides extensive opportunities for collaborative planning and team teaching. Prepares teachers to implement New Jersey Core Curriculum Content Standards. The course includes a field placement as well as instruction in the college classroom.

ELEM 483/Creative Arts in the Elementary School 1 cr.
(every semester)

This course emphasizes the integration and application of the creative arts to the elementary school curriculum and demonstrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.

ELEM 484/Multiculturalism in Elementary Education 1 cr.
(every semester)

This course focuses on incorporating multiculturalism and diversity in the elementary school classroom. (Formerly ELEM 497/Seminar in diversity and multiculturalism)

ELEM 489/Student Teaching 10 cr.
(every semester)

The student-teaching experience takes place in a professional development school or in other schools. The student teacher gradually assumes responsibility for planning, teaching, and directing the learning activities of the class. Each student teacher is supervised by college supervisors and cooperating teachers. A minimum GPA of 2.75 is required for entrance into student teaching.

Senior Professional Experience
(every semester)

ELEM 489/Student Teaching
RDLG 422/Diagnosis of Reading Difficulties

ELEM 497/Topics in Elementary Education 1–6 cr.
(every semester)

This course includes in-depth study and/or field experience in current or specialized topics in elementary education selected by the faculty and approved by the department.

ELEM 498/Independent Study in Elementary Education 1–3 cr.
(every semester)

Prerequisite: Departmental approval

An independent study of an aspect of elementary education chosen through consultation between the student and a faculty adviser.

Early Childhood Education

Effective teachers must have a broad background of knowledge. In addition to providing the specific training for a teacher of young children, The College seeks to enable each student to acquire a liberal education. The early childhood specialization courses are designed to increase knowledge in specific areas as well as to prepare for future teaching. Actual participation in the schools begins in the freshman year. In the sophomore course Guiding the Learning Experiences of Young Children, the student not only learns about young children but also observes and participates in the activities of a nursery school.

For one semester in the junior year, each student engages in professional experiences. While studying and learning the techniques of teaching mathematics, reading, science, social studies, creative arts, and multicultural education, the student also will observe children and teachers as they engage in the process of learning and teaching. The students will participate in the activities and gain experience in planning, organizing, and directing the learning experiences of children. In the junior year, study of developmental growth as a determinant of learning, and of psychological principles as a basis for classroom procedures, are covered.

Student teaching in the senior year is under the direction of a college supervisor and a cooperating teacher in a school.

The first year of a student's program of study is set out below. Students should consult with their departmental advisers in planning the remainder of their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification. The department requires that students visit both the education adviser and the academic content major adviser each semester. This is the responsibility of the student, as requirements and course offerings often change.

Requirements for the Professional Major in Early Childhood Education

Thirty (30) credits in professional courses including an introductory course, ECED 105 and the sophomore professional experience, ECED 206. The junior professional experience is a block of courses including ECED 314, ECED 319, RDLG 316, MATH 342 and PHED 496, ECED 491 and ELEM 484. RDLG 422 may be taken with ELEM 489 Student Teaching. Additionally, RDLG 205 and ECED 340 are taken in the sophomore year.

As part of their degree program, students in elementary education and early childhood education must complete both a professional and academic major. A single degree is awarded. Academic majors are: art, biology, English, history, mathematics, mathematics/science/technology, music, Spanish, psychology, or sociology.

Upon graduation with a professional major in early childhood education, the student receives the Bachelor of Science degree and is eligible for certification to teach preschool through grade three and kindergarten through grade eight in

the public schools of New Jersey. Upon graduation with a professional major in elementary education, the student receives the Bachelor of Science degree and is eligible for certification to teach kindergarten through grade eight in the public schools of New Jersey. Candidates for a teacher certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the PRAXIS before the New Jersey Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a mentoring fee during his or her first year of teaching.

Program Entrance, Retention, and Exit Standards for Early Childhood Education

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 early childhood education:

- Retention in the program is based on the following performance standards in these "critical content courses": A grade of C or better in ECED 206 or ECED 340; achieving the required grades in the critical content courses of the academic content major.
- Transfer into the program from another program within The College is based upon the following performance standards in these "foundation courses": A grade of C or better in ECED 206 or ECED 340; achieving the required grades in the foundations courses in the academic content major.
- Graduation requires a GPA of 2.75 in courses for the program; completing all courses in the education major; and completing all courses and meeting all standards in the academic content major.

ECED/Art

RHET	101, 102/Rhetoric I, II	6
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	106 Math Structures and Algorithms for Educ. II	3
ART	101/Foundations of Art (Major Section)	3
ART	114/Color Theory Practice	2
ART	116/Design	2
IDSC	151/Athens to New York	3
ECED	105/Introduction to Early Childhood Ed.	1
SPED	101/Exceptional Populations in Society Natural Sciences*	3
ECED	099/Departmental/School of Education Seminar	0
Total for year		34

ECED/Biology

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
BIOL	183, 184/General Biology I, II	8

CHEM	201, 202/General Chemistry I, II	8
SOCL	101/Introduction to Sociology	3
ECED	105/Introduction to Early Childhood Ed.	1
SPED	101/Exceptional Populations in Society	3
ECED	099/Departmental/School of Education Seminar	0
Total for year		32

ECED/English

RHET	101,102/Rhetoric I, II	6
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	106 Math Structures and Algorithms for Educ. II	3
IDSC	151/Athens to New York Natural Sciences*	3 8
ENGL	201/Approaches to Literature	3
ECED	105/Introduction to Early Childhood Ed.	1
ART	101/Found of Art or STEC 161 Creative Design	3
SPED	101/Exceptional Populations in Society	3
ECED	099/Departmental/School of Education Seminar	0
Total for year		33

ECED/History

RHET	101, 102/Rhetoric I	3
RHET	102 for History Majors	3
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	106 Math Structures and Algorithms for Educ. II	3
IDSC	151/Athens to New York	3
ECED	105/Introduction to Early Childhood Ed.	1
HIST	131/World History I	3
HIST	132/World History II	3
ECED	099/Departmental/School of Education Seminar	0
HIST	200 Level (Any 200 Level Gen. Ed. History)	3
SPED	101/Exceptional Populations in Society	3
ART	101/Found of Art or STEC 161 Creative Design	3
SOCL	101/Introduction to Sociology	3
Total for year		34

ECED/Mathematics

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	200/Principles of Math	3
MATH	127, 128/Calculus I, II	6
PHYS	201, 202/General Physics I, II	4
ECED	105/Introduction to Early Childhood Ed.	1
ART	101/Found of Art or STEC 161 Creative Design	3
ECED	099/Departmental/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
MATH	205/Introduction to Linear Algebra	3
Total for year		34

ECED Mathematics/Science/Technology (M/S/T)

RHET	101, 102/Rhetoric I, II	6
SPED	101/ Exceptional Populations in Society	3
IDSC	151/Athens to New York Science (Group A)	3 8
ECED	105/Introduction to Early Childhood Ed. Math (Group B)	1 6
STEC	161/Creative Design	3
TSNG	171/Intro. To Hum. Tech. Behav.	3
Total for year		33

*Consult adviser for appropriate courses.

ECED/Music		
RHET	101, 102/Rhetoric I, II	6
MATH	105 Math Structures and Algorithms for Educ. I	3
MUSC	160/Music Fundamentals	3
MUSC	251/History and Literature Anal. I Classical	2
MUSC	261/Harmony	2
	Performance Lessons	2
	Ensemble	1
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
	Natural Sciences*	8
ECED	105/Introduction to Early Childhood Ed.	1
ECED	099/Departmental/School of Education Seminar	0
	Total for year	34

ECED/Psychology		
RHET	101, 102/Rhetoric I, II	6
MATH	105 Math Structures and Algorithms for Educ. I	3
STAT	115 Statistics I	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
	Natural Sciences*	8
PSYC	101/General Psychology	3
PSYC	102/Methods and Tools of Psychology (Special Section)	3
ECED	105/Introduction to Early Childhood Ed.	1
ECED	099/Departmental/School of Education Seminar	0
	Total for year	33

ECED/Sociology		
RHET	101, 102/Rhetoric I, II	6
STAT	115/Statistics I	3
STAT	116/Statistics II	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
	Natural Sciences*	8
SOCL	101/Introduction to Sociology	3
ECED	105/Introduction to Early Childhood Ed.	1
ART	101/Found of Art or SETC 161 Creative Design	3
ECED	099/Departmental/School of Education Seminar	0
	Total for year	33

ECED/Spanish		
RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	105 Math Structures and Algorithms for Educ. I	3
MATH	106 Math Structures and Algorithms for Educ. II	3
ECED	105/Introduction to Early Childhood Ed.	1
ELEM	099/Departmental/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
SOCL	101/Introduction Sociology	3
ART	101/Found of Art or STEV 161 Creative Design	3
SPAN	203/Spain. Grammar Review	
	or	
SPAN	211/Inter. Span. Comp./Conv.	
	or	

SPAN	220/Int. Span. Nat. Speaker I	6
	Total for year	31

*Consult adviser for appropriate courses.

Junior Professional Experience for Early Childhood Education Majors

Prerequisite: Junior standing in early childhood education. Successful completion of previous professional courses is required before admission to the JPE block. Courses ECED 314, RDLG 316, ECED 319, ECED 491, ELEM 484, MATH 342 and PHED 494 are to be taken as a block of study. ECED 340 is taken in the sophomore year. A GPA of 2.50 is also required for admission.

ECED 105/Introduction to Early Childhood Education 1 cr.

(spring)
Overview of the profession and programs of early childhood education with emphasis on current trends; explores the range and types of developmentally appropriate early education programs in the United States; includes guided observation coordinated with theoretical background and readings from contemporary professional literature. Required field trips at student expense.

ECED 206/Guiding the Learning Experiences of Young Children 2 cr.

(fall)
Study of the needs of young children; significance of experience to development; organization of an early education facility; importance of indoor and outdoor materials and equipment; the role of teacher; basic principles and practices in teaching young children; history of early childhood education; and observation and participation in a child-care setting.

ECED 314/Observation and Participation 5 cr.

(every semester)
Prerequisites: Junior standing in early childhood education; successful completion of previous professional courses is required before admission to the JPE block. Courses ECED 314, ECED 319, RDLG 316, PHED 494, and MATH 340, ELED 491, and ELEM 484 are to be taken as a 13-credit block of study
Theory and experience in teaching the nursery-kindergarten primary grades. Demonstrations, observations, and guided participation. An interdepartmental seminar with faculty of the teaching center and several college departments. Focus on addressing state and national standards. Field trips may be required at student expense.

ECED 319/Social Science and Science in Early Childhood Education 3 cr.

(every semester)
Examines the purpose, scope, and sequence of social science and science instruction in early childhood education. Develops methods of teaching social science and science to the young child at the preschool, primary and intermediate (pre K–Grade 6) with a focus on pre-K–3 school levels. Focus on addressing state and national standards.

ECED 340/Development and Learning of Young Children 4 cr.

(3 class hours, 2 lab hours)
(spring)
The young child in the educational setting; developmental growth as a determiner of human learning; socialization,

motivation, individual differences; and psychological principles as a basis for classroom procedures. Field trips may be required at student expense.

ECED 489/Student Teaching **10 cr.**
(every semester)

Prerequisites: Senior standing in early childhood education; successful completion of previous professional courses before admission to the senior professional experience block. Student teaching during the senior year is under the direction of a college supervisor and a cooperating teacher. The student-teaching experience will be completed in a professional development school or in other schools. The student teacher gradually assumes responsibility for planning, teaching, and directing the learning activities of the class culminating in two weeks of full-time classroom management. A minimum GPA of 2.75 is required for entrance into student teaching.

ECED 491/Creative Learning Experience for Young Children **2 cr.**
(every semester)

Emphasizes the integration and application of the creative arts to the early childhood school curriculum and illustrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.

ECED 498/Independent Study in Early Childhood Education **1–3 cr.**
(every semester)

Prerequisite: Departmental approval. An in-depth independent study of an aspect of early childhood education chosen through consultation between the student and a faculty adviser.

Instructional Computing Development

INCD 240/Computer Literacy **3 cr.**
(3 class hours)
(every semester)

This course integrates computer use with inquiry and design-based education for all learners; develops computer literacy in use of hardware, software, and applications for providing solutions to real-world situations in teaching and learning; builds competencies in the creation of files for word processing, mail merge, databases, spreadsheets, graphics, e-mail, Internet research, and Web/homepage development; examines the historical, ethical, and social aspects of computer technology.

Health and Exercise Science

Faculty: Hill, Chair; Chilakos, Cochrane, Fisher, Herzstein, Hoffman, Kang, Malley, Oshel

The Department of Health and Exercise Science prepares students as K–12 teachers and as exercise science professionals.

Students must complete their major required courses within the health and exercise science department at The College of New Jersey unless special permission is granted by the student's program director to allow completion of a major required course at another college.

The department will not accept a grade below C in any subject required in the academic major from a transfer student.

In agreement with The College policy, a combination of transfer credits and credit by examination may not exceed 83 credits; however, the health and exercise science department reserves the right to specify certain courses which must be taken at The College of New Jersey before the student will be permitted to enroll in student teaching or a practicum and internship.

The department maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress completing the major component of the program, fulfilling department requirements, and/or teacher certification requirements.

Requirements for the Major

Thirty-seven credits in common core courses are required for all majors. This requirement applies to the teaching and non-teaching options. An additional 31 credits are required in the health and exercise science department as part of the professional sequence courses.

Certification—(0–3 course credits)

All students are required or advised to earn certificates in the following:

- Emergency Care (Required)—no credit
- Water Safety (Recommended)—no credit
- Sport Coaching Certification—3 credits
- Driver Education Teacher Certification (Recommended)—3 credits
- Teacher Certification

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 Department of Health and Exercise Science programs. Minimum programs are noted in parentheses.

- Retention in the program is based on the following performance standards in these “critical content courses”: HPED 172 /Foundations I (C); PHED 203/Human Anatomy and Physiology (C); HLED 160/Current Health and Wellness Issues (C)
- Transfer into the program from another program within The College is based upon the following performance standards in these “foundation courses”: HLED 160/Current Health and Wellness Issues (C); BIOL 181/Principles of Biology I (C) or BIOL 183/General Biology I ; HPED 172/Foundations I
- Graduation requires a GPA of 2.0 in courses for the program and earning a minimum grade of C– in the following courses: All courses in the major (prefixes HPED, PHED, HLED, SAFT).

**NOTE: All students in teacher preparation programs must have a 2.75 G.P.A. for recommendation for certification to teach in New Jersey.*

Health and Physical Education: Teacher Preparation Option

Applicants must be interviewed by members of the faculty and must take a physical fitness/performance test. Students will be tested in their freshman year, in their sophomore year as part of the admission requirements to junior-level courses, and in their junior year prior to being permitted to register for their senior student-teaching experience.

Additionally, students are required to attend at least one professional meeting/conference per semester. Proof of attendance must be submitted to the student's adviser.

Students are prepared with a background in general education. Most course work consists of specialized health and physical education subjects. Class work and activity skills are combined in the physical education courses to cover all facets of this major. Practical teaching experience is provided on the elementary and secondary levels. Majors are expected to participate in the intercollegiate, intramural, and club programs and be members of the department majors' clubs, as well as state and national professional organizations.

Students who apply for transfer into the department must have established a minimum cumulative average of 2.50 for teacher-education certification preparation.

All teacher-preparation students must apply for admission to teacher education prior to the junior professional experience and:

1. Have a 2.50 overall cumulative average;
2. Have successfully completed PHED 292/Field Experience I;
3. Present evidence of involvement in professional, departmental, campus, and community activities;
4. Pass a fitness test annually;
5. Have recommendations from three full-time HES faculty members they have had in class;
6. Have demonstrated ethical and professional behavior;
7. Be approved by the Department Selection and Retention Committee; and
8. Earn a C– or above in major courses.

Candidates for a teacher-education certificate must have a 2.75 cumulative grade point average, prior to student teaching and in order to meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher-education candidates will receive a “certificate of eligibility with advanced standing” which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher-education candidate also will have to pay a fee during his or her first year of teaching.

The teaching option provides not only a high-quality but a cutting-edge program that is consistent with the standards of the National Association for Sport and Physical Education (NASPE) and the National Council for the Accreditation of Teacher Education (NCATE). The program culminates in the preparation of exemplary health and physical education K–12 teachers who collaborate with other professionals to teach the whole child while achieving the goals of content mastery, professionalism, and pedagogical expertise common to the preparation of all teachers. The objectives of the program present TCNJ graduates as reflective, inquiry-oriented, pre-profes-

sionals who are cognizant of equity and diversity issues, competent in their subject matter, and able to select instructional strategies best suited for the varying needs of their students.

Health and Physical Education Professional Option (Non-Teaching)

Students selecting this option must complete 37 credits listed as major common core courses and 31 credits within the professional sequence which are designated courses for the non-teaching option students.

Students interested in pursuing non-teaching careers in health promotion, wellness, sports medicine, and other related professions such as physical therapy, cardiac rehabilitation, and exercise science will develop their academic programs on an individualized basis with their advisers.

Requirements for the Health and Physical Education Professional Option (non-teaching)

1. 2.0 cumulative grade point average in major courses.
2. A grade of C– or above will be accepted for major courses.
3. A current CPR certification is required for the practicum and internship field experience.
4. Pass a fitness test annually.
5. Present departmental evidence of involvement in departmental or professional activities.

Pre-Physical Therapy Professional Counseling

The health and exercise science department **does not have an approved curriculum in physical therapy**; however, the department recognizes the expanded professional career opportunities for students who successfully complete the recommended programs for physical therapy. A significant number of qualified students from this department have been accepted into schools offering the postgraduate certificate in physical therapy. All have completed the prescribed health and physical education science curriculum at The College of New Jersey.

Driver Education—Teacher Certification

(recommended elective)

Students who complete the traffic safety course, SAFT 335, with a degree in a secondary school teaching discipline will be certified to teach three phases (classroom, simulation, behind-the-wheel) in the public high schools of New Jersey. Teaching certification in driver education is highly recommended for those students planning to teach at the secondary level.

Health and Physical Education: Coaching Certification Option

Principles and Problems of Coaching

Course includes national coaching certification requirements. Students interested in coaching at the interscholastic level are advised to complete the coaching course which contains the American Sports Education Program (ASEP) certification. The ASEP certification is regarded as one of the top coaching certifications in the country.

Elective Physical Education

All students are invited to elect any of the following lifetime sport activity courses for pleasure and to develop satisfactory

skills for participation in adult life. These courses may be used as electives.

PHED 098/Water Safety Instructor 0 cr.
(two 55-min./sem.)
(annually)

Prerequisite: Current senior lifesaving certification
Demonstration and analysis of American Red Cross required swimming and lifesaving skills. Theoretical principles and practical skills involved in teaching Red Cross swimming, lifesaving, and water safety courses.

SAFT 099/Emergency Care 0 cr.
(two 80-min./sem.)
(every semester)

Basic safety and emergency first-aid knowledge and skills with opportunity to attain American Red Cross CPR and first-aid certification.

PHED 113/Judo 1 cr.
(two 80-min./qtr.)
(every semester)
Fundamental skills, rules, and tactics.

PHED 116/Yoga 1 cr.
(every semester)
Bodily postures, relaxation, breath control, and mental concentration.

PHED 125/Weight Training 1 cr.
(two 80-min./qtr.)
(every semester)
Fundamental skills of weight training including safety measures and an understanding and appreciation of weight training to individual and team development.

PHED 131/Golf 1 cr.
(two 80-min./qtr.)
(every semester)
Development of golfing skills, plus knowledge of basic rules and etiquette. Field trips may be required at student expense.

PHED 153/Basketball 1 cr.
(two 80-min./qtr.)
(every semester)
Development and use of basic skills and game strategies plus a study of the rules accompanied by introduction to applicable teaching techniques and methodologies.

PHED 155/Track and Field 1 cr.
(two 80-min./qtr.)
(every semester)
Development and analysis of skills, events, rules and conditioning comprising a track program for men and women accompanied by introduction of teaching techniques and methodologies.

PHED 159/Softball 1 cr.
(two 80-min./qtr.)
(annually)
Development and use of basic skills and game strategies plus a study of the rules accompanied by introduction to applicable teaching techniques and methodologies.

PHED 162/T'ai Chi Chuan 1 cr.
(one 80-min./sem.)
(every semester)
An introductory Chinese martial arts course performed through up to 96 postures. Techniques increase balance,

range of motion, general muscle tone, and are excellent for stress reduction.

PHED 212/Tennis 1 cr.
(two 80-min./qtr.)
(every semester)
Basic skills: forehand and backhand drives, serve and volley, rules and strategy.

Major Courses

HPED 172/Foundations I: Critical Issues 3 cr.
(fall)

This course is designed to introduce students to the critical issues in physical education, fitness, sports, and health promotion. Changing philosophies and basic concepts will be discussed. Professions related to physical education, sports, fitness, and health wellness will be included.

HPED 182/Team Sports I 2 cr.
(meets two times/week, fall)

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three team sports activities. Primary emphasis on knowledge of the skills and methodology. (Suggested sports: softball, soccer, and basketball.)

HPED 183/Team Sports II 2 cr.
(meets two times/week, spring)

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three team sports activities. Primary emphasis is on knowledge of the skills and methodology. (Suggested sports: volleyball, field hockey, and lacrosse.)

HPED 272/Foundations II: Fundamental Movement 2 cr.
(two 80-min./sem.)
(spring)

Study of the concept and underlying principles of movement; application of these principles to sports and dance.

HPED 274/Concept-Based Fitness 2 cr.
(every semester)

This course is designed to provide the student with a broad background in the principles of fitness conditioning and exposure to various types of fitness activities. Instruction will be given in procedures for self-evaluation as well as the development of an individualized exercise program for the development of health and physical fitness.

HPED 282/Individual and Dual Sports 2 cr.
(every semester)

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three individual and dual sports activities. Primary emphasis is on knowledge of the skills and methodology. (Suggested sports: golf, tennis, badminton, and racquetball.)

HPED 293/Developmental Activities 2 cr.
(spring)

Develop competence and ability to teach complex motor skills related to dance, gymnastics, and elementary games. These experiences develop conceptual understanding.

- HPED 372/Foundation III: Prevention and Care of Sports Injuries** 2 cr.
(two 80-min./lab sem.)
(every semester)
Prerequisites: PHED 203, 204
Principles, organization, and administration of training room facilities. Preventive and remedial athletic bandaging, analysis of common injuries, first-aid and rehabilitation procedures, athletic training techniques.
- PHED 203, 204/Human Anatomy and Physiology** 6 cr.
(two 80-min lecture, one 55-min. lab each semester)
(annually; 203 fall and 204 spring)
Prerequisites: BIOL 181, 182
Structure and function of the various tissues, organs, and systems of the human body, with applications of structural and functional relationships pertinent to the professions of health and physical education.
- PHED 221/Theory and Practice of Aerobic Exercise** 3 cr.
(two 80-min./sem.)
(every semester)
Cardiovascular fitness through dance and generic movement including knowledge of physiological, anatomical, and biochemical characteristics and values of aerobics. A small additional fee may be required.
- PHED 292/Field Experience I** 2 cr.
(one 55-min lecture, one 110-min. lab.)
(every semester)
Observation of methods, techniques, organizational procedures, philosophies, and teaching styles currently used in elementary, middle/intermediate, and high school health and/or physical education classes. Field trips may be required at student expense.
- PHED 301/Kinesiology** 3 cr.
(two 55-min./sem., one 110-min. lab/sem.)
(every semester)
Prerequisites: PHED 203, 204
Scientific principles of mechanics as they relate to motor skills. Individual projects and independent research will be stressed in laboratory sessions.
- PHED 302/Measurement and Evaluation of Health and Fitness Activities** 3 cr.
(two 80-min. lab/sem.)
(every semester)
Prerequisites: 2.50 GPA. Minimum of five activity courses and PHED 205. Formal acceptance into teacher education. Current enrollment in PHED 390
Development of a basic working knowledge in handling statistical data and an appreciation of testing and measuring in the improvement of health and physical education programs.
- PHED 304/Adapted Kinetics** 2 cr.
(two 80-min. lab/sem.)
(every semester)
Prerequisites: PHED 203, 204
Organization and administration of corrective programs in schools. Types and causes of postural deviations, postural examination procedures, corrective exercise, programs, and equipment. Experience in individual corrective procedures.
- PHED 307/Principles and Problems of Coaching** 3 cr.
(two 80-min./sem.)
(every semester)
An analysis of the multi-faceted problems that confront the present day coach of scholastic activities. Practical solutions for these problems sought. National coaching certification ASEP is available.
- PHED 311/Physiology of Exercise** 3 cr.
(every semester)
Prerequisites: PHED 203, 204
Techniques, principles, and physiological requirements of exercise. Participation in individual fitness teams, development of exercise specificity in individual and group exercise programs, and the use of laboratory sessions and equipment in designing exercise protocol and assessing improved physiological function.
- PHED 350/Nutrition, Exercise, and Energy Balance Research** 3 cr.
(two 80-min./sem.)
(every semester)
Focuses on research processes and communication skills applied to the role of exercise and proper nutrition in regard to their positive influence on weight control. Techniques for evaluating energy balance and planning for weight-loss programs are discussed in light of established scientific principles and procedures.
- PHED 368/Outdoor Recreation** 3 cr.
(one 60-min/weekly)
(every semester)
Significance of outdoor recreation. Scope of natural resources and how they may be used for people's enjoyment. The responsibilities of agencies and organizations and the current and potential future problems facing outdoor recreation. Field trips may be required at student expense.
- PHED 371/Outdoor Education** 3 cr.
(two 80-min/weekly)
(every semester)
Introduction to the development of outdoor recreation and school camping. Theories, practices, educational significance, organization, administration, and basic program concepts. Field trips may be required at student expense.
- PHED 374/Motor Learning** 3 cr.
(every semester)
Study physical and psychological factors related to learning motor skills. Knowledge of motor skills will be applied to learning principles needed to teach physical education.
- PHED 390/Methods and Materials of Health and Physical Education** 3 cr.
(two 80-min./sem.)
(every semester)
Prerequisites: Formal acceptance into teacher education, and 2.75 GPA
Innovative strategies for facilitator/learner in the development of health and physical education programs. Emphasizes personalized and individualized learning.

- PHED 392/Field Experience II** 2 cr.
(one 55 min. lecture, one 110-min. lab)
(every semester)
Prerequisites: Current enrollment in PHED 390, 2.50 GPA
Prepares prospective student teachers in physical education by providing visits to public and private schools of elementary, middle, and secondary levels. Physical education programs will be observed and discussed, and some teaching experience may be provided. Field trips may be required at student expense.
- PHED 393/Practicum I** 3 cr.
(every semester)
Prerequisite: PHED 301 or instructor's permission
Practical experience, observation, and participation in programs of corporate fitness/wellness, cardiac rehabilitation, physical therapy, or other health/wellness and sport promotion programs.
- PHED 400/Organization and Administration of Health and Physical Education** 2 cr.
(every semester)
Prerequisites: 2.75 GPA. Concurrent enrollment in PHED 490
Program organization and administration in health and physical education. Legal foundations, personnel functions, budget and finance, facilities and equipment, public relations, and professional organizations discussed.
- PHED 490/Student Teaching—Health and Physical Education** 10 cr.
(full-time—first or second semester)
Prerequisite: Meeting of all criteria for admission to student teaching
Full semester of student teaching during the senior year with approved teachers in selected schools of the state. Direct supervision by teachers and college supervisors. Observation, participation, and responsible teaching. 2.75 grade point average is required.
- PHED 493/Internship** 12 cr.
(every semester)
Prerequisites: PHED 393, 401, HLED 170, and current in CPR
Emphasis upon practical experience, research, observation, participation, organization, administration, and supervision in programs of fitness, wellness, cardiac rehabilitation, physical therapy, or other health/wellness and sport promotion programs. Students may not take more than one additional course (max. four credits) while doing an internship.
- PHED 496/Survey of Teaching Health, Physical Education, and Safety in the Elementary Grades** 1 cr.
(one 110-min./qtr.)
(every semester)
Designed to help individuals gain knowledge, assimilate information, and experience activities related to the teaching of physical education, health, and safety in grades K–8.
- PHED 497/Selected Topics in Physical Education** 1–3 cr.
(occasionally)
In-depth study and/or field experience in current or specialized topics in physical education proposed by the faculty and approved by the department.
- PHED 499A–F/Independent Study in Physical Education** 1–6 cr.
(every semester)
Prerequisite: Approval of topic by department
For advanced student; in-depth study of a carefully defined area of physical education.
- SAFT 335/Driver Education** 3 cr.
(Teacher Certification)
(three 80-min. lab/sem.)
(every semester)
Methodology relating to knowledge, skill, and psychological considerations in teaching driver education. Completing this course certifies students to teach driver education in New Jersey.
- HLED 160/Current Health and Wellness Issues** 3 cr.
(two 80-min./sem.)
(every semester)
Perspectives on the World: Social Sciences-Content
Investigates a broad range of health-related problems as they affect humankind in the environment.
- HLED 351/Stress Management** 3 cr.
(two 80 min./sem.)
(every semester)
Designed to help individuals relax, energize, and cope through learning strategies for desensitization to stressful situations, enhancement of self-image, and development of scientific relaxation techniques. A small additional fee may be required.
- HLED 353/Analysis of Drug Dependencies** 3 cr.
(two 80-min./sem.)
(every semester)
Analysis of drug dependencies and their effect on the individual and society. The use, misuse, and abuse of mood-modifying substances including tobacco, alcohol, and other drugs, both therapeutic and illicit. Implications for instruction in the public schools.
- HLED 356/Foundations of Sex Education** 3 cr.
(two 80-min./sem.)
(every semester)
Analysis of human sexuality, including human sexual response, value clarification, contraception, abortion, reproduction, social mores, homosexuality, sex research, and sex education. Curriculum design and implementation.
- HLED 358/Perspectives on Aging, Death, and Dying** 3 cr.
(two 80-min./sem.)
(every semester)
Analysis of personal meanings of aging, death, and dying viewed from biological, psychosocial, medical, and bioethical aspects. Roles of professionals in these areas and appraisal of current trends and research.
- HLED 456/Seminar: HIV Prevention Education** 3 cr.
(two 80-min./sem.)
(annually)
Transmission, risk reduction, psychosocial issues, community resources and services, current research findings, and issues relevant to prevention of HIV infection.

HLED 459/Counseling for Health Issues 3 cr.
(two 55-min./sem.)
(every semester)

Basic counseling techniques are applied to health-related areas. The health educator's role is examined as a counselor involved with students, schools, and the community.

HLED 460/ Comprehensive School Health 3 cr.
(two 80-min./sem.)
(every semester)

The programs of school and community health including their scopes, functions, organization, and administration, and their relationships to the needs of the total community are reviewed.

HLED 480/Health Promotion Program Management 3 cr.
(every semester)

Prerequisites: HLED 172, PHED 204, PHED 301, PHED 311, PHED 393

An introduction to program management options for work-site health promotion systems. Emphasis will be placed on working within a corporate culture, examining the various opportunities for health promotion implementation while studying the impact these options have on human resource requirements.

Included in the course will be a unit focused on strength training and conditioning. Completion of this course, including all prerequisites, will assist in preparing the student for National Strength and Conditioning Association certification as a Certified Strength and Conditioning Specialist. NSCA examination fee at student's expense.

HLED 497/Selected Topics in Health 1–6 cr.
(occasionally)

In-depth study and/or field experience in current or specialized topics proposed by the faculty and approved by the department. The course may be repeated each time the content changes.

HLED 499A–F/Independent Study in Health 1–6 cr.
(every semester)

Prerequisite: Approval of topic by department; for advanced students

In-depth study of a carefully defined area of health.

Language and Communication Sciences

Faculty: Blair-Larsen, *Chair*; Cheek, Hornyak, Johnson, Kamen, Rubin, Smith, Speaker, Taylor, Wong, Wu

The Department of Language and Communication Sciences offers a minor in communication disorders. The communication disorders minor provides the prerequisites necessary to prepare students for graduate study in speech/language pathology or audiology. The program consists of seven courses, considered by the accrediting agency, ASHA, as essential to the students seeking admission to graduate programs in the field. These courses would be elected and taken in addition to the student's designated undergraduate major. The department also administers The College's Speech and Hearing Center where graduate students complete part of

their clinical practicum requirements under the supervision of clinical faculty and staff.

The Department of Language and Communication Sciences also offers undergraduate courses in reading, language arts, and children's literature to teacher-education candidates in early childhood education, elementary education, and secondary education.

Reading

The Department of Language and Communication Sciences administers The College of New Jersey Reading Center which provides diagnostic and corrective services for children and adolescents who are experiencing reading problems. The center also provides an instructional setting for undergraduate and graduate students enrolled in departmental courses.

RDLG 090/Introduction to Reading and Study Skills 3 cr. (additive)
(annually—fall)

Prerequisite: Reading placement examination

An introductory course; part of the basic skills requirement. Emphasis is on the development of comprehension skills, basic vocabulary skills, study skills, and writing skills.

RDLG 098/Reading and Study Skills 3 cr. (additive)
(every semester)

Deals with the systematic development of vocabulary, reading, listening comprehension, and study skills with a special emphasis on the higher-order thinking skills.

RDLG 205/Children's Literature and Storytelling 3 cr.
(every semester)

Perspectives on the World: Literature

A multimedia approach to children's books. Includes the historical background of both literature and book illustrating, criteria for selection of children's books, child development and children's literature, reading interests of children; classic and current books; topical issues; history of storytelling; techniques of presenting stories; extensive examination and reading of many books.

RDLG 304/Reading/Language Arts in Elementary Education 3 cr.
(every semester)

Nature and organization of reading/language arts programs in the elementary school; methods and materials; guided observations and experiences in teaching reading/language arts in an elementary school classroom. Examination of factors that influence literacy development of children.

RDLG 316/Reading/Language Experiences for Young Children 3 cr.
(every semester)

Nature and organization of reading and language arts programs in early childhood education; methods and materials; guided observations and experiences in teaching reading and the language arts in primary classrooms. Factors affecting literacy development of young children are investigated.

RDLG 328/Teaching Reading in Middle through Senior High School 2 cr.
(every semester)

A study of the theory and practice of teaching reading in the middle school, junior high school, and senior high school.

Content includes: a study of the reading process; the identification and application of comprehension and study skills to be stressed in the content areas; the planning of a directed reading activity; motivation for the reluctant reader; and the identification of problem readers with prescribed instructional remediation.

RDLG 422/Diagnosis of Reading Difficulties 2 cr.
(every semester)

General nature of reading difficulties; identification, appraisal, diagnosis, analysis, causes, and corrective procedures. Emphasis is given to various diagnostic instruments including the informal reading inventory.

RDLG 497/Topics in Reading 1–3 cr.
(every semester)

In-depth study and/or field experience in current or specialized topics in reading and/or language arts selected by the faculty and approved by the department.

RDLG 498/Independent Study in Reading and Language Arts 1–3 cr.
(every semester)

Prerequisite: Departmental approval

An in-depth independent study of an aspect of reading and/or language arts chosen through consultation between the student and a faculty adviser.

Speech Pathology and Audiology

Prerequisite for the communication disorders minor is a general cumulative average of 2.5. This standard must be maintained until graduation.

Students may repeat only once any departmental course in which a grade of D or F has been received.

It should be noted that completion of the undergraduate sequence does not guarantee admission to any graduate program. For the admissions requirements of the department's graduate program, see *The College of New Jersey Graduate Bulletin*.

The New Jersey Department of Education requires a master's degree and a Speech/Language Specialist certificate to practice in schools. The Department of Law and Public Safety, Division of Consumer Affairs, requires a master's degree and a license to function in hospitals, rehabilitation settings, or private practice.

The American Speech-Language and Hearing Association requires graduation from an accredited master's program to earn the Certificate of Clinical Competence, which is usually required by hospitals and rehabilitation settings throughout the United States.

All students are advised to read the department's student handbook for policies on retention, grievance, and other procedural topics.

Communication Disorders Minor

Most graduate speech pathology and audiology programs require no particular undergraduate major; however, the profession's national accreditation board (ASHA) specifies undergraduate prerequisites to graduate courses in these fields. The department's communication disorders minor meets these requirements.

Undergraduates wishing to prepare for graduate study in speech pathology or audiology should make an appointment to meet with the program adviser:

- To receive information relative to the profession of choice; and
- To receive advisement relative to course sequence and prerequisites.

SPAU	305/Acoustic Phonetics	3
SPAU	308/Anatomy and Physiology of the Speech and Hearing Mechanism	3
SPAU	311/Language and Speech Development	3
SPAU	318/Introduction to the Measurement of Hearing	3
SPAU	319/Aural Rehabilitation*	3
SPAU	320/Introduction to Communication Disorders	3
SPAU	420/Diagnosis and Treatment of Communication Disorders	3
SPED	101/Exceptional Populations in Society	3
	Total	24

*Seniors whose overall GPA is 3.0 or higher may apply to the chairperson for permission to substitute SPAU 533 Dev. Communication for the Deaf and Hard of Hearing for SPAU 319, and substitute SPED 501 Learning and Behavior Problems of Children and Youth with Disabilities for SPED 101.

SPAU 305/Acoustic Phonetics 3 cr.
(3 class hours)
(annually—fall)

Prerequisite: Permission of instructor

Broad and narrow transcription of American English in International Phonetic Alphabet; prosodic features; introduction to acoustic phonetics; and elements of instrumental analysis.

SPAU 308/Anatomy and Physiology of the Speech and Hearing Mechanism 3 cr.
(3 class hours)
(annually—fall)

Prerequisite: Permission of instructor

Study of underlying structural and functional bases of normal speech and language development.

SPAU 311/Language and Speech Development 3 cr.
(3 class hours)
(annually—spring)

Prerequisites: SPAU 308, permission of instructor

An interdisciplinary investigation of the nature of normal language and speech development.

SPAU 318/Introduction to Measurement of Hearing 3 cr.
(3 class hours)
(annually—fall)

Prerequisites: SPAU 308, permission of instructor

Experience in the various methods of hearing testing. Types and causes of hearing impairment and role of audiometry in diagnosis.

SPAU 319/Aural Rehabilitation 3 cr.
(3 class hours)
(annually—fall)

Prerequisites: SPAU 318; permission of instructor

Aspects of identifying, habilitating and rehabilitating the aurally handicapped: screening tests, sound amplification, auditory training, speech reading, and speech conversation.

SPAU 320/Introduction to Communication Disorders 3 cr.

(3 class hours)
(annually—fall)

Prerequisites: SPAU 305, 308, or permission of instructor
Study of the characteristics of the major types of speech-language disorders and their etiologies. The emphasis will be on accurately observing and recognizing these disorders in both children and adults and understanding the legal and professional responsibilities of speech-language pathologists.

SPAU 420/Diagnosis and Treatment of Communication Disorders 3 cr.

(3 class hours)
(annually—spring)

Prerequisites: SPAU 305, 308, 311, 320, or permission of instructor

Study of the procedures, tests, and methods used by speech-language pathologists to diagnose and treat disorders of articulation, voice, fluency, and language.

SPAU 495/Independent Study in Speech Pathology 1–6 cr.

Prerequisite: Permission of instructor
Study of a special topic with a related off-campus component, in close consultation with a member of the department.

SPAU 498/Senior Studies in Speech Pathology and Audiology 1–6 cr.

(3 class hours)
(every semester)

Prerequisites: Permission of instructor; senior standing
Individual study, under faculty supervision, enabling students to engage in intensive investigation of an area of major specialization using research procedures.

- Twenty-one (21) credits in additional general education requirements: INCD 240, PSYC 101, PSYC 222, PSYC 313, PSYC 224, PSYC 314, 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

As a result of New Jersey State Department of Education code revisions (section 6.11-5.1), a cumulative grade point average (GPA) of at least 2.75 is required for students 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

Special Education

Faculty: Behre, Chair; Anthony, Cohen, Dell, McAuliffe, Newton, Petroff, Rao, Rotter, Strassman

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.)

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: RHET 101 (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, 313, 314; EDFN 403; SPED 301, 305, 309, 312, 320, 321, 322, 324, 402, 415, 435, 490, 498.

Freshman Year

Fall Semester

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

Spring Semester

RHET 102/Rhetoric II	3
IDSC 151/Athens to New York	3
INCD 240/Comp Literacy	3
MATH 106/Math Struc. and Alg. for Educ. II	3
BIOL 182/Principles of Biology II	4
Total for year	32

Sophomore Year

Fall Semester

SPED 205/Sophomore Professional Experience	3
PSYC 222/Child Psychology	3
PSYC 224/Adolescent Psychology	3
IDSC 252/Society, Ethics, and Technology	3
Humanistic and Artistic Perspectives	3
EDFN 403/The School in American Culture	3

Spring Semester

SPED 207/Growth and Development of the Exceptional Child: Birth to Eight	3
SPED 309/Language and Reading for Individuals with Disabilities	3

PSYC 313/Learning, Memory, and Motivation	3
SPAU 311/Language and Speech Development	3
Humanistic and Artistic Perspectives	3
Total for year	33

Junior Year

Fall Semester

SPED 305/Curriculum and Methods for Teaching Individuals with Disabilities	3
SPED 312/Assessment and Remedial Techniques for the Disabled: Language and Reading	3
SPED 320/Nature/Needs of Individuals with Mental Retardation	3
SPED 324/Nature/Needs of Individuals with Learning Disabilities	3
PSYC 314/Cognitive Psychology	3
Humanistic and Artistic Perspectives	3

Spring Semester

SPED 321/Nature/Needs of Individuals with Emotional and Behavioral Disorders	3
SPED 322/Nature/Needs of Individuals with Multiply Disabling Conditions	3
SPED 415/Practicum: Junior Experience	6
SPED 435/Learning and Behavior Management	3
Total for year	33

Senior Year

Fall Semester

SPED 301/Curriculum for Transition Planning	3
SPED 498/Seminar in Special Education: Advanced Research and Writing	3
SPED Approved Elective	2
Humanistic and Artistic Perspectives	3
Perspectives on the World: Social Sciences	3
General Education Elective	3

Spring Semester

SPED 490/Student Teaching	10
SPED 402/Seminar in Professional Issues and Practices	3
Total for year	30

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.
(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 Individuals with Disabilities** 3 cr.
(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 with Disabilities** 3 cr.
(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 for Individuals with Disabilities: Language and Reading** 3 cr.
(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 Mental Retardation** 3 cr.
(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 Emotional and Behavioral Disorders** 3 cr.
(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 Multiply Disabling Conditions** 3 cr.
(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 Learning Disabilities** 3 cr.
(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)

Prerequisite: 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 freshman 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 or hard of hearing, K–12 as well as for licensure as an elementary-level teacher. Students will earn a bachelor's degree 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.

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 these “critical content courses”: SPED 101/Exceptional Populations in Society (B); SPED 220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing (B); 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); RHET 101/Rhetoric 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 4th 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-Year Sequence

The first year of a student’s program is set out below. Students should consult with both their deaf education and liberal arts departmental advisers in planning the remainder of their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification.

DHBI/Biology

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
BIOL	183, 184/General Biology I, II	8
CHEM	201, 202/General Chemistry I, II	8
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	101/Exceptional Populations in Society	3
SPED	099/School of Education Seminar	0
Total for year		31

DHEN/English

RHET	101,102/Rhetoric I, II	6
MATH	105/Fundamentals of Math (plus one approved option)	6
IDSC	151/Athens to New York	3
PSYC	101/General Psychology Natural Sciences*	3 8
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	101/Exceptional Populations in Society	3
SPED	099/School of Education Seminar	0
Total for year		32

*Consult adviser for appropriate courses.

DHHI/History

RHET	101, 102/Rhetoric I, II	6
MATH	105/Fundamentals of Math plus one approved option	6
IDSC	151/Athens to New York	3
HIST	131/World History I	3
HIST	132/World History II	3
HIST	125/Intro. Seminar in History	3
SPED	101/Exceptional Populations in Society	3
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SOCL	101/Introduction to Sociology	3
SPED	099/School of Education Seminar	0
Total for year		33

DHMA/Mathematics

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	200/Princ. of Math	3
MATH	127, 128/Calculus I, II	6
PSYC	101/General Psychology	3
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
MATH	205/Introduction to Linear Algebra	3
Total for year		30

DHST/Mathematics/Science/Technology (M/S/T)

RHET	101, 102/Rhetoric I, II	6
MATH	127, 128	6
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York Science (Group A)	3 8
STEC	161/Creative Design	3
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
Total for year		32

DHPS/Psychology

RHET	101, 102/Rhetoric I, II	6
MATH	105/Foundations of Math I (plus one approved course)	6
STAT	115/Statistics I	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
PSYC	101/General Psychology	3
PSYC	102/Methods and Tools of Psychology (Special Section)	3

SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
Total for year		30

DHSO/Sociology

RHET	101, 102/Rhetoric I, II	6
STAT	115/Statistics I	3
STAT	116/Statistics II	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York Natural Sciences*	8
SOCL	101/Introduction to Sociology	3
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
Total for year		32

*Consult adviser for appropriate courses.

DHSP/Spanish

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	(from approved list)	6
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
SPAN	203/Span. Grammar Review	
	or	
SPAN	204/Span. for Heritage Speakers	3
SPAN	211/Inter. Span. Comp./Conv.	
	or	
SPAN	217/Intro. to Hispanic Culture	3
SPAN	241/Intro. to Literature in Span. I, II	6
Total for year		33

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 and Services for the Deaf and Hard of Hearing 3 cr.
(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 orienta-

tion to deaf or hard-of-hearing individuals. The course of study introduces students to the communication problems and educational needs associated with deafness.

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 or	
SPA 311/Language and Speech Development	3
■ Choose six additional credits from:	
SPED 101/Exceptional Populations in Society	3
SPED 350/Manual Communications IV	3

SPA 308/Anatomy and Physiology of Speech and Hearing Mechanism	3
SPA 318/Introduction to Measurement of Hearing	3
SPA 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 from the department office, Forcina Hall 308. Complete it while in your final course. Submit to deaf studies adviser for review and signature.