



GRADUATE PROGRAMS IN LEARNING DISABILITIES

***Learning Disabilities Teacher- Consultant
Certification Only**

***Certificate of Graduate Study in Learning
Disabilities (COGS in LD)**

Program Handbook

College of Education
Department of Interdisciplinary and Inclusive Education
Updated January 2019

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Introduction

Dear Current and Prospective Graduate Students,

On behalf of all faculty and staff, we are delighted you are considering or have joined us in the Learning Disabilities Teacher-Consultant (LDT-C) Certification Program, or the Certificate in Graduate Studies in Learning Disabilities (COGS in LD) Program. This is an exciting time for you and one that should bring you professional rewards and personal satisfaction. Faculty and staff in the College of Education and the Department of Interdisciplinary and Inclusive Education welcome you!

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 contact the program coordinator, Dr. Ethel Lippman at lippman@rowan.edu
Welcome again!



Message from the College of Education Dean - Dr. Monika Williams Shealey

Welcome to the College of Education at Rowan University. This is an exciting time for Rowan University. The US News and World Report ranked Rowan University #19 in the 2013 edition of Best Colleges for Regional Universities in the North. In addition, The College of Education was ranked #136 in Best Online Graduate Education Programs. As the oldest College on campus, the College of Education has a long-held commitment to excellence in teaching, community engagement and innovation in scholarship.

The College of Education's primary mission is to ensure that faculty and undergraduate and graduate candidates develop the knowledge, skills, and dispositions needed to foster academic achievement, social responsibility, personal responsibility and social justice in themselves so that they can, in turn, facilitate high achievement in P-16 learners. The faculty and staff strive to live out our mission daily, which is captured through our conceptual framework. The Learning Community in Action philosophical framework reflects the College's dedication to knowledge, diversity, technology and impact on learners. One example of how the College has been able to demonstrate this commitment is through the Professional Development Schools (PDS) network. Rowan University and two of its partnering Professional Development Schools (PDS) have been awarded the fifth annual National Association of Professional Development Schools (NAPDS) Award for Exemplary Professional Development School Achievement. This achievement recognizes PDS relationships for their ongoing contributions to the mission and vision of NAPDS in creating and sustaining genuine collaborative partnerships between P-12 and higher education, which shape educator leadership and practice.

The College of Education is also committed to advancing diversity and social justice through advocacy, which is reflected through our curriculum, field and clinical experiences, and signature pipeline program, the Rowan Urban Teacher Academy (RUTA). RUTA is offered to high school juniors interested in becoming urban teachers and/or teachers in high shortage subject areas. This program is designed to attract students to the field of education through exposure to curriculum and practicum experiences that focus on teaching. Further, RUTA seeks to assist students in developing an understanding and appreciation for the inherent strengths in the urban context.

In addition to a myriad of teacher education programs, the College of Education offers programs in educational leadership, school psychology, counseling, higher education, school administration, health and exercise science, literacy education, and special education. In support of our programs and in an effort to provide direct services to the broader community, the College of Education offers an Early Childhood Education Demonstration Center, Reading Clinic, and Special Education Assessment Clinic. Our commitment to community engagement and providing meaningful and relevant clinical experiences for our candidates exemplifies our promotion of the Learning Community in Action.

Please peruse our website to learn more about the College of Education and how we can assist you in transforming your life as well as the lives of others. We hope you decide to join our outstanding academic community.

Dean Monika Williams Shealey



College of Education Mission Statement

To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions

with the ultimate goal of ensuring equitable educational opportunities for all learners.

Department Purpose Statement

The Department of Interdisciplinary and Inclusive Education offers a variety of opportunities for caring and dedicated undergraduate, post-baccalaureate and graduate students to pursue initial certification as early childhood or elementary teachers as well as an endorsement as a Teacher of Students with Disabilities. In addition, the department offers graduate programs that provide advanced study in curriculum and teaching, including the M.Ed. in Teacher Leadership, the M.S.T. in Elementary Education and the M.A. in Special Education program. The Learning Disabilities Certification Program and the Graduate Program in Learning Disabilities are also offered for students who want to advance their knowledge in the area of learning disabilities. The department is committed to fostering student growth as instructional leaders who have a developmental perspective, cooperative disposition, and reflective orientation and are committed to the principles of access, success, and equity for all students. All programs in the department are nationally accredited and have been approved by the New Jersey Department of Education.

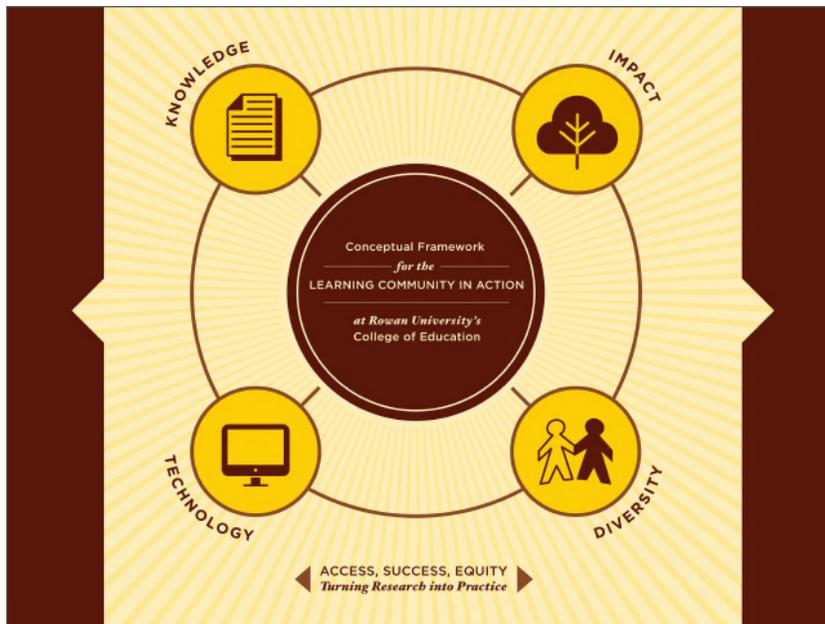
Vision Statement of the College of Education

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

Connecting to the College of Education Conceptual Framework Pillars:

The four pillars of the College of Education Conceptual Framework are an important foundation that informs who we are and what we truly value. Those pillars are:

1. content and pedagogical knowledge,
2. technology to facilitate teaching and learning,
3. diversity with a commitment to social justice, and
4. impact on student learning.



Building a foundation of content and pedagogical knowledge, using technology to facilitate teaching and learning, valuing diversity with a commitment to social justice, and impacting P-12 student or client learning to inform our practices and provide a foundation upon which learning evolves.

Link to CGCE College of Education: <https://academics.rowan.edu/education/>

Link to Policies and Procedures: <https://academics.rowan.edu/education/Policies/index.html>

Who is the Learning Disabilities Teacher Consultant?

The Learning Disabilities Teacher-Consultant is a master teacher who functions in the school environment as an educational diagnostician, instructional programmer, Child Study Team member, educational consultant and instructional leader. The LDT-C must have the professional preparation to make assessments, analyses, and classifications of students' learning differences; understand and implement special education law; plan and facilitate delivery of programs for children with learning differences; transfer specific and successful instructional techniques to classroom teachers through consultation, collaboration, and in-service education; and effectively communicate with parents, teachers and administrators. An educational assessment shall be the responsibility of a learning disabilities teacher consultant employed by the district board of education. It shall include observations of the student in other than a testing session, review of the student's educational history, conferences with the student's teacher(s), and an evaluation and analysis of the student's academic performance and learning characteristics.

ADMISSION REQUIREMENTS FOR THE GRADUATE PROGRAM IN LEARNING DISABILITIES

- Baccalaureate degree (for the LD COGS Program) or Master degree in appropriate area from an accredited college or university (for LDTC Certification Program)
- Official transcripts from all institutions attended
- Minimum GPA of 3.0
- Standard New Jersey or out-of-state instructional certificate
- Furnish an appropriate scholarly writing sample
- Professional Resume/CV
- Personal statement
- Departmental interview may be required

CURRICULUM AND COURSE REQUIREMENTS

Learning Disabilities Teacher-Consultant Certification Program Only

About the Program

Learning Disabilities Teacher Consultants (LDT-Cs) work in collaboration with other members of the child study team to determine eligibility for special services. LDT-Cs also consult with parents, teachers, and other school personnel to provide research-based instructional strategies to assist pupils struggling academically.

Applicants who have earned a master's degree in Learning Disabilities from another institution or a master's degree in a related field (e.g., Special Education or Reading) may apply to the Learning Disabilities Teacher Consultant (LDT-C) certification program.

This program meets all State of New Jersey requirements for the LDT-C certificate. It has also received national recognition for accreditation through CEC for educational diagnosticians.

Curriculum

Program Code: GCT-LRNDIS / Major Code: G618

- Total semester hours required for program completion: 33 s.h.
- Thesis Requirement: None

Coursework (Program Semester Hours: 33)

The courses listed here are not official and are subject to change. For an official list of available courses please visit the [CGCE section tally](#).

Course Number	Course Title	Semester Hours
Required Courses (33 s.h.)		
LDT-C 18516	Applied Tests and Measurements	3
LDT-C 18510	Applied Theories of Learning	3
SPED 08555	Education & Psychology of Exceptional Learners	3
LDT-C 18520	Neurological Bases of Educational Disorders	3
READ 30530	Teaching Reading to Exceptional Children	3
LDT-C 18503	Foundations of Learning Disabilities	3
LDT-C 18504	Assessment of Learning Disabilities	3

LDTTC 18505	Correction of Learning Disabilities	3
LDTTC 18525	Advanced Assessment Techniques	3
LDTTC 18650	Clinical & Field Experiences in Learning Disabilities	6

The Certificate of Graduate Study in Learning Disabilities (COGS)

About the Program

The Certificate of Graduate Study in Learning Disabilities Program (COGS) is designed for teachers who are looking to broaden their knowledge and skills to better serve students with learning difficulties. The goals and objectives for the program include the further development of educational leaders in supporting students, parents, and colleagues in the field. Graduate students complete the COGS in Learning Disabilities with knowledge and skills in the current research on learning disabilities and methods so as to more effectively serve individuals with learning disabilities; and, in this program they are trained to be educational collaborators and leaders, to be change agents in their classrooms, and school districts. Courses in this program may be used to satisfy course requirements in Rowan's [Master of Arts in Special Education](#). **Please note this is not a state endorsed certification program and does not provide the LDTTC certification.**

Curriculum - Program Code: COG-LRNDIS / Major Code: G138

The Certificate of Graduate Study (COGS) in Learning Disabilities is a part-time program offered in an accelerated online format. It requires the completion of 15 graduate semester hours (5 courses).

Coursework

The following courses make up the Learning Disabilities Certificate of Graduate Study program. Each course is scheduled in 8 week modules with each week of work starting every Tuesday at 8:00 a.m. and ending every Monday at midnight (Eastern Standard Time). The graduate-level courses listed here are not official and are subject to change. For an official list of available courses please visit the [CGCE section tally](#). Click on the courses below to view available course descriptions.

Required Courses (15 s.h.)

SPED 08555	Educational Psychology of the Exceptional Learner	3
LDTTC 18520	Neurological Bases of Educational Disorders	3
READ 30530	Teaching Reading to Exceptional Children	3
LDTTC 18503	Foundations of Learning Disabilities	3
LDTTC 18510	Applied Learning Theories	3

SUMMARY OF LDTTC CERTIFICATION PROGRAM

Students Are Responsible for Meeting Each of the Following:

1. Acceptance for admission to the LDTTC Certification Program.
2. Completion and submission of all required forms to CGCE.
3. Scheduling meetings with assigned academic advisor or program coordinator before registering for classes.
 - a. Please note that if there are holds of any kind on your Rowan account you will not be permitted to register until they are cleared.
4. Maintenance of a grade point average of at least 3.0
5. Registration for the comprehensive exam by the established deadline.
6. Successful completion of the comprehensive exam.
7. Successful completion of clinical and field placements
8. A completed application for the LDTTC certification.

CORE ASSESSMENTS: During the time you are enrolled as a candidate in the LDTTC Program at Rowan University, you will be completing the following seven core assessments. The table below outlines these core assessments as well as when they are completed during the program. These assessments are components of an overall assessment system which is maintained in Tk20

Assessment	Type of Assessment	Completed in Course
1	Comprehensive Exam: Case Study	LDTTC 18650
2	Comprehensive Exam: Content	LDTTC 18650
3	Individualized Education Plan	LDTTC 18525
4	LDTTC Mentor and Supervisor Feedback	LDTTC 18650
5	Questionnaire for Graduates	Post Graduate
6	Learning Evaluation	LDTTC 18504
7	Collaboration/Consultation/Inservice	LDTTC 18505

**Graduate Program in Learning Disabilities
ASSESSMENT SYSTEM
Transition Points**

1. Admission to General Program: Letters of recommendation; Essay; 3.0 GPA; Interview; Transcript Review
2. Admission to LDTTC Specific Coursework (Initial Course in Sequence: LDTTC 18504 followed by LDTTC 18505 followed by LDTTC 18525): 3.0 GPA and successful completion of 40 hours of field experiences for each course
3. Admission to LDTTC 18650 Clinical and Field Experiences in Learning Disabilities: Successful completion of LDTTC 18504, LDTTC 18505 and LDTTC 18525; completion of 120 hours of field experience
4. Program Completion: Comprehensive exams; Supervised Internships

Transfer Credit Processing: Questions regarding transfer credit should be discussed with CGCE Enrollment Services (856.256.5435) during the admission/matriculation process. Applicants seeking to transfer credits must submit a Transfer Credit Evaluation Form (available for download at www.rowancgce.com/forms) and all required supporting materials (official transcripts, syllabi, course descriptions) at the time of application. Most graduate programs at Rowan University allow incoming matriculated students to transfer up to 12 graduate-level credits provided that a grade of B or better was earned, the courses and credits are deemed equivalent to required courses and credits in the program, and the coursework was taken within the past 10 years. For the transfer credit policy for a particular graduate program, please contact the program's Academic Advisor (which may be found at www.rowancgce.com/advising)

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 Campbell Library, the 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.

University Registrar

Part of the Division of Academic Affairs, the Office of the University Registrar supports the academic mission of Rowan University by providing information about and services related to academic programs and degree requirements, registration and enrollment verification, and maintenance of permanent academic records for students, faculty, staff and external constituencies. The Office is charged with ensuring adherence to academic policy, preserving academic integrity, safeguarding the security of academic records, and providing accessible services in accordance with University policy, accreditation requirements, and state and federal law.

The Office of the University Registrar is located on the bottom floor of Savitz Hall.

Office Hours:

Monday - Friday

8:00 am - 4:30 pm

Wednesdays

8:00 - 6:00 pm (Fall and Spring)

Graduate Registration

Students who have been accepted and matriculated into a Rowan University traditional-format graduate program, either at graduate-certification program, master's, or doctoral level, may register during the entire registration period when on-line registration is offered. Students who have not been accepted into a graduate program are considered non-matriculated and are permitted to accumulate no more than 9 credits of graduate coursework until accepted and matriculated into a graduate program. Students who present evidence of a master's degree are not restricted to the 9 credit limit, but must register as a non-matriculated student. Non-matriculated students who wish to register for traditional-format courses may register via on-line registration only at the end of the times permitted to matriculated students as described in the beginning of the Schedule of Courses.

Registering for the First Time

1. In order to register for courses, you must be included in the data banks of our computerized student information system (Banner). If you are currently an active non-matriculated Rowan graduate student, you should be able to register online. If you are a former (and inactive) Rowan student (at any level), you will need to complete Part I of the CGCE Activation & Registration form available on the [CGCE website](#). This will allow CGCE to activate you for online, non-matriculated registration, as well as update your personal information (address, phone number, email). (Please note that, in order to request a name change, you must submit a [Change of Name form](#) to the Registrar's Office.)
2. Students who have never attended Rowan University at the graduate level, must request to register for the first time as a non-matriculated graduate student by completing the CGCE Activation & Registration form available on the [CGCE website](#). (Students who have applied to Rowan University but have not yet been accepted can be activated as non-matriculated by completing the CGCE Activation & Registration form. Once activated, they may register for courses only during the

designated registration times for non-matriculated students and are limited to taking no more than nine credits until accepted and matriculated into a program.)

Any student, matriculated or non-matriculated, who has submitted the necessary form, and still cannot access the registration system, may contact [CGCE Academic Services](#) for registration help at 856-256-5435.

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.

Financial Aid Services

The Financial Aid Office strives to:

- Provide access to higher education by effectively managing federal, state, institutional, and private financial resources while adhering to any applicable laws, regulations, and policies
- Implement strategies to help recruit, retain, and graduate a diverse and talented student body
- Guide students and parents with financial aid information and resources that will enable students to achieve their educational goals

For further assistance please refer to “Financial Aid for Graduate Students”:

<http://www.rowan.edu/provost/financialaid/graduate/index.html>

In addition information can be found at: <https://www.rowancgce.com/aid>

Grade Dispute Policy

Process for Resolving Disputed Grades

It is the responsibility of the classroom instructor to evaluate each student's work and to assign a grade which is a fair and valid measure of the student's achievement in the course. In the event of a dispute over an assigned grade, the student will document in writing the rationale for the grade dispute. The student must provide a copy of his or her perception of the dispute to the instructor and the department chair. It will then become part of the permanent record concerning the dispute. This document must be signed and the date of the transmittal to the instructor and the department chair noted on the document.

The time limit for initial confirmed contact of the professor who awarded the grade is twenty (20) business days, not including summer, into the semester following the one in which the grade was recorded. If the professor is unavailable or fails to respond by the 30th business day of the semester, students have an additional ten (10) business days to contact the department chair.

Where the department chair and the instructor are one and the same, twenty (20) business days suffice before the student can move on to the next step.

1. Department Level:

a) The student and the instructor will meet to attempt resolution of the disputed grade. If the instructor is no longer accessible for any reason (e.g., prolonged illness, no longer at Rowan), the student may continue the process as noted in this policy by first meeting with the department chair (see 1 b),

b) If the matter is not resolved, the student and the instructor will then meet with the department chair, who will act as a facilitator, to determine if resolution is possible. If the dispute cannot be resolved informally, faculty will continue to be available to assist in the resolution of the dispute.

2. College Level

If the issue is not resolved at the department level, within ten (10) business days from the time the department chair is informed of the dispute, the student shall schedule a meeting with the appropriate academic dean within five (5) business days of the departmental decision and will provide, in writing, the rationale for the grade dispute. The academic dean will attempt to effect a reconciliation between the two parties within ten (10) business days of receiving the student's written rationale for the grade dispute. Pertinent documentation provided by the instructor and the student shall form the basis for discussion at this stage.

For additional information on the University's grade dispute policy please refer to this link:
http://www.rowan.edu/provost/policies/documents/GradeDisputePolicy_001.pdf

Certification Information

Students enrolled in approved Teacher/Educational Services/Administrator Certification Preparation programs are eligible to apply for certification through Rowan University. Upon successful completion of all certification requirements, the College of Education will submit the certification applications to the New Jersey Department of Education on behalf of the student.

Term you expect to graduate or complete all program requirements for non-degree programs: This means you must complete all degree/program requirements AND officially apply to graduate during the timelines established by the Office of the Registrar if in a degree-granting program.	Deadline dates to apply for certification: Note- Graduation and certification are separate processes. You must apply for certification AND if in a degree-granting program apply for graduation.	Dates by when degrees will be awarded and posted on transcripts by the Office of the Registrar:	Dates that will be posted on the transcript and official diploma (Registrar's Office):	Dates that graduates/program completers can anticipate issuance of certificate by the New Jersey Department of Education:
Spring	January 15 th - March 31 st	June	May 30 th	Mid-to-late July
Summer	June 1 st – July 15 th	September	August 30 th	Mid-to-late October
Fall	September 1 st - October 31 st	January	December 30 th	Mid-to-late February

Students must submit their certification applications during the semester in which they will be graduating or completing all program requirements for non-degree granting programs.

- Applications can be picked up in the Office of Clinical Experiences (2nd floor, James Hall) or downloaded from the Office of Clinical Experiences website.
- **READ ALL APPLICATION INSTRUCTIONS CAREFULLY!** Applications must have an original signature and be notarized.
- If applying for more than one certification, you must submit a separate application AND a separate payment for each certification. Make checks/money orders payable to Rowan University. We no longer can accept credit/debit card payments.
- You must attach all required documentation to your certification application, such as copies of current certificates held and **original** letters with **original** signatures on official school letterhead verifying type and length of employment. Copies of letters are not acceptable. Please see your advisor/program coordinator or contact Laurie Haines, haines@rowan.edu or 856-256-4726 if you have any questions regarding additional required documentation. Transcripts from other colleges/universities are not required.
- Please note that the NJ DOE no longer mails certificates. After your certification application has been processed by Rowan University and submitted to the New Jersey Department of Education, you can view and print your certificate information on the NJ DOE website: <http://www.state.nj.us/education/educators/license/>. No information will appear until **AFTER** the certificate is officially issued.

Questions? Contact Laurie Haines, Assistant Director, Office of Clinical Experiences, 856-256-4726 or haines@rowan.edu.

**Learning Disabilities Teacher Consultant
STANDARD CERTIFICATE (ENDORSEMENT CODE: 3300)**

Please print this page before you apply.

This endorsement authorizes the holder to serve as a learning disabilities teacher-consultant in all public schools.

To be eligible for the Learning Disabilities Teacher Consultant Standard, you must complete the following:

- Master's or higher degree from a regionally accredited college or university. **Please submit official transcripts.**
Standard New Jersey or out-of-State instructional certificate. **Please submit a copy of your certificate.**
- An original letter from a school official documenting three years of full-time teaching experience. **Please have a school official write an official letter on school letterhead documenting at least 3 years of full-time teaching experience.**

Complete at least **24** Graduate credits in **all** the areas of study listed below:

(1) Education of students with disabilities including study in history of the development of educational services for children in each area of exceptionality; study of present services, research and professional ethics dealing with the characteristics of children who differ from the norm intellectually, physically, socially and emotionally; evaluation of present practices in the education of students with disabilities; study of the relationship of educational practices and their environmental settings; and cultural and linguistic diversity;

(2) Learning theory including study in motivation and its effect on learning; study of leading theories of learning; study of rewards and incentives; and study in interests and climate for learning;

(3) Remediation of basic skills including study in research-based corrective methods and materials as related to specific diagnostic findings, the requirements of the CCCS, and the school and classroom environment;

(4) Physiological bases for learning including study of the neurological development and physical readiness of the normal

child for learning; study of abnormal conditions of health that contribute to educational disability and study of metabolic and infectious disorders which affect learning;

(5) Orientation in psychological testing including study of an overview of tests applicable to educational psychology; interpretation of psychological reports as applied to tests administered; the appropriate use of tests and the potential misuse of test results; and test construction theory;

(6) Diagnosis of learning problems including study of the nature and cause of learning problems; formulating an evaluation plan for educational assessments; administering and interpreting technically sound and culturally responsive standardized instruments and functional assessment procedures to determine educational levels, underlying deficits, and learning style; methods of arriving at a diagnosis based on evidence available from each child study team (CST) member; and ways of reporting diagnostic findings;

(7) Accommodations and modifications as a method of providing service to children with learning problems (*Correction of learning problems*) including utilization of validated methods for adapting instruction for diverse learning needs; technology for students with disabilities; understanding of accommodations and modifications in curriculum, materials, methods, classroom structures, assessment; utilization of the individualized education program (IEP) and the CCCS accommodation and modification; methods to enhance social relationships and positive behavior methods; focus on the inclusive classroom environment; legal issues related to the responsibilities of the CST including the requirements of a free appropriate public education, least restrictive environment, the determination of eligibility, and the development of the IEP;

(8) Collaboration theory and practice including theory and process of conducting collaborations; establishing collaborative partnerships between general and special educators, with parents and families, and with paraprofessionals; methods of co-teaching including in-class support, classroom consultation, and co-teaching; preparation for participating in a multidisciplinary child study team setting with opportunities for modeling and participation in team staffing and parent conferences; opportunities to observe, rehearse, and present results from evaluations in practice sessions;

(9) A college supervised consultant-level practicum in diagnosis and remediation of educational disabilities in school and clinical situations. The definition and nature of this practicum, and the courses in which it will be provided, should be clear in the program description. The practicum should provide for a minimum of 90 clock hours of college supervised experience. This may not be a student teaching experience; and

If Needed, Elective credits from any of the above areas of study (1-9) **or** from areas such as group dynamics; methods and materials for teaching students with disabilities; curriculum development in the teaching of students with disabilities; teaching of reading; assistive/adaptive technology; interviewing and counseling; educational psychology; and community resources.

NOTE: All courses must appear on a regionally accredited 4-year college/university transcript.

OTHER:

Please provide official course descriptions from all graduate coursework that covers the above required study areas.

Please contact a regionally accredited 4-year college/university to register for courses covering these required areas of study.

Fee Information

- The current cost of the certificate is \$95.
- No checks or money orders will be accepted
- **Please make the payment online at**
<http://www.nj.gov/education/educators/license/epay.htm>.
- Please notify your examiner after payment has been made.
- If you apply and are denied, you will be charged a fee of \$70.
- **All fees, including money left on file, are nonrefundable**

Online Certificate Information

- All information about certificates is now available online, including certificate name, certificate ID number, date of issuance, and expiration date if applicable. Instructions to view this information can be found at www.state.nj.us/education/educators/license/tcis/instructions.pdf.
- In order to make certification information available more quickly, this information will appear on our website in lieu of the issuance of paper certificates. Additionally, the move to electronic certificates will save costs associated with printing and mailing, as many of our neighboring states have discovered. **Therefore, as of May 15, 2015, paper certificates will no longer be issued.**

IF YOU HAVE MET THE ABOVE REQUIREMENTS, **CLICK HERE TO APPLY ONLINE.**

Applicant Checklist:

You cannot complete the entire application process online. After applying online, please submit ALL necessary documentation together IN A SINGLE PACKET to the NJ DOE in order to complete your application. Please put your tracking number or Social Security number on all documents that you send to our office. For this particular certificate, you will need to send in the following:

Oath of allegiance/verification of accuracy form. (Available here:

<http://www.nj.gov/education/educators/license/forms/verify.pdf>)

Official transcripts noting degree conferral and all other relevant transcripts. If possible, please have transcripts sent to you first and then forward them in the sealed envelope(s) together with any other documents.

Current Educational Services certificate. (If applicable, see above for details).

Fee of \$95 paid online.

CEC Special Education Specialist Advanced Preparation Standards¹

Among the sine qua non characteristics of mature professions are the identification of the specialized knowledge and skill and the assurance to the public that practicing professionals possess the specialized knowledge and skill to practice safely and effectively (Neville, Herman, & Cohen, 2005).

Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for safe and effective practice.

Reflective of the personalized needs of individuals with exceptionalities, agencies prepare and credential special educators in a variety of specialty areas. To address these important specialty preparation areas, CEC has developed the seven CEC Preparation Standards on a three-step foundation. CEC uses a rigorous consensual validation process to identify sets of knowledge and skills for entry-level and advanced special educators in the variety of specialty areas. These specialty sets capture the professional knowledge base, including empirical research, disciplined inquiry, informed theory, and the wisdom of practice for their area of expertise for each proposed knowledge and skill. As a part of the validation process, CEC uses a rigorous consensual validation process (CEC Validation Study Resource Manual, 2010).

CEC synthesizes the specialty sets into seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition.

Headings and Foci for the CEC Advanced Preparation Standards	
Learner and Learning	
1	Assessment
Content Knowledge and Professional Foundations	
2	Curricular Content Knowledge
Instructional Pedagogy	
3	Program, Services, and Outcomes
4	Research and Inquiry
Professionalism and Collaboration	
5	Leadership and Policy
6	Professional and Ethical Practice
7	Collaboration

While the CEC Preparation Standards cross special education specialty areas, CEC uses the specialty sets to inform and differentiate the content, contexts, and issues among and between the respective specialty areas (e.g., early childhood, mild/moderate, developmental disabilities, and learning disabilities). Preparation program faculties align their program assessments to the seven preparation standards with the key elements and program reviewers review for alignment between the program assessments and the seven preparation standards with the key elements.

1.0	<i>Special education specialists use valid and reliable assessment practices to minimize bias.</i>
Key Elements	
1.1	Special education specialists minimize bias in assessment.
1.2	Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Supporting Explanation

The raison d’être for special education lies in the specialized professional knowledge and skills to individualize² or personalize learning in both specialized and general curricula for individuals with exceptionalities.

Since its earliest days, special education has been based on the understanding of individuals and the contexts in which they live and learn in order to plan for the education of individuals with exceptionalities. This begins with the understanding of and respect for similarities and differences in human growth and development, and it extends to designing and implementing assessments to evaluate the effectiveness of practices and programs. To assure relevant and valid assessment information, nonbiased procedures are critical in the selection of assessment instruments, methods, and procedures for both individuals and programs. Frequently, special education specialists are a resource to school teams in selecting accommodations in assessments to minimize bias and ensure validity.

Special education specialists bring experience and engage in reflection to inform their understanding of human diversity and its influence on families, cultures, and schools, and their interaction with the delivery of education services. They use this experience to personalize instruction for individuals with exceptionalities. The identification and use of strategic accommodations and modifications depend on the understanding of specific individuals and their contexts.

With respect to assessment of individuals with exceptionalities, special education specialists apply their knowledge and skill to all stages and purposes of assessment in decision-making including: prereferral and screening, preplacement for special education eligibility, and monitoring and reporting learning progress in the general education curriculum and in other individualized educational program goals.

2.0	<i>Special education specialists use their knowledge of general³ and specialized⁴ curricula to improve programs, supports, and services at classroom, school, community, and system levels.</i>
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CEC Advanced Preparation Standard 2 Curricular Content Knowledge

² As used herein the term “individualize” is used as synonymous with terms such as “personalize”, “customize”, “adapt”, and “differentiate”.

³

Key Elements	
2.1	Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
2.2	Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Supporting Explanation

Special education specialists have a comprehensive knowledge of special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have influenced and continue to influence special education and the education of and services for individuals with exceptionalities both in school and in society. Special education specialists use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptionalities to support all individuals with exceptionalities to access challenging curriculum standards.

Special education specialists work within the limits of their professional skill, and facilitate access to the general education curricula and special supplementary curricula, e.g. academic, strategic, social, emotional, transition, independence curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Special education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with instructional, augmentative, assistive technologies, curriculum standards, and effective teaching strategies to support learning.

CEC Advanced Preparation Standard 3 Programs, Services, and Outcomes

3.0	<i>Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</i>
Key Elements	
3.1	Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2	Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3	Special education specialists apply knowledge of theories, evidence-based practices,

and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Supporting Explanation

Special education specialists apply their knowledge of cognitive and behavioral science, learning theory, evidence-based practice, and instructional technologies to improve programs, services, and supports for individuals with exceptionalities.

Special education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with instructional, augmentative, and assistive technologies, curriculum standards, and effective teaching strategies to support access to learning.

They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of a continuum of programs and services to ensure the appropriate instructional supports for individuals with exceptionalities and their families

Special education specialists have a sufficient facility with the breadth and scope of instructional augmentative, assistive technologies so that they select alternatives that will improve programs, supports, and services for individuals with exceptionalities and their families, and facilitate others' selection and use.

CEC Advanced Preparation Standard 4 Research & Inquiry

4.0	<i>Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</i>
Key Elements	
4.1	Special education specialists evaluate research and inquiry to identify effective practices.
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
4.3	Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Supporting Explanation

Research and inquiry inform the professional practice of special education specialists. As professionals, special education specialists view science as the principal source for information on effective practice.

Special education specialists know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education, and they use research to

improve instructional techniques, intervention strategies, and curricula

Special education specialists evaluate the appropriateness of research methodologies in relation to the validation of practices, and use the literature to inform professional practice.

Special education specialists foster a collegial environment supportive of continuous instructional improvement, and engage in the design and implementation of research with professional colleagues.

In addition, special education specialists design and implement research and evaluation activities to evaluate progress toward the organizational vision, mission, and goal, and the effectiveness of programs, services, and supports for individuals with exceptionalities.

CEC Advanced Preparation Standard 5 Leadership and Policy

5.0 *Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.*

Key Elements

5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

5.2 Special education specialists support and use linguistically and culturally responsive practices.

5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Supporting Explanation

Special education specialists model respect for all individuals and encourage challenging expectations for individuals with exceptionalities. Special education specialists use their knowledge of the needs of different groups in a pluralistic society to support and use linguistically and culturally responsive practices.

Special education specialists hold high professional self-expectations and help others more completely understand the needs of individuals with exceptionalities.

Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families,

They support quality education for individuals with exceptionalities, and advocate for policy based on solid scientific evidence. In addition, they advocate for appropriate resources to ensure that all personnel involved have effective preparation.

Special education specialists use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptionalities.

They mentor others and promote high expectations for themselves, other professionals, and

CEC Advanced Preparation Standard 6 Professional and Ethical Practice

6.0	<i>Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</i>
Key Elements	
6.1	A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
6.2	Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
6.3	Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
6.4	Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
6.5	Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
6.6	Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
6.7	Special education specialists actively promote the advancement of the profession.

Supporting Explanation

A deep understanding of the history of special education, legal policies, ethical standards, and emerging issues informs the leadership of special education specialists. They use this broad foundation to construct their own professional understanding of special education professional practice and to facilitate others' understanding the education of and services for individuals with exceptionalities and their families in both school and society.

Special education specialists understand how and why special education organizes its programs and services in relation to school systems and other agencies. They model and facilitate high professional expectations and ethical practice to create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

They design and deliver ongoing professional development designed to improve practice at all relevant organizational levels. Special education specialists plan, present, and evaluate

professional development based on models that apply the principles of adult learning theory and focus on the use of effective practice at all organizational levels.

Special education specialists view themselves as lifelong learners, and model their commitment to improving their own professional practice by participating in professional development continuously. Special education specialists actively plan and engage in activities that foster their own as well as their colleagues' professional growth with evidence-based practices. In addition, they develop and use personalized professional development plans and facilitate the development and use of personalized professional development plans of colleagues.

Special education specialists recognize their responsibility to promote the advancement of the profession including facilitating and participating in the preparation and induction of prospective special educators.

CEC Advanced Preparation Standard 7 Collaboration

7.0	<i>Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</i>
Key Elements	
7.1	Special education specialists use culturally responsive practices to enhance collaboration.
7.2	Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
7.3	Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Supporting Explanation

Special education specialists have a deep understanding of the significance of collaboration for education colleagues, families, related service providers, and others from the community and use collaboration to promote understanding, resolve conflicts, and build consensus.

Based on the theory and research on elements and models of effective collaboration, special education specialists use their skills to improve programs, services, and outcomes for individuals with exceptionalities. They possess current knowledge of the related ethical and legal issues, and use culturally responsive practices to enhance collaboration.

Specialty Set: Advanced Special Education Diagnostician Specialist

CEC Advanced Preparation Standard 1 Assessment

Revised	Previous	
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Knowledge

ACSI1 K1	ACC4 K1	Evaluation process and determination of eligibility.
ACSI1 K2	ACC4 K2	Variety of methods for assessing and evaluating the performance of individuals with exceptionalities.
ACSI1 K3	ACC4 K3	Strategies for identifying individuals with exceptionalities
ACSI1 K4	ACC4 K4	Evaluate an individual's success in the general education curriculum.
SEDS1 K1	ED4 K1	Standards of reliability and validity related to individual test measures
SEDS1 K2	ED4 K2	Procedures used in standardizing assessment instruments
SEDS1 K3	ED4 K3	Standard error of measurement related to individual test measures
SEDS1 K4	ED4 K4	Use and limitations of portfolios in assessment
SEDS1 K5	ED4 K5	Sources of test error
SEDS1 K6	ED4 K6	Uses and limitation of assessment information
SEDS1 K7	ED4 K7	Achievement assessment measures
SEDS1 K8	ED4 K8	Cognitive assessment measures
SEDS1 K9	ED4 K9	Language assessment measures
SEDS1 K10	ED4 K10	Motor skills assessment measures
SEDS1 K11	ED4 K11	Social, emotional, and behavior assessment measures
SEDS1 K12	ED4 K12	Vocational and career assessment measures

Skills		
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ACSI1 S1	ACC4 S1	Design and use methods for assessing and evaluating programs.
ACSI1 S2	ACC4 S2	Design and implement research activities to examine the effectiveness of instructional practices.
ACSI1 S3	ACC4 S3	Advocate for evidence based practices in assessment.
ACSI1 S4	ACC4 S4	Report the assessment of individuals' performance and evaluation of instructional programs.
SEDS1 S1	ED4 S1	Select and use formal and informal observation measures
SEDS1 S2	ED4 S2	Select and use formal and informal functional assessment measures
SEDS1 S3	ED4 S3	Assess basic academic skills formally and informally
SEDS1 S4	ED4 S4	Select, administer, and score assessment instruments accurately
SEDS1 S5	ED4 S5	Analyze error patterns
SEDS1 S6	ED4 S6	Prepare comprehensive assessment reports
SEDS1 S7	ED4 S7	Employ assistive technology in the assessment process
SEDS1 S8	ED4 S8	Select accommodations and modifications based on assessment results
SEDS1 S9	ED4 S9	Facilitate progress monitoring
SEDS1 S10	ED4 S10	Use progress monitoring data to develop and revise individual goals

CEC Advanced Preparation Standard 2 Curricular Content Knowledge

Knowledge		
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Skills

CEC Advanced Preparation Standard 3 Programs, Services, and Outcomes

Knowledge

ACSI3 K1	ACC2 K1	Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
ACSI3 K2	ACC2 K2	Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
ACSI3 K3	ACC2 K3	Continuum of program options and services available to individuals with exceptionalities.
ACSI3 K4	ACC2 K4	Prereferral intervention processes and strategies.
ACSI3 K5	ACC2 K5	Process of developing Individual Educational Programs (IEP).
ACSI3 K6	ACC2 K6	Developmentally appropriate strategies for modifying instructional methods and the learning environment.
SEDS3 K1	ED2 K1	Assessment procedures that address all disabilities
SEDS3 K2	ED2 K2	Variability of individuals within each category of disability
SEDS3 K3	ED2 K3	Over/under representation of individuals with cultural and linguistic diversity who are referred for assessment
SEDS3 K4	ED2 K4	Characteristics of individuals with exceptional learning needs that impact the development of programs and services

Skills

ACSI3 S1	ACC2 S1	Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences
ACSI3 S2	ACC2 S2	Connect educational standards to specialized instructional services.
ACSI3 S3	ACC2 S3	Improve instructional programs using principles of curriculum development and modification, and learning theory.
ACSI3 S4	ACC2 S4	Incorporate essential components into individualized education plans
SEDS3 S1	ED2 S1	Synthesize information from multiple perspectives in developing a program assessment plan.

CEC Advanced Preparation Standard 4 Research & Inquiry

Knowledge

ACSI4 K1	ACC3 K1	Evidence-based practices validated for specific characteristics of learners and settings.
SEDS4 K1	ED3 K1	Best practices in research-based assessment
SEDS4 K2	ED3 K2	Resources and methods that address student learning, rates, and learning styles

Skills

ACSI4 S1	ACC3 S1	Identify and use the research literature to resolve issues of professional practice.
ACSI4 S2	ACC3 S2	Evaluate and modify instructional practices in response to ongoing
ACSI4 S3	ACC3 S3	Use educational research to improve instruction intervention strategies, and curricular materials.

SEDS4 S1	ED3 S1	Evaluate assessment techniques based on learning theories
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CEC Advanced Preparation Standard 5 Leadership and Policy

Knowledge

ACSI5 K1	ACC1 K1	Needs of different groups in a pluralistic society.
ACSI5 K2	ACC1 K2	Evidence-based theories of organizational and educational leadership.
ACSI5 K3	ACC1 K3	Emerging issues and trends that potentially affect the school community and the mission of the school.
ACSI5 K4	ACC1 K4	Federal and State education laws and regulations.
ACSI5 K5	ACC1 K5	Current legal, regulatory, and ethical issues affecting education.
ACSI5 K6	ACC1 K6	Responsibilities and functions of school committees and boards
SEDS5 K1	ED1 K1	Laws and policies related to assessing individuals with exceptional learning needs
SEDS5 K2	ED1 K2	Emerging issues and trends that impact assessment
SEDS5 K3	ED1 K3	Implication of multiple factors that impact the assessment process
SEDS5 K4	ED1 K4	Models, theories, and philosophies that form the basis of assessment
SEDS5 K5	ED1 K5	Issues in general and special education that impact placement decisions for individuals with exceptional learning needs
SEDS5 K6	ED1 K6	Policy and research implications that promote recommended practices in assessment

Skills

ACSI5 S1	ACC1 S1	Promote a free appropriate public education in the least restrictive
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ACSI5 S2	ACC1 S2	Promote high expectations for self, staff, and individuals with exceptionalities
ACSI5 S3	ACC1 S3	Advocate for educational policy within the context of evidence-based practices.
ACSI5 S4	ACC1 S4	Mentor teacher candidates, newly certified teachers and other colleagues.
SEDS5 S1	ED1 S1	Design and evaluate procedures for effective participation in school, system, and statewide assessments

CEC Advanced Preparation Standard 6 Professional and Ethical Practice

Knowledge

ACSI6 K1	ACC5 K1	Legal rights and responsibilities of individuals, staff, and parents/guardians.
ACSI6 K2	ACC5 K2	Moral and ethical responsibilities of educators.
ACSI6 K3	ACC5 K3	Human rights of individuals with exceptionalities and their families.
SEDS6 K1	ED5 K1	Qualifications to administer and interpret test results
SEDS6 K2	ED5 K2	Organizations and publications relevant to the field of educational diagnosticians
SEDS6 K3	ED5 K3	Ethical considerations relative to assessment

Skills

ACSI6 S1	ACC5 S1	Model ethical behavior and promote professional standards
ACSI6 S2	ACC5 S2	Implement practices that promote success for individuals with exceptionalities
ACSI6 S3	ACC5 S3	Use ethical and legal discipline strategies.

ACSI6 S4	ACC5 S4	Disseminate information on effective school and classroom practices.
ACSI6 S5	ACC5 S5	Create an environment which supports continuous instructional improvement.
ACSI6 S6	ACC5 S6	Develop and implement a personalized professional development plan.
SEDS6 S1	ED5 S1	Respect individual privacy and confidentiality
SEDS6 S2	ED5 S2	Participate in professional development activities
SEDS6 S3	ED5 S3	Cite all sources of reported information
SEDS6 S4	ED5 S4	Inform individuals of the purpose of evaluation, rationale, and timelines for completion
SEDS6 S5	ED5 S5	Provide assessment results in a clear, cohesive, and timely manner
SEDS6 S6	ED5 S6	Update skills necessary to provide effective assessment

CEC Advanced Preparation Standard 7 Collaboration

Knowledge

ACSI7 K1	ACC6 K1	Methods for communicating goals and plans to stakeholders.
ACSI7 K2	ACC6 K2	Roles of educators in integrated settings.
SEDS7 K1	ED6 K1	Roles of various agencies within the community

Skills

ACSI7 S1	ACC6 S1	Collaborate to enhance opportunities for learners with exceptionalities.
ACSI7 S2	ACC6 S2	Apply strategies to resolve conflict and build consensus.
SEDS7 S1	ED6 S1	Communicate with team members to determine assessment needs

SEDS7 S2	ED6 S2	Communicate with team members to review assessment results
SEDS7 S3	ED6 S3	Assist with prereferral interventions and strategies
SEDS7 S4	ED6 S4	Assist teachers in interpreting data including large scale and individual assessments
SEDS7 S5	ED6 S5	Use interagency collaboration in planning intervention

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/>



PROFESSIONAL ORGANIZATIONS

- Council for Exceptional Children (CEC)

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www.cec.sped.org

CEC Divisions:

- 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

- 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

