

Teacher of Students with Disabilities Post-Baccalaureate (TOSD Post-Bac) Endorsement Program Student Handbook

Rowan University

College of Education

Wellness and Inclusive Services in Education (WISE) Department



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Access, Success, Equity.....Turning Research into Practice

PROGRAM DESCRIPTION

Overview and General Information

Welcome to the Teacher of Students with Disabilities Post-Baccalaureate (TOSD Post-Bac) Endorsement Program. This handbook provides you important information concerning the program and options within our program. If you have additional questions concerning the program, contact the student advisor for our program.

In keeping with the mission statement of teacher education at Rowan University, our endorsement program prepares teachers who will positively impact all educational communities by collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings. Our ultimate goal is to ensure equitable educational opportunities for all learners by preparing and supporting our clinical interns through the development of knowledge, skills, and dispositions. The vision for the College of Education is that we will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

Purpose of the TOSD Post-Bac Endorsement Program

The purpose of the TOSD Post-Bac Endorsement Program is to prepare professional educators to teach students with disabilities, kindergarten through grade 12, with a variety of learning needs. Our program is designed to prepare educator practitioners to serve as skillful, ethical, and caring professionals. Our program is committed to the effective implementation of high-leverage practices which includes the identification of students with disabilities, instructional planning, implementation, and progress evaluation to meet the diverse needs of these students. Our program also recognizes the diversity of students, families, environments, and abilities that are present in schools today.

The TOSD Post-Bac Endorsement Program is designed to enable clinical interns to meet the requirements of the State of New Jersey for the endorsement as a Teacher of Students with Disabilities. In order to qualify for the endorsement, candidates must already hold or be eligible for an initial instructional certificate (e.g., Early Childhood Education, Elementary Education, Subject Matter Education, Music and Art Education, or Health and Physical Education). The program fosters an understanding of students with disabilities, and provides the clinical intern with the pedagogical skills to teach this group of students.

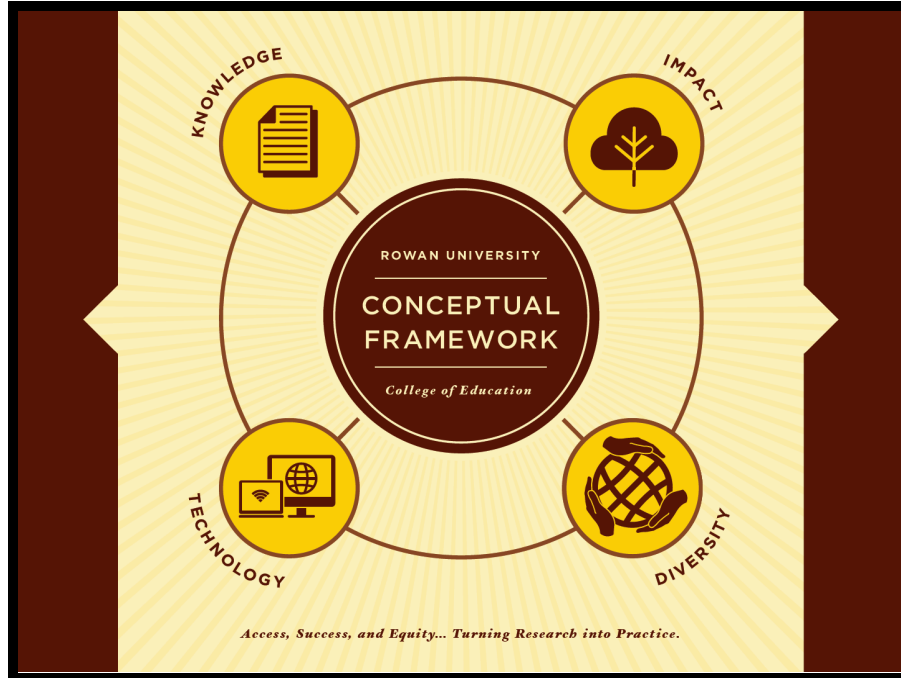
Vision Statement of the College of Education

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.



By 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, we inform our practices and provide a foundation upon which learning evolves.

Program Learning Outcomes

The TOSD Post-Bac Endorsement Program is aligned with the seven major preparation standards of the Council for Exceptional Children’s (CEC) Initial Level Special Education Preparation Standards. Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for effective and safe practice.

CEC Initial Preparation Standards	
1. Learner Development and Individual Learning Differences	Beginning special education professionals understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging experiences for individuals with disabilities.
2. Learning Environments	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Curricular Content Knowledge	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.
4. Assessment	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
5. Instructional Planning and Strategies	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

6. Professional Learning and Ethical Practice	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. Collaboration	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Professional Expectations of Special Educators

As future special educators, you are expected to model professional behavior at all times in class, in the community, and in your field based experiences. The following is a list of expectations that will help you present yourself in a positive and professional manner.

1. Attendance, punctuality, and participation
2. Work habits
3. Quality of work
4. Respect
5. Technology
6. Interactions with faculty, collaborating teachers and students in the field.
7. Attitude
8. Commitment to excellence in teaching
9. Confidentiality

Program Description

The TOSD Post-Bac Endorsement Program is offered in two ways. The first is offered to students currently enrolled in one of Rowan University’s undergraduate initial teacher certification programs. Students must be an education major in one of the following certification areas: (a) Early Childhood Education, (b) Elementary Education, (c) Music and Art Education, (d) Subject Matter Education, or (e) Health and Physical Education.

The second option is available to individuals who currently hold a Bachelor of Arts (or its equivalent) with at least a Certificate of Eligibility (CE) in education. This second option is for those people interested in pursuing undergraduate courses only and is offered on-line. The TOSD Post-Bac online program is presented in eight week online modules. All course field requirements and clinical practice requirements are applicable. For more information on this delivery model, contact Global Admissions.

Complete Enrollment Form to Enter the TOSD Post-Bac Endorsement Program

For Undergraduate Applicants:

1. Students **do not** need to “apply” to the program. Rather, they must meet with the TOSD Post-Bac **Advisor** to review that they meet all program requirements.
2. Prospective students need to be enrolled as an education major (e.g., Early Childhood Education, Elementary Education, Subject Matter Education, Music and Art Education, Advanced Dual Degree or Health and Physical Education).
3. Completion of 45 credit hours of coursework at Rowan.
4. Have a GPA of at least 3.0.
5. To make the program more accessible, prospective students **no longer** need to provide application materials (i.e., letters of recommendation, essay submission). Instead, following a confirmation from a meeting with their advisor, students will **complete a Program Enrollment Form** to enter the program. Prospective students will then be enrolled the next semester.

6. Prospective students need to have completed *Disability as Diversity* (formerly *Human Exceptionality*) (SPED 08130) with a B- or better.
7. Students will need to complete a New Jersey Department of Education background check prior to beginning field placements. [See this link](#) on the CED website for more information.

For Applicants who already hold an undergraduate degree (BA or BS)

1. Students **do not** need to “apply” to the program. Rather, they must meet with the TOSD Post-Bac **Program Coordinator** to review that they meet all program requirements.
2. A bachelor’s degree (or its equivalent) from an accredited institution of higher learning is required.
3. Submit official transcripts from all colleges attended.
4. Submit a current professional resume.
5. Have a minimum GPA of 3.0
6. Provide a copy of initial NJ Standard Instructional Certificate, Certificate of Eligibility with Advanced Standing (CEAS), or Certificate of Eligibility (CE) in early childhood, elementary, subject matter, music and art education, or health and physical education.
7. Provide a copy of NJ Certificate of Eligibility (CE) in Teacher of Students with Disabilities
8. Submission of official test results demonstrating passing scores on Praxis I and official Praxis II score report in appropriate area of CEAS or CE.
9. For applicants who possess a CE only: As of September 1, 2015 the State of New Jersey requires that any student who is preparing formally to enter a teacher preparation program needs to meet the following requirements:
 - a. Submit scores that are at a minimum or higher for the basic skills teacher preparation tests.
 - b. These tests are also known as the Praxis Core Academic Skills for Educators exams.

Test:	Minimum Score:
Reading (test code 5712)	156
Writing (test code 5722)	162
Math (test code 5732)	150

Retention in the TOSD Post-Bac Endorsement Program

Students must exhibit successful performance as evidenced by maintaining an overall GPA of 3.0 in all TOSD courses that are part of the program. They must also maintain an overall GPA as prescribed by the College of Education. Students who fall below these minimum requirements will meet with the TOSD Post-Bac Program Coordinator or TOSD Post-Bac Undergraduate Adviser and a probationary plan for academics will be developed to assist the student in making progress toward GPA requirements for TOSD courses.

A student receiving a “C” or lower in any TOSD Post-Bac course will be required to repeat the course and placed on program probation. Students must receive a “B-” or above in all TOSD courses. Students must also successfully complete the appropriate Praxis I and II with passing scores for their education major, and complete the Praxis II for special education. It is critical that students meet with their TOSD advisor on a regular basis to update their program of study.

Teacher of Students with Disabilities Course Requirements

For all students accepted into the TOSD Endorsement Program, the following courses are required. [Here is a link](#) to an electronic version.



**College of Education
Teacher of Students with Disabilities (TOSD) Endorsement
Post-Baccalaureate Program**

Contact:
Dr. Brent Elder
elderb@rowan.edu

Student Name:		Banner ID:	Date:
Grade	Course		Credits
(Prerequisite) Foundational Requirements (take TWO courses)			
	SPED 08130	Disability as Diversity (REQUIRED)	3
	READ 30280	Teaching Literacy	3
	READ 30311	Literacy Pedagogy I (Elem Ed)	3
	READ 30320	Language Development/Emrg Lit/Read Child (ECE)	4
Adapting Instruction (select ONE course)			
	SPED 08316	Differentiated Instruction In The Inclusive Classroom (offered Spring only)	2
	ECED 23431	Int/Adapt Curric Content Area (ECE)	3
	SELN 40477	Effective Inclusive Instruction for ENG/SS/World Lang (CADP)	3
Reading Requirement (select ONE course)			
	READ 30351	Literacy Pedagogy II (Elem Ed)	2
	READ 30347	Phonics/Spelling Instruction (ECE)	3
	READ 30319	Teaching Reading and Writing in the Content Area (CADP & HPE)	3
Bundle 1 - MUST BE TAKEN TOGETHER (6 credits) SPRING or SUMMER (not Fall) Clinical Experience requires submission of a <u>placement application form</u> for 40 hours of field experience to be distributed over the 8-week placement (see deadline below)*			
	SPED 08307	Assessment in Special and Inclusive Ed (20 hours clinical experience)	3
	SPED 08360	Positive Behavioral Support Systems (20 hours clinical experience)	3
Bundle 2 - MUST BE TAKEN TOGETHER (6 credits) FALL or SUMMER (not Spring) Clinical Experience requires submission of a <u>placement application form</u> for 40 hours of field experience to be distributed over the 8-week placement (see deadline below)*			
	SPED 08308	Assistive Technology and Transition Planning (20 hours clinical experience)	3
	SPED 08415	Specialized Instruct for Students with Dis (20 hours clinical experience)	3
Praxis II Special Education: Core Knowledge & Applications (5354)			
Passing Score: 151 required prior to applying for Clinical Practice Semester			
Clinical Practice Semester-- MUST BE TAKEN TOGETHER (5 credits) Clinical Practice requires submission of a <u>placement application form</u> for 6-8 weeks of full-time Clinical Practice (see below)**			
	SPED 08445	Clinical Seminar in Special Education (taken with clinical practice)	2
	SPED 08450	Clinical Practice in Special Education (6-8 week full-time clinical practice)	3

Placement Application Form Deadlines		
Clinical Experience*	TERM	Clinical Practice**
May 1st - June 1st October 1st - October 31st March 1st - March 31st	Fall (for Sept./Oct.) Spring (for Jan./Feb.) Summer (for May/June or Jul/Aug)	February 15th - March 15th Sept. 1st – Sept. 30th January 1st - January 31st

Program and Signature Assessments

Program Assessment	Course	Signature Assessment
1	NA	Praxis II Examination
2	SPED 08445 Special Education Seminar	Comprehensive Examination
3	SPED 08415 Specialized Instruction for Students with Disabilities	Unit Plan
4	SPED 08450 Clinical Practice in Special Education	TOSD SPA
5	SPED 08307 Assessing Students with Disabilities	Assessment Plan and Implementation
6	SPED 08360 Positive Behavioral Support Systems	Functional Behavioral Analysis and Behavior Intervention Plan
7	SPED 08308 Assistive Technology and Transition Planning	Assistive Technology Evaluation and Plan
8	SPED 08445 Special Education Seminar	Pupil Impact Activity

TOSD Post-Bac Endorsement Program Course Field Requirements

Pre-service teaching experience should be designed to provide concrete experiences in the school setting that facilitates the development of acceptable and realistic perceptions of roles, responsibilities, and relationships. To achieve this, students will be asked to do the following:

- Observe in the school setting with a variety of children with disabilities;
- Relate those experiences to theory and coursework; and
- Apply theory and coursework to assignments completed in the field.

TOSD Clinical Experience for Bundle I will include a total of 40 hours of field experience (20 hours SPED 08360 and 20 hours SPED 08307, to be distributed over the 8-week placement) in a school setting that supports students with “**mild to moderate**” disability labels. This could be support received in a general education classroom or in a resource setting with preference given to inclusive placements.

TOSD Clinical Experience for Bundle II will include a total of 40 hours of field experience (20 hours SPED 08308 and 20 hours SPED 08415, to be distributed over the 8-week placement) in a school setting that supports students with “**moderate to severe**” disability labels. This could include the support received in a general education classroom, a resource setting, or special education classrooms with preference given to inclusive placements.

Field experiences can occur in a variety of placements (e.g., public schools, special services school districts and schools that support only students with disabilities) and with any age group or grade level.

*Students can complete Bundle I and Bundle II clinical experiences in the same setting as long as they have access to students with a range of disability labels and can meaningfully complete related course assignments in that school setting.

It is the student’s responsibility to arrange for transportation to and from their course field placement sites.

TOSD Clinical Practice (SPED 08450) Requirements

TOSD clinical interns will spend approximately 6-8 weeks (5 days a week) in their clinical practice placement. Candidates will be in the role of the special education teacher for the duration of the placement. The placement can be in any of the following:

- a. In-class support classroom where there are two contracted teachers (i.e., one general education and one special education);
- b. Resource center with in-class support and pull-out options for support or replacement instruction;
- c. Self-contained special education classroom in a public school;
- d. Self-contained special education classroom in a county-based, special services school district; or
- e. Self-contained special education classroom in a state approved private school that services only children with disabilities.

During the placement, the clinical intern will gradually take over the management and instructional responsibilities of the classroom. Options for team teaching are acceptable. The clinical intern must have a minimum of 15 consecutive days of full-time teaching.

Special Education Seminar SPED 08445 is taken concurrently with SPED 08450 Clinical Practice in Special Education.

If a TOSD clinical intern is contracted as a full-time special education teacher, clinical practice may occur in their classroom with **both** district and Rowan University approval.

Since clinical practice is a capstone experience, all courses have to be completed successfully before clinical practice. In addition, students must meet all College of Education and TOSD Post-Bac requirements before entering clinical practice. Students are not permitted to take additional courses to complete program or university requirements during the TOSD clinical practice experience or after completing clinical practice.

Additional information regarding TOSD Clinical Practice will be made available in your TOSD Clinical Practice Handbook available prior to clinical practice.

Applying for Certification

In June of 2022, the NJ Department of Education (NJDOE) launched a new certification system called NJEdCert. The NJEdCert system is designed to be more efficient and allow for faster turnaround time for the issuance of certificates. With this new system, Rowan is no longer collecting hard copy applications or fees. Students must now complete an Application Form to provide the necessary information for Rowan to process the certification applications at the completion of the programs. The form can be completed at any time during the semester in which the student will be completing their final courses for the certification program. *Students must be logged in using their Rowan credentials to access the Application Form.*

Please read the attached instructions carefully before beginning the process. Students must either create an account in the NJEdCert system or verify they have an account in the NJEdCert system before completing the Application Form. *After creating or verifying the NJEdCert account, STOP. Do not create an application for certification.*

Upon successful completion of all certification requirements, including achieving the appropriate grades as required by the program, **AND** the approval of the program coordinator/advisor, students will be nominated for certification within the NJEdCert system. When this occurs, students will receive an email from the NJEdCert system confirming the nomination has been entered and providing instructions for accepting the nomination. Upon completion of all necessary steps to accept the nomination, the certificate(s) will be issued within minutes in most situations. If there are any issues or outstanding requirements, the NJEdCert system will identify the issues.

Important Information to Remember:

- Nominations will not be entered until the student has met all certification and program completion requirements. For degree-granting programs, degrees must be awarded by the Office of the Registrar and appear on the transcript. For non-degree granting certification programs, grades for the final courses must appear on the applicant's transcript and all grades must meet the minimum requirements for the certification program. If a student is uncertain of the required grades for their program, please refer to the program guides or contact the program coordinator.
- If required for the certificate, all supporting documents must be provided before the nomination can be entered. This information should be uploaded into the Application Form. Record of Professional Experience forms or the employment verification letters obtained from employers should be uploaded by the student into the form or emailed by the employer directly to Laurie Haines, haines@rowan.edu. Employers should *not* email the Record of Professional Experience form or employment verification letter to the NJ DOE. You must submit the employment verification for certification – we do not have access to admission records. Failure to provide the required employment verification will result in a delay in the processing of your certification application.
- All Application Form submissions must be approved by the program coordinator/advisor before nominations can be entered.
- Rowan University no longer has the ability to change names in the NJEdCert system. Students who hold NJ DOE issued certificates must enter the name shown on their current certificates when completing the Application Form. If a name change is required, this must be done within the NJEdCert system after an account is created. Please keep in mind that we must be able to match up the name provided on the Application Form with the name in the NJEdCert system when entering nominations. Therefore, it is recommended that any name change be completed *AFTER* the nomination has been entered and accepted as name change requests can take several weeks for the NJEdCert system to process.
- When creating an account, please be certain the information being entered is correct – check capitalization, be careful using autofill, etc. How the information is entered becomes the official information on the certificates.

If there are any questions regarding Rowan University's certification application process, please email Laurie Haines at haines@rowan.edu.

Types of Certificates:

- CE (Alternate Route): The Certificate of Eligibility (CE) is a credential with lifetime validity issued to an individual who has NOT completed a teacher preparation program but who has met the basic requirements for certification including academic study and applicable test requirements.
- CEAS (Traditional Route): The Certificate of Eligibility with Advanced Standing (CEAS) is a credential issued to an individual who HAS completed a teacher preparation program and has met the basic requirements for certification including academic study and applicable test requirements. THE CEAS authorizes the individual to seek and accept employment in NJ public schools requiring certification. The CEAS is issued to an individual who does NOT hold a NJ

Standard Certificate or has NOT completed one year of full-time teaching under a valid out of state instructional certificate.

- Provisional: This two-year certificate is requested by the employing school district for a newly hired teacher after an individual obtains a CE or CEAS and a full-time teaching position. This certificate legalizes employment. Both mentoring and supervision and evaluation are required under this certificate. Alternate route teachers will also be required to complete formal instruction. Please note that an individual cannot apply for this certificate. Rather it is the employing district that applies for this certificate on behalf of the applicant.
- Standard: This is a permanent certificate issued to an individual who has met all requirements for state certification. This certificate is awarded to individuals who have successfully completed a Provisional Teacher Program, hold a previously issued NJ instructional certificate, or hold a valid out of state instructional certificate with one year of full-time teaching under the certificate.
- **In order to be eligible for the Teacher of Students with Disabilities Standard Certificate, the individual will need to possess or be eligible for a standard NJ instructional certificate with an endorsement appropriate to the subject or grade level to be taught.** As an example, if an individual possesses a Certificate of Eligibility (CE) only, they will only receive a CE in TOSD.

Highly Qualified Requirements and Special Education Teachers

The TOSD Post-Bac Endorsement is attached to your initial teaching certification area (e.g., Elementary Education, Early Childhood, Subject Matter or Health and Physical Education Bas in Education). It permits you to provide consultative and supportive services to students with disabilities from preschool through grade 12. However, in order to be able to provide more than support instruction, you must have an appropriate initial certification (i.e., Early Childhood, Elementary Education, Subject Matter, Music and Art Education, Health and Physical Education) for the grade level or subject you wish to teach and be highly qualified in the subject area(s) you wish to teach (i.e., passing scores on the appropriate Praxis exam).

Praxis II for Special Education

All candidates enrolled in the Rowan University TOSD Post-Bac Endorsement Program are required to take and pass the Praxis II exam for Special Education. The Praxis II exam number for Special Education is 5354 and the title is: *Praxis II Special Education Core Knowledge and Applications*. Please see your TOSD Program Advisor for additional details. This must be taken prior to *Clinical Seminar (SPED 08445)* and *Clinical Practice (SPED 08450)* with a passing score of 151.

TOSD Advisement

In order to ensure that sufficient classes are scheduled each semester, it is imperative that all TOSD Endorsement candidates contact their TOSD Post-Bac Advisor each semester.

Dr. Lesley Mateo
Program Advisor TOSD Post-Bac Undergraduate Program
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