Teacher of Students with Disabilities (TOSD) Graduate Endorsement 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 Teacher of Students with Disabilities (TOSD) Graduate Endorsement program. This handbook is prepared to provide general information about the program and related resources. If you need detailed information or discussion on your individual issues, please feel free to contact the program coordinator, Dr. Jay Kuder at 856-256-5659 or e-mail:kuder@rowan.edu.
Teacher of Students with Disabilities (TOSD) Graduate Endorsement Program

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

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

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

Special Education Initial Preparation Standards

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

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

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

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

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

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

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with
CURRICULUM AND COURSE REQUIREMENTS

Program Code: Endorsement-TOSD / Major Code: G609

The Teacher of Students with Disabilities Graduate Endorsement is a part-time program offered in an accelerated online format. This endorsement requires the completion of 21 graduate semester hours (7 courses) in 3.5 to 4 consecutive semesters. Some courses require classroom field activities and special placements which will be arranged for by the College of Education Office of Field Experiences.

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FACULTY

Mary Cormier, Ed.D., Assistant Professor

Dr. Mary Cormier is a three quarter time assistant professor at Rowan University in the Language, Literacy and Special Education Department. She has been employed with the University since 2000, beginning as an adjunct instructor. Mary received her Master of Arts degree from Glassboro State University in School Psychology and went on to complete her Ed.S. Degree from Rowan University. Her doctoral work was with NOVA Southeastern University in Educational Leadership. Within the department Mary is the facilitator of the Positive Behavior Supports class. She has taught most courses within the department and developed many courses with the CGCE staff for on-line students. Mary is the facilitator of the Scholarship and Awards committee and always willing to assist with departmental issues. She is involved with College of Education International Committee and is involved with the Partnership for School Success Program. Mary serves on the advisory board for the League of Global Scholars in New Jersey. In the area of research Mary is actively participating in a study with Dr. Joy Xin and others in the department regarding awareness of global issues. She is also working with Cooper Hospital to study the effects of Infantile Spasms on learning.

Joan G. Finch, Ph.D., Assistant Professor, Director of Assessment Learning Center

Dr. Joan Finch received her Bachelor of Arts Degree in French from the University of Pennsylvania, her M.S. Degree in Special Education from Southern Connecticut State College and her Ph.D. in Educational Psychology from Temple University. Dr. Finch has taught the following courses: Human Exceptionality, Differentiated Instruction, Assessment of Students with Exceptional Learning Needs, Educational Assessment in Special Education, Advanced Assessment Techniques, Clinical and Field Experiences in Learning Disabilities, Specialized Instruction for Students with Exceptional Learning Needs, and Curriculum, Instruction, and Transition. Dr. Finch is a member of CEC and ASCD. In addition to her teaching assignments, Dr. Finch is the Director of the Assessment and Learning Center, a state approved agency that conducts independent Child Study Team evaluations. The center has a staff of 5 learning consultants, 4 psychologists, 1 social worker, 1 speech/language pathologist, 1 secretary, and a graduate assistant. In the past year they have conducted 120 evaluations. In addition, they interface with the Academic Success Center to determine eligibility for 504 accommodations for Rowan students. Dr. Finch has also presented workshops throughout NJ and Pennsylvania on Co-teaching, Curricular Adaptations and Inclusion. In addition, she conducted a year long training through a grant of Head Start teachers in order to teach them to deal with children with special needs.
S. Jay Kuder, Ed.D., Professor & Coordinator

Dr. S. Jay Kuder is a professor of special education and chair of the Department of Language, Literacy, and Special Education. Dr. Kuder earned a bachelor’s degree in History (with a minor in secondary education) from Trinity College, Hartford, Ct., a master’s degree in Special Education (with certification in special education) from Temple University in Philadelphia, Pa., and an Ed.D. 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. Dr. Kuder’s recent research has focused on the use of technology to enhance communication and social skills in students with autism spectrum disorders. 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 also coordinates the certificate program in autism spectrum disorders. Recent courses taught include: Communication Skills for Students with Disabilities, Education and Psychology of Students with Exceptional Learning Needs, Seminar in Research in Learning Disabilities, and Instructional Methods for Students with Autism Spectrum Disorders.

Nancy A. Vitalone-Raccaro, Ph.D. Assistant Professor

Dr. Nancy Vitalone-Raccaro received her Ph.D. in Early Childhood Special Education from Temple University. As a member of the Language, Literacy and Special Education Department at Rowan University, Dr. Vitalone-Raccaro teaches both undergraduate and graduate courses in the dual-certification teacher preparation program and graduate courses in the Learning Disabilities Teacher Consultant Program. Courses include: Assessment of Students with Exceptional Learning needs (UG), Applied Tests and Measurements (G), Education and Psychology of Exceptional Learners (G), and Clinical Practice Seminar (G). Her teaching interests include student assessment and instructional strategies for exceptional learners. Dr. Vitalone-Raccaro’s current research agenda comprises methodology for instructing teacher candidates how to teach learning strategies to students who struggle with learning and designing examples of fun movement-based activities to enhance the effectiveness of literacy instruction while meeting the content standards in developmentally appropriate ways.

Joy F. Xin, Ed.D., Professor & Program Advisor

Dr. Joy Xin received her Ed.D. from Peabody College of Vanderbilt University. Her research interests include instructional technology for students with disabilities, behavior management, and teacher education of special education. She is currently teaching Research in Special Education, Positive Behavior Support for Students with Disabilities, Clinical Experience and Seminar in Special Education, Curriculum and Instruction in Special Education. She is a member of the state Advisory Board on Alternate Assessments.
CEC CODE OF ETHICS

Special Education Professional Ethical Principles and Practice Standards:

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

A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

D. Practicing collegially with others who are providing services to individuals with exceptionalities.

E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

F. Using evidence, instructional data, research, and professional knowledge to inform practice.

G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

K. Engaging in the improvement of the profession through active participation in professional organizations.

L. Participating in the growth and dissemination of professional knowledge and skills.

*For the comprehensive text of the CEC Code of Ethics, visit http://www.cec.sped.org/
SUMMARY OF 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
- Completed COE TOSD Field Experience Placement 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: Why do you want to teach children with special needs? Why is earning the TOSD Endorsement important to you?
- Two letters of recommendation
- Recommended minimum undergraduate cumulative GPA of 3.0 (on a 4.0 scale)
- A copy of initial NJ teaching certificate (Standard or CEAS only) in Elementary Education or appropriate content area. If your certificate was issued prior to 1994, you must also submit scores from the Praxis II content specialization test.
- Interview may be required with Faculty Admissions Committee (If an interview is required, students will be contacted directly by the Faculty Admissions Committee. The interview can be in person or via telephone.)

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

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

**Registration Process**

- Visit Rowan Self-Service and click “Access Banner Services”.

- Enter your User ID (Rowan Identification/Banner Number) and PIN. If this is your first time logging in to the Self Service system, your PIN will be your 6-digit birthday, in the format MMDDYY. (If you don’t know your PIN, visit id.rowan.edu.)

- Click "Login." For first time login, you will be prompted to set a security question. Follow the prompts to continue. (To change PIN or security question later, select the “Personal Information” menu.)

- Select the “Student” tab from the top menu click "Registration" in the list options

- To see available classes for the term in which you are registering, click “Look Up Classes”

- To register select “Add or Drop Classes”

You can find information on graduate financial aid at:

http://www.rowan.edu/home/financial-aid/graduate-aid
PROFESSIONAL ORGANIZATIONS

Rowan University Student Organizations:

- Student Council for Exceptional Children
  
  - Faculty advisors
    - Dr. Lee, leej@rowan.edu
    - Dr. Cone, Conet@rowan.edu

Professional Organizations:

- Council for Exceptional Children (CEC)
  
  2900 Crystal Drive, Suite 1000
  Arlington, VA 22202
  Phone: 1-888-232-7733
  Fax: 703-264-9494
  www.cec.sped.org

  CEC Special Interest Division:
  
  - Council of Administrators of Special Education (CASE)
  - Council for Children with Behavioral Disorders (CCBD)
  - Division for Research (CEC-DR)
  - CEC Pioneers Division (CEC-PD)
  - Council for Educational Diagnostic Services (CEDS)
  - Division on Autism and Developmental Disabilities (DADD)
  - Division for Communicative Disabilities and Deafness (DCDD)
  - Division on Career Development and Transition (DCDT)
  - Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
- Division for Early Childhood (DEC)
- Division of International Special Education and Services (DISES)
- Division for Learning Disabilities (DLD)
- Division for Physical, Health and Multiple Disabilities (DPHMD)
- Division on Visual Impairments and Deafblindness (DVIDB)
- Association for the Gifted (TAG)
- Technology and Media Division (TAM)
- Teacher Education Division (TED)

- Learning Disabilities Association of America  [ldaamerica.org](http://ldaamerica.org)
- International Dyslexia Association  [www.interdys.org](http://www.interdys.org)
- Council for Learning Disabilities  [www.council-for-learning-disabilities.org](http://www.council-for-learning-disabilities.org)
- Children and Adults with Attention Deficit Disorder  [www.chadd.org](http://www.chadd.org)
- National Center for Learning Disabilities  [www.nclld.org](http://www.nclld.org)
- American Association on Intellectual and Developmental Disabilities  [www.AAMR.org](http://www.AAMR.org)
- The ARC of the United States  [www.thearc.org](http://www.thearc.org)
- Midwest Symposium for Leadership in Behavior Disorders  [www.mslbd.org](http://www.mslbd.org)
- Office of Special Education Programs  [http://www2.ed.gov](http://www2.ed.gov)
- OSEP Center on Positive Behavioral Interventions and Supports  [www.pbis.org](http://www.pbis.org)
- The IDEA Partnership  [www.ideapartnership.org](http://www.ideapartnership.org)
Rowan University Library Hours

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

General Public Access

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

Fall and Spring Semesters

Monday through Thursday: 7:30 a.m. - midnight
Friday: 7:30 a.m. – 8:00 p.m.
Saturday: 10:00 a.m. – 7:00 p.m.
Sunday: 11:00 a.m. – 11:00 p.m.

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

Summer Hours

Monday through Thursday: 7:30 a.m. – 7:00 p.m.
Friday: 7:30 a.m. - 5:00 p.m.
Saturday: closed
Sunday: 11:00 a.m. - 6:00 p.m.

Selecting Courses

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