



M.A. in Special Education Program Handbook

College of Education
Interdisciplinary and Inclusive Education Department

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INTRODUCTION



On behalf of all faculty and staff, we are delighted that you have decided to join us in the MA in Special Education Program. This handbook is prepared to provide general information about the program and related resources. If you need detailed information or discussion on your individual issues, please feel free to contact the program coordinator and advisor, Dr. Nicole Edwards, at EdwardsN@rowan.edu.

Vision Statement of the College of Education at Rowan University

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

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

“[This MA in Special Education program] is convenient, the professors are helpful and knowledgeable, and it is applicable to my current teaching position.”

“Immediate feedback from professors, advance schedule so that I can complete assignments and requirements without having to take time away from my children and family, [and] assignments that will actually help me in the future...”

—MA in Special Education, Anonymous Student Feedback, summer 2019
(See additional direct quotes at the end of this handbook)



MASTER OF ARTS IN SPECIAL EDUCATION

This advanced program is designed for individuals who possess an instructional certificate and want to pursue a master's degree in Special Education. The purpose of the program is to provide advanced studies focusing on educational, psychological and sociological needs of the children and youth with disabilities. The course work and related field experiences are designed to foster an understanding of students with special needs, combined with pedagogical skills to accommodate these needs and provide appropriate curriculum modifications when necessary. Upon completing the program, candidates earn a Master of Arts in Special Education.

The M.A. in Special Education aims to produce instructional leaders who are well versed in special education topics including collaborative teaching, administration, and assessment. The Graduate Endorsement track is designed to qualify students, who don't currently possess it, for special education endorsement while simultaneously earning their Master's degree. The Early Childhood Special Education track is designed for those who are already licensed to teach Special Education, but are interested in working with young children (birth-5) with suspected or diagnosed disabilities and their families. The Autism Spectrum Disorders track is designed for those who are already licensed to teach Special Education, but are interested in working with students with significant disabilities, especially autism spectrum disorders. The Learning Disabilities track is designed for those who are already licensed to teach Special Education, as well as other educational professionals, to understand and provide instruction and accommodations for individuals with learning disabilities.

Council for Exceptional Children

Special Education Specialist Advanced Preparation Standards

1.0 Special education specialists use valid and reliable assessment practices to minimize bias.

2.0 Special education specialists use their knowledge of general³ and specialized⁴ curricula to improve programs, supports, and services at classroom, school, community, and system levels.

3.0 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.

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

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.

6.0 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.

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

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

CURRICULUM AND COURSE REQUIREMENTS*

(Check your Rowan Email Regularly for potential Updates/ Changes)

Program Code: MA-SPECED / **Major Code:** G809

The M.A. in Special Education is a part-time program offered online. It requires the completion of 30–36 graduate semester hours (~10–12 courses).

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

Core Courses (taken by candidates in ALL program tracks)

Course Number	Course Title	Semester Hours
Required Courses (18 s.h.)		
SELN 10582	Communication Skills for Students with Disabilities	3 [SP(Mod 4); SU(Mod 5)]
SELN 10577	Collaborative Instruction in Inclusive Classrooms	3 [F(Mod 1); SU(Mod 5)]
SELN 10585	Educational Assessment in Special Education	3 [SP(Mod 3); SU(Mod 5)]
SELN 10578	Special Education Policy, Advocacy, and Teacher Leadership	3 [F(Mod 1); SP(Mod 3); SU(Mod 5)]
SELN 10610	Inquiry in Special Education Settings (<i>see note</i>)	3 [F(Mod 1) or SP (Mod 3) – take in <u>same</u> semester with SELN 10611]
SELN 10611	Practicum: Inquiry in Special Education Settings (<i>see note</i>)	3 [F(Mod 2) or SP (Mod 4) – take in <u>same</u> semester with SELN 10610]

*NOTE: *Effective Fall 2020, a curriculum proposal is pending approval to replace SELN 10577 with ECSE 10500.*

The MA CORE must be taken with one of the following FOUR (4) TRACK OPTIONS →

- (1) Graduate Endorsement Track; (2) Autism Track; (3) Learning Disabilities Track; or (4) Early Childhood Special Education Track**

Graduate Endorsement Track (21 s.h.)**

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

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

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

NOTE only for those in the Graduate Endorsement Track:

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

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

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

Autism Spectrum Disorders Track (12 s.h.)

NOTE: This track does NOT meet the requirements for the endorsement in Teacher of Students with Disabilities

SELN 10590	Teaching Students with Autism and PDD	3 [SU(Mod 5)]
SELN 10591	Instructional Methods for Students with Autism Spectrum Disorders	3 [F(Mod 2)]
PSY 02600	ABC's of Applied Behavior Analysis	3 [SU(Mod 6)]
PSY 02520	Assessment and Interventions for Social Skills and Relationships in Children	3 [F(Full-term)]
SELN 10582	Communication Skills for Students with Disabilities*	3 [SP(Mod 4);SU(Mod 5)]

Learning Disabilities Track (15 s.h.) **NOTE: This track does NOT meet the requirements for the endorsement in Teacher of Students with Disabilities or the Learning Disabilities Teacher Consultant (LDTC) certificate. However, these courses can be applied toward the 33 credits required for the post-Master's LDTC certificate.**

SPED 08555	Education and Psychology of Exceptional Learners	3 [F(Mod 1); SP(Mod 3); SU(Mod 5)]
LDTC 18503	Foundations of Learning Disabilities	3 [F(Mod 2)]
READ 30530	Teaching Reading to the Exceptional Child*	3 [F(Mod 2); SP(Mod 4)]
LDTC 18520	Neurological Bases of Educational Disorders	3 [F(Full-term); SP(Full-term)]
LDTC 18510	Applied Learning Theories	3 [SP(Mod 4);SU(Mod 6)]

Early Childhood Special Education Track. (15 s.h.) NOTE: This track does NOT meet the requirements for the endorsement in Teacher of Students with Disabilities. Students in this track (or COGS) must secure at least one birth-5 site (with site director approval) to complete authentic field assignments across the 5 courses. Contact the coordinator with questions.

ECSE 10500	Characteristics of Young Children with Disabilities <i>(take this before the other ECSE courses; pre-requisite course in track)</i>	3 [F(Mod 1)]
ECSE 10501	Methods for Assessing and Teaching Infants and Toddlers with Disabilities <i>(take ECSE 10500 as pre-requisite)</i>	4 [F(Mod 2)]
ECSE 10502	Methods for Assessing and Teaching Preschool Children (3-5) with Disabilities <i>(take ECSE 10500 as pre-requisite)</i>	4 [SP (Mod 3)]
ECSE 10503	Supporting Diverse Families, Community Partnerships, and Transitions <i>(take ECSE 10500 as pre-requisite)</i>	3 [SP (Mod 4)]
ECSE 10504	Self-Study Project Inquiry in Early Childhood Special Education <i>(take this 1-credit course after completing all other ECSE courses)</i>	1 [SU (Mod 5)]

** Course is required as part of the MA core*

As you review the above/below course offerings, please keep this in mind:

COURSE OFFERINGS

FALL COURSES → **Module 1** (first half of semester); **Module 2** (second half of semester)
SPRING COURSES → **Module 3** (first half of semester); **Module 4** (second half of semester)
SUMMER COURSES → **Module 5** (May/June); **Module 6** (July/August)

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

MA/Endorsement Schedule

NOTE: Course offering may change due to faculty availability and student enrollment.

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
LDTC	18503 (Mod 2) Foundations of Learning Disabilities 18520 (Mod 1) Neurological Bases of Educational Disorders	18510 (Mod 4) Applied Learning Theories 18520 (Mod 3) Neurological Bases of Educational Disorders	18510 (Mod 6) Applied Learning Theories
READ	30530 (Mod 2) Teaching Reading To Exceptional Children	30530 (Mod 4) Teaching Reading To Exceptional Children	

SELN	<p>10577 (Mod 1) Collab Inst</p> <p>10578 (Mod 2) Special Education Policy, Advocacy, and Leadership</p> <p>10581 (Mod 2) Impl Positive Support</p> <p>10591 (Mod 2) Inst Meth Autism</p> <p>10592 (mod 1) Clinical Seminar</p> <p>10610 (8 wk) Inquiry in Special Education Settings (Mod 1)</p> <p>10611 (8 wk) Practicum: Inquiry in Special Education Settings</p>	<p>10578 (Mod 3) Special Education Policy, Advocacy, and Leadership</p> <p>10582 (Mod 4) Communication Skills</p> <p>10585 (Mod 3) Ed Assessment</p> <p>10592 (Mod 3) Clinical Seminar</p> <p>10610 (8 wk) Inquiry in Special Education Settings (Mod 3)</p> <p>10611 (8 wk) Practicum: Inquiry in Special Education Settings (Mod 4)</p>	<p>10577 (Mod 5) Collab Inst</p> <p>10578 (Mod 6) Special Education Policy, Advocacy, and Leadership</p> <p>10581 (Mod 5) Impl Positive Support</p> <p>10582 (Mod 5) Communication Skills</p> <p>10585 (Mod 5) Ed Assessment</p> <p>10590 (Mod 5) Introduction to ASD</p> <p>10592 (Mod 5/Mod 6) Clinical Seminar</p>
SPED	<p>08515 (Mod 1) Curric, Instr, & Transition</p> <p>08520 Clinical Experiences</p> <p>08555 (Mod 1) Ed & Psych</p>	<p>08520 Clinical Experiences</p> <p>08555 (Mod 3) Ed & Psych</p>	<p>08515 (Mod 5/Mod 6) Curric, Instr, & Transition</p> <p>08520 (Mod 5/Mod 6) Clinical Experiences</p> <p>08555 (Mod 5) Ed & Psych</p>
ECSE	<p>10500 (Mod 1) Characteristics of Young Children with Disabilities (pre-requisite)</p> <p>10501 (Mod 2) Methods, Infants & Toddlers with Disabilities</p>	<p>10502 (Mod 3) Methods, Preschoolers with Disabilities</p> <p>10503 (Mod 4) Supporting Diverse Families, Community Partnerships, and Transitions</p>	<p>10504 (Mod 5) Self-Study Project Inquiry in ECSE</p>

COUNCIL FOR EXCEPTIONAL CHILDREN CODE OF ETHICS

Special Education Professional Ethical Principles and Practice Standards:

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

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

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

SUMMARY OF MASTER'S DEGREE REQUIREMENTS

Admission Requirements

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

Completed [Rowan Global Application Form](#)
\$65 (U.S.) non-refundable application fee

Bachelor's degree (or its equivalent) from an accredited institution of higher learning

Official transcripts from all colleges attended (regardless of number of credits earned)

Current professional resume

Typewritten statement of professional objectives
Minimum undergraduate GPA of 3.0 (on a 4.0 scale)

Two professional recommendations

Copy of NJ Teaching Certification (Standard or CEAS) in Elementary or Secondary Subject Area

Graduation Requirements

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

1. Acceptance for admission to the MA in Special Education Program
2. Completion and submission of all required forms to Rowan Global
3. Maintenance of a grade point average of at least 3.0
4. A completed application for graduation, as well as a commencement if you wish to walk in the university's commencement ceremony.

You must apply for graduation during the application period prior to the semester you plan to graduate. Watch for announcements from the Registrar's office and your program advisor about graduation application dates.

Registration/Financial Aid/Online Course Information

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

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

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

Registration Process

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

FACULTY (In Alphabetical Order)

Amy Accardo, Ed.D., Assistant Professor



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

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



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

Brent Elder, Ph.D., Assistant Professor



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

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

Justin Freedman, Ph.D., Assistant Professor



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

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

S. Jay Kuder, Ed.D., Professor



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

Jiyeon Lee, Ph.D., Associate Professor



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

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

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

Lisa Vernon-Dotson, Ph.D., Professor



Dr. Vernon-Dotson received her PhD in Education, Policy, Planning and Leadership from The College of William and Mary (Virginia). She has previously held faculty and/or administrator positions at Coastal Carolina University (South Carolina), Duquesne University (Pennsylvania), and Hampton University (Virginia). She spent 11 years in the P-12 setting as both a teacher and administrator. Dr. Vernon-Dotson's research focuses on teacher leadership, distributed leadership models, and special education teacher education. She is actively involved in state level teacher leadership and preparation

serving as an active member on several committees including: NJ State Program Approval Council, NJ Teacher Leadership Endorsement Advisory Board, and NJ Teacher Education Working Group. She is Executive Editor of the Journal of Educational Research and a site visitor for the Council for the Accreditation of Educator Preparation (CAEP). Dr. Vernon-Dotson currently serves as department chair.

Casey Woodfield, Ph.D., Assistant Professor



Dr. Casey Woodfield's work centers communication and inclusion as inextricably connected imperatives. Using a disability studies framework her research explores the nuances of communication support partnerships, inclusive educational practice, and transformative qualitative methods. Her research tells stories of/through lived experiences at the intersections of communicative diversity, educational practice, relationality and neurodiverse identities, specifically in the lives of nonspeaking and unreliably speaking people who use augmentative and alternative

communication. Dr. Woodfield has taught courses on Disability studies, inclusive education and autism. She has published in journals such as the International Journal of Inclusive Education and Disability & Society, and presents regularly at national conferences. She is a Professor-in-Residence in Rowan's Professional Development School network at Horace Mann Elementary School in Cherry Hill and Bowe Elementary School in Glassboro. Through these scholarly activities she works to counter socially constructed notions of competence and voice, guided by the perspectives of individuals with disabilities as critical agents of advocacy and change. In her free time, she enjoys being with friends and family, and exploring beautiful places with her dogs and her camera.

Joy F. Xin, Ed.D., Professor



Dr. Joy Xin received her Ed.D. from Peabody College of Vanderbilt University. Currently, she is a professor in the Department of Interdisciplinary and Inclusive Education. Her research interests include instructional technology for students with disabilities, behavior management, and teacher education of special education. She has taught Research in Special Education, Positive Behavior Support for Students with Disabilities, Clinical Experience and Seminar in Special Education, Curriculum and Instruction in Special Education. She is a member of the state Advisory Board on Alternate Assessments. She previously coordinated the M.A. in Special Education,

Graduate Endorsement Program and Graduate Studies in Special Education and served as department chairperson for two terms.

FREQUENTLY ASKED QUESTIONS

How can I find information on graduate financial aid?

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

Do I need to use my Rowan Email address?

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

What should I do if I have difficulty registering?

Contact Rowan Global Student Services: globalstudent@rowan.edu

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

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

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

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

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

For more information, go to:

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

How do I apply to graduate?

For a schedule of graduation application dates and instructions for applying, go to: <https://sites.rowan.edu/registrar/graduation-info/index.html>

How do I get a copy of my transcripts?

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

Sampling of Student Feedback on our MA in Special Education
(Summer 2019 anonymous check-in)

FLEXIBILITY OF OUR ONLINE FORMAT

“I enjoyed how flexible the scheduling is, and how professors take into consideration that many of their students are parents and have full-time jobs and commitments.”

“The online format has allowed me to succeed by eliminating time spent commuting to school and giving flexibility with regards to when assignments can be worked on”

“I appreciate the ease of working with an online program.”

“The convenience of completing the program online... [t]he short 8 week classes....”

“I appreciate how the online program is easy to maneuver and straightforward.”

“I have enjoyed and appreciated that each of the two courses in one semester do not run at the same time.”

“I have appreciated the ease of use of the Canvas system...”

“...coursework is pretty easy to manage with everyday life.”

CARING and RESPONSIVE PROFESSORS

“Every professor I had was incredible – they took the time to help me understand content and they were very fast in providing feedback and grading.”

“The professors have been very kind, accessible, and understanding. I think that there is a realistic amount of course work required for full-time teachers.”

“[I like] the flexibility of my instructors.”

“[The coordinator] and my other professors have been very easily reached via email and very prompt in their responses.”

“Professors have been very helpful and accommodating. Course work is interesting.”

“Class sizes are small, professors are readily available...”

“I have appreciated genuine and helpful teacher feedback on my assignments.”

USEFUL AND RELEVANT COURSE CONTENT

“Relating class topics to what and how I was currently teaching.”

“Everything I’ve learned I have been able to apply in my classroom and with my students.”

“I appreciate how the information I am learning can be applied immediately to my present teaching position.”

“I have enjoyed working hands on with students and my co-workers in order to complete assignments for class”

“...The variety of classes seems to cover all aspects of the field”

We welcome you to our MA in SPECIAL EDUCATION program!



Department of Interdisciplinary and Inclusive Education
College of Education
Rowan University

