



Teacher of Students with Disabilities (TOSD) Graduate Endorsement Program Handbook

College of Education

Interdisciplinary and Inclusive Education Department

TABLE OF CONTENTS

| | |
|---|-----------|
| Introduction | 3 |
| TOSD Graduate Endorsement Program | 4 |
| CEC Standards for Advanced Programs | 5 |
| Curriculum and Course Requirements | 6 |
| Graduate Special Education Faculty..... | 7 |
| CEC Code of Ethics | 11 |
| Admission and Program Completion Requirements | 12 |
| Registration/Financial Aid/Course Access Information | 13 |
| Professional Organizations | 14 |
| Related Resources | 16 |

INTRODUCTION

On behalf of all faculty and staff, we are delighted that you have decided to join us in the Teacher of Students with Disabilities (TOSD) Graduate Endorsement program. This handbook is prepared to provide general information about the program and related resources. If you need detailed information or discussion on your individual issues, please feel free to contact the program coordinator, Dr. Nicole Edwards at edwardsN@rowan.edu.



Teacher of Students with Disabilities (TOSD) Graduate Endorsement Program

This program is designed for individuals who possess a standard instructional certificate, or possess/are eligible for CEAS in an initial instructional field (e.g. elementary education, secondary education, early childhood education, health and physical education) and wish to obtain Teacher of Students with Disabilities certification in New Jersey. The purpose of the program is to provide study of educational, psychological and sociological needs of children and youth with disabilities that leads to an endorsement as a teacher of students with disabilities. Each course in the program builds on the earlier knowledge and skills gained in the candidates initial certification programs.

The coursework and related field experiences are designed to foster an understanding of students with special learning needs, combined with pedagogical skills to accommodate these needs and provide appropriate curriculum modifications when necessary. Upon completing the program, candidates will be eligible to apply for the endorsement as a teacher of students with disabilities.

The graduate endorsement program can be completed as part of the MA in Special Education program. Students who have completed the COGS in Special Education and want to pursue the certification of Teacher of Students with Disabilities need to reapply for this endorsement program.

Council for Exceptional Children

Special Education Initial Preparation Standards

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

CURRICULUM AND COURSE REQUIREMENTS**

Program Code: Endorsement-TOSD / Major Code: G609

Graduate Endorsement, Teacher of Students with Disabilities (21 s.h.)**

Note: This course of study meets the requirements for the endorsement in Teacher of Students with Disabilities for candidates who already hold a CEAS or Standard certificate in an initial instructional certificate.

NOTE: *The listing of module offerings is tentative (subject to change); while we aim to offer courses at the stated times, course offerings may be affected by such things as low enrollment or faculty availability.*

| | | |
|---------------|---|--|
| SPED 08555 | Education & Psychology of Exceptional Learners (<i>complete this course FIRST, before others in this Grad TOSD track</i>) | 3 s.h. [F(Mod 1); SP(Mod 3); SU(Mod 5)] |
| SELN 10585 | Educational Assessment in Special Education* | 3 s.h. [SP(Mod 3); SU(Mod 5)] |
| SELN 10581 | Implementing Positive Behavior Support | 3 s.h. [F(Mod 2); SU(Mod 5)] |
| SPED 08515 | Curriculum, Instruction, and Transition in Special Education | 3 s.h. [F(Mod 1); Sp (Mod 4) SU(Mod 5); SU(Mod 6)] |
| READ 30530 | Teaching Reading to Exceptional Children | 3 s.h. [F(Mod 2); SP(Mod 4)] |
| SPED 08520 | Clinical Experiences in Special Education | 4 s.h. [F/SP/SU] – taken together with SELN 10592 |
| SELN 10592 | Clinical Seminar in Special Education | 2 s.h. [F/SP/SU] – taken together with SPED 08520 |

****NOTE: A curriculum proposal is pending approval to add a 3-credit Technology course [F(Mod 2); SU(Mod 6)] to the list of required courses in this Graduate Endorsement/ track as of Fall 2020 (Total: 24 s.h.).**

* Must be taken first

Must be taken at the end of the program and taken together

NOTE: Class schedules are subject to change.

****NOTE: Effective Fall 2020, a curriculum proposal is pending approval to add an additional 3-credit Technology course to the list of required courses in this Graduate Endorsement program.**

Descriptions of all courses can be found in the graduate catalog: <https://sites.rowan.edu/catalogs/>

NOTE: You MUST APPLY for a Clinical placement months before you wish to complete Clinical Experiences. For information about due dates and application procedures see:

<https://academics.rowan.edu/education/ofe/Information%20for%20Teacher%20Candidates/Graduate%20Application%20Process.html>

If you are a teacher in a classroom that includes students with IEPs, you may (with your school's permission) use your school as your Clinical site. HOWEVER, you still need to apply for a placement. If you are an instructional assistant or serve in some other role in the school you CANNOT use that school for your clinical placement unless the school agrees that you can serve as the classroom teacher during the 8 weeks of Clinical Experiences. **If they can't do that, then you will have to complete your Clinical Experience and Seminar in the second summer session (July-August) when we will try to find you a placement in an extended school year program, special services school, or a private school.**

FACULTY (In Alphabetical Order)

Amy Accardo, Ed.D., Assistant Professor



Dr. Amy Accardo is Director of the PhD in Education Program, a program focused on preparing students to become university faculty, leaders, researchers and policymakers that address persistent social justice concerns in education. Her scholarly activities focus on promoting equitable education opportunities leading to independence for individuals with autism spectrum disorder (ASD) grounded in the fields of neurodiversity and critical inclusion. She strives to eliminate the research to practice gap teaching students with ASD, and to increase access to postsecondary education and employment for the growing number of young adults with ASD-- now 1 in 22 males in NJ (CDC, 2018). As a member of the Interdisciplinary and Inclusive Education Department, Dr. Accardo teaches graduate coursework in the MS and PhD in Education programs. She also serves as a reviewer for national journals and presents at national and international conferences in the area of special education. Dr. Accardo's professional experience includes an extensive public school background, having served as a middle school special education teacher for fifteen years. In 2006, Dr. Accardo founded Bucks County Learning Connections LLC, providing access to developmental support for individuals with ASD and their families. She received her Doctor of Education in Special Education degree from Arcadia University, and her Master of Science in Education and Bachelor of Science degrees from Drexel University. Dr. Accardo coordinates the Certificate of Graduate Study (COGS) in Autism Spectrum Disorders.

Nicole M. Edwards, Ph.D., Associate Professor and Program Coordinator



Dr. Nicole Edwards earned a Ph.D. in Special Education from University of Maryland, College Park, a M.Ed in Early Childhood Special Education from New York University, and a BA in Psychology with an Elementary Education certification from SUNY Geneseo. Dr. Edwards has worked as a home-based and center-based Early Intervention (EI) provider, and at Georgia State University as Associate Director of an initiative that provided and monitored statewide professional development for EI Special Instructors and Service Coordinators in Georgia. At Rowan University, Dr. Edwards has taught courses at the undergraduate, graduate, and doctoral level. Current research interests include family-provider partnerships and capacity-building (birth - five; Part C EI; and Early Childhood/ Early Childhood Special Education), perceived roles in early emotional development, as well as roadblocks to implementing Positive Behavior Supports and to satisfying the Child Find mandate for earlier detection and screening of eligible infants and toddlers. She is a published author of an evidence-based book on the shared role of birth-5 providers and families in early emotional development ([*Early Social-Emotional Development: Your Guide to Promoting Children's Positive Behavior*](#)) and enjoys disseminating research at professional conferences and in peer-reviewed journals. Dr. Edwards served for two-years as co-leader of the International Division for Early Childhood's *Early Intervention Community of Practice*. She is currently serving a two-year term as program co-chair of the *Family-School-Community Partnerships SIG* for the American Educational Research Association (AERA). She is on the editorial boards of *Journal of Early Intervention*, *Early Education and Development*, and *TEACHING Exceptional Children*. Dr. Edwards is Program Coordinator of the MA in Special Education, COGS in Early Childhood Special Education, and Graduate TOSD Endorsement.

Brent Elder, Ph.D., Assistant Professor



Dr. Elder's research focuses on the development of sustainable inclusive education practices in under-resourced schools. Specifically, his work utilizes a critical disability studies lens to examine the intersections of disability, poverty, and education. During the 2015-16 academic year, he conducted his doctoral research in Kenya as a Fulbright scholar. Dr. Elder has published in the *Journal of Deaf Studies and Deaf Education*, *Disability & Society*, *International Journal of Whole Schooling*, *International Journal of Qualitative Studies in Education*, *School-University Partnerships*, *International Journal of Inclusive Education*, *Disability and the Global South*, *Disability Studies Quarterly*, *Societies without Borders*, and the *Journal of International Special Needs Education*. In the Fall, he will continue his work as a professor-in-residence at Bowe Elementary School in Glassboro and teach a PhD course on topics related to disability studies. When not teaching, he enjoys traveling, live music, and spending time with family.

B.A., Psychology & Art History, University of California, Santa Barbara; M.Ed., Special Education, University of California, Santa Barbara, Ph.D., Special Education & Disability Studies, Syracuse University

Justin Freedman, Ph.D., Assistant Professor



Dr. Freedman is excited to have joined the Department of Interdisciplinary and Inclusive Education in September of 2018. His methods of teaching and research are aligned with perspectives within the field of Disability Studies. His research focuses on supporting the transition of students with disabilities in post-secondary education, and the use of Universal Design to remove educational barriers for secondary and post-secondary students. His research has been published in refereed journals including the *International Journal of Inclusive Education*, *Disability & Society*, and *Teachers College Record*. Dr. Freedman is originally from central New Jersey and received teacher certifications in Social Studies and Special Education after graduating from The College of New Jersey. At age five, Justin was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and identified as having a learning disability.

Ph.D., Special Education, Syracuse University
C.A.S., Disability Studies, Syracuse University
M.Ed., Special Education, The College of New Jersey

S. Jay Kuder, Ed.D., Professor



Dr. S. Jay Kuder is a professor in the Department of Interdisciplinary and Inclusive Education. Dr. Kuder holds a master's degree in special education from Temple University and a doctoral degree in Applied Psycholinguistics from Boston University. His research interests are in the development of effective practices for enhancing the language and literacy skills of children with disabilities. Lately, his focus has been on transition of students with autism to higher education and identifying factors that predict their success in higher education. Dr. Kuder is a member of the American Speech Language Hearing Association, the Council for Exceptional Children, and a fellow of the American Association on Intellectual Disabilities. He had previously served as coordinator of the MA in Special Education and the certificate program in autism spectrum disorders at Rowan University.

Jiyeon Lee, Ph.D., Associate Professor



Dr. Jiyeon Lee has a doctorate from Purdue University in Special Education with a cognate in Literacy and a M.S. from Penn State University in Special Education. Dr. Lee's area of research is at the intersection of reading motivation and reading skill for students with reading disabilities and ADHD. She has previously examined the reading and motivational responses of different populations of students at different developmental levels. Dr. Lee teaches Human Exceptionality, Assessment of Students with Exceptional Learning Needs, and Educational Assessment in Special Education.

Margaret (Midge) Shuff, Ph.D., Associate Professor

Dr. Midge Shuff received a B.A. in Elementary Education along with a M.A. and Ed.S. in Learning Disabilities from Glassboro State College. She received her Ph.D. in Applied Human Development from the University of Delaware. Prior to coming to Rowan, she worked as an elementary teacher, a learning disabilities teacher-consultant, and a director of special services. Dr. Shuff's research interests include home-school collaboration and assistive technology. She teaches Human Exceptionality, Assistive Technology and Transition Planning, Specialized Instruction for Students with Exceptional Learning Needs, TOSD Clinical Experiences I and II, and Clinical Seminar in Special Education.

Lisa Vernon-Dotson, Ph.D., Professor



Dr. Vernon-Dotson received her PhD in Education, Policy, Planning and Leadership from The College of William and Mary (Virginia). She has previously held faculty and/or administrator positions at Coastal Carolina University (South Carolina), Duquesne University (Pennsylvania), and Hampton University (Virginia). She spent 11 years in the P-12 setting as both a teacher and administrator. Dr. Vernon-Dotson's research focuses on teacher leadership, distributed leadership models, and special education teacher education. She is actively involved in state level teacher leadership and preparation serving as an active member on several committees including: NJ State Program Approval Council, NJ Teacher Leadership Endorsement Advisory Board, and NJ Teacher Education Working Group. She is Executive Editor of the Journal of Educational Research and a site visitor for the Council for the Accreditation of Educator Preparation (CAEP)

Casey Woodfield, Ph.D., Assistant Professor



Dr. Casey Woodfield's work centers communication and inclusion as inextricably connected imperatives. Using a disability studies framework her research explores the nuances of communication support partnerships, inclusive educational practice, and transformative qualitative methods. Her research tells stories of/through lived experiences at the intersections of communicative diversity, educational practice, relationality and neurodiverse identities, specifically in the lives of nonspeaking and unreliably speaking people who use augmentative and alternative communication. Dr. Woodfield has taught courses on Disability studies, inclusive education and autism. She has published in journals such as the International Journal of Inclusive Education and Disability & Society, and presents regularly at national conferences. She is a Professor-in-Residence in Rowan's Professional Development School network at Horace Mann Elementary School in Cherry Hill and Bowe Elementary School in Glassboro. Through these scholarly activities she works to counter socially constructed notions of competence and voice, guided by the perspectives of individuals with disabilities as critical agents of advocacy and change. In her free time, she enjoys being with friends and family, and exploring beautiful places with her dogs and her camera.

Joy F. Xin, Ed.D., Professor



Dr. Joy Xin received her Ed.D. from Peabody College of Vanderbilt University. Her research interests include instructional technology for students with disabilities, behavior management, and teacher education of special education. She is currently teaching Research in Special Education, Positive Behavior Support for Students with Disabilities, Clinical Experience and Seminar in Special Education, Curriculum and Instruction in Special Education. She is a member of the state Advisory Board on Alternate Assessments. She was the program coordinator of the M.A. in Special Education, Graduate Endorsement Program and Graduate Studies in Special Education and department chairperson for two terms. Currently, she is a professor in the Department of Interdisciplinary and Inclusive Education.

CEC CODE OF ETHICS

Special Education Professional Ethical Principles and Practice Standards:

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

*For the comprehensive text of the CEC Code of Ethics, visit <http://www.cec.sped.org/>

SUMMARY OF GRADUATE ENDORSEMENT PROGRAM REQUIREMENTS

Admission Requirements

The following is a list of items required to begin the application process for the program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the Rowan Global Admissions Processing Office will contact you with confirmation or indicating any missing items.

- Completed [Rowan Global Application Form](#)
- Completed [COE TOSD Field Experience Placement Form](#)
- Application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Typewritten statement of professional objectives: Please explain why you want to teach children with special needs and why is earning the TOSD Endorsement important to you.
- Two letters of recommendation
- Recommended minimum undergraduate cumulative GPA of 3.0 (on a 4.0 scale)
NOTE: The State of New Jersey requires that candidates for certification achieve a cumulative **GPA of at least 3.0 when a GPA of 4.00** equals an A grade for students graduating on or after **September 1, 2016 (2.75 for those graduating before September 1, 2016)** in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.
- A copy of initial NJ teaching certificate (Standard or CEAS only) in Elementary Education or appropriate content area.
- Interview may be required with Faculty Admissions Committee (If an interview is required, students will be contacted directly by the Faculty Admissions Committee. The interview can be in person or via telephone.)

In Order to be Eligible for Program Completion You Must Meet Each of the Following Requirements:

1. Acceptance for admission to the Endorsement in TOSD Program
2. Completion and submission of all required forms to Rowan Global
3. Maintenance of a grade point average of at least 3.0
4. A completed application for the endorsement

Registration/Financial Aid/Online Course Information

NOTE: Course information as well as your schedule can be found on Self Service Banner. Go to the Rowan Home page. Click on "Quick Links." There is a drop down menu there for Self Service Banner.

Online courses are hosted on Canvas. On-Campus courses are hosted on Blackboard. You can find either site by clicking on the Rowan Home page, then clicking on "Quick Links."

You can also find information about registration at the Registrar's web site:
<http://www.rowan.edu/provost/registrar/courseschedule.html>

Registration Process

- Visit [Rowan Self-Service](#) and click "Access Banner Services".
- Enter your User ID (Rowan Identification/Banner Number) and PIN. If this is your first time logging in to the Self Service system, your PIN will be your 6-digit birthday, in the format MMDDYY. (If you don't know your PIN, visit id.rowan.edu.)
- Click "Login." For first time login, you will be prompted to set a security question. Follow the prompts to continue. (To change PIN or security question later, select the "Personal Information" menu.)
- Select the "Student" tab from the top menu click "Registration" in the list options
- To see available classes for the term in which you are registering, click "Look Up Classes"
- To register select "Add or Drop Classes"

You can find information on graduate financial aid at:

<http://www.rowan.edu/home/financial-aid/graduate-aid>

PROFESSIONAL ORGANIZATIONS

Rowan University Student Organizations:

- **Student Council for Exceptional Children**

Professional Organizations:

- **Council for Exceptional Children (CEC)**

2900 Crystal Drive, Suite 1000

Arlington, VA 22202

Phone: 1-888-232-7733

Fax: 703-264-9494

www.cec.sped.org

CEC Special Interest Division:

- Council of Administrators of Special Education (CASE)
- Council for Children with Behavioral Disorders (CCBD)
- Division for Research (CEC-DR)
- CEC Pioneers Division (CEC-PD)
- Council for Educational Diagnostic Services (CEDs)
- Division on Autism and Developmental Disabilities (DADD)
- Division for Communicative Disabilities and Deafness (DCDD)
- Division on Career Development and Transition (DCDT)
- Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
- Division for Early Childhood (DEC)
- Division of International Special Education and Services (DISES)
- Division for Learning Disabilities (DLD)

- Division for Physical, Health and Multiple Disabilities (DPHMD)
 - Division on Visual Impairments and Deafblindness (DVIDB)
 - Association for the Gifted (TAG)
 - Technology and Media Division (TAM)
 - Teacher Education Division (TED)
- **Learning Disabilities Association of America** ldaamerica.org
 - **International Dyslexia Association** www.interdys.org
 - **Council for Learning Disabilities** www.council-for-learning-disabilities.org
 - **Children and Adults with Attention Deficit Disorder** www.chadd.org
 - **National Center for Learning Disabilities** www.nclld.org
 - **American Association on Intellectual and Developmental Disabilities** www.AAMR.org
 - **The ARC of the United States** www.thearc.org
 - **Midwest Symposium for Leadership in Behavior Disorders** www.mslbd.org
 - **Office of Special Education Programs** <http://www2.ed.gov>
 - **OSEP Center on Positive Behavioral Interventions and Supports** www.pbis.org
 - **The IDEA Partnership** www.ideapartnership.org

Rowan University Library Hours

Hours are subject to change. The Library will be closed during weather emergencies and all other times when campus is closed. The Library remains open on select holidays. Please refer to <http://www.lib.rowan.edu/calendars/hours> for daily hours of operation for not only Campbell Library, but Music Library, Government Documents, Archives and Special Collections, and the Reference Desk.

General Public Access

Campbell Library is pleased to accommodate the general public Monday through Thursday, 8 a.m. – 8 p.m and on Fridays, 8 a.m. - 5p.m. The library will not be available for public access on Saturdays and Sundays. Library access will be limited to those with valid Rowan identification cards after 8 p.m. Monday through Thursday and after 5 p.m. on Fridays. Faculty, students, and staff must access Campbell Library with a valid Rowan identification card on Saturdays and Sundays.

Fall and Spring Semesters

Monday through Thursday: 7:30 a.m. - midnight

Friday: 7:30 a.m. – 8:00 p.m.

Saturday: 10:00 a.m. – 7:00 p.m.

Sunday: 11:00 a.m. – 11:00 p.m.

*Operating hours will be extended during finals week each semester.

Summer Hours

Monday through Thursday: 7:30 a.m. – 7:00 p.m.

Friday: 7:30 a.m. - 5:00 p.m.

Saturday: closed

Sunday: 11:00 a.m. - 6:00 p.m.

Selecting Courses

All courses can be found on the Rowan [Section Tally](#). Here, you will find important course information, such as start/end dates, instructor, day/time and location of course. Consult the [Graduate Catalog](#) for detailed description of courses, course numbers, course prerequisites (if any), and program requirements.

FREQUENTLY ASKED QUESTIONS

How can I find information on graduate financial aid?

Go to: <http://www.rowan.edu/home/financial-aid/graduate-aid>

Do I need to use my Rowan Email address?

Yes! Please make sure you have a working rowan email account that you check on a regular (weekly) basis – your professors and coordinator will *only* use your Rowan email address when sending mass emails, program updates, and time-sensitive material.

What should I do if I have difficulty registering?

Contact Rowan Global Student Services: globalstudent@rowan.edu

What should I do if I don't know which classes to take?

Review the student handbook and *introductory* emails; if you still have questions, reach out to the program advisor.

I am in the Endorsement Track. Do I have to apply for a field placement?

Yes. You need to apply for a field placement even if you want to complete the placement where you are employed. Applications are available several months before the semester when you plan to complete clinical practice:

| | |
|--|--------------------------------|
| For Fall (Sept./Oct.) Clinical Experience | February 1st - March 1st |
| For Spring (Jan./Feb.) Clinical Experience | September 1st - September 30th |
| For Summer (May/June or July/Aug.) Clinical Experience | January 1st - January 31st |

For more information, go to:

<https://academics.rowan.edu/education/ofe/Information%20for%20Teacher%20Candidates/Graduate%20Application%20Process.html>

What is stated in the NJ Department of Ed regulations on the TOSD Endorsement:

"This endorsement authorizes the holder to teach students classified with disabilities to one of the designated populations as per the teachers' content and/or grade level endorsements authorize. They may also provide consultative services and supportive resource programs including modification and adaptation of curriculum and instruction to students with disabilities in general education programs in grades preschool through 12."

How do I apply to graduate? There is no "graduation" from the Graduate Endorsement program since it is not a degree program. When all requirements are successfully completed, you have the option of submitting a *certificate completion form* if you wish.

How do I get a copy of my transcripts? The program coordinator cannot send official transcripts. You need to contact Rowan University's Registrar's Office. If you would like an unofficial copy, however, you may print this yourself via your account in Banner.

We welcome you to our Graduate TOSD Endorsement program!



Department of Interdisciplinary and Inclusive Education
College of Education
Rowan University

