



The Teacher of Students with Disabilities Graduate Endorsement Course Description Sheet

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Program Description

The online Teacher of Students with Disabilities Graduate Endorsement Program is designed with coursework and field experiences to foster an understanding of students with special needs and provide the pedagogical skills to accommodate them.

Course of Study

Graduate Endorsement Courses-23 credits	
SPED 08.555	Education & Psychology of Exceptional Learners (3 s.h.)
SELN 10.581	Implementing Positive Behavior Strategies (3 s.h.)
READ 30.530	Teaching Reading to Exceptional Children (3 s.h.)
SELN 10.577	Collaborative Instruction in Inclusive Classrooms (3 s.h.)
SPED 08.515	Curriculum, Instruction, and Transition in Special Education (3 s.h.)
SELN 10.585	Educational Assessment in Special Education (3 s.h.)
SPED 08.520	Clinical Experiences in Special Education (4 s.h.)
SELN 10.592	Clinical Seminar in Special Education (1 s.h.)

Teacher of Students with Disabilities Graduate Endorsement Course Descriptions:

SPED 08.555: 3 s.h. Education & Psychology of Exceptional Learners

The course provides an in-depth study of individuals who are so different that they require special social and educational programming. The course content develops an understanding of characteristics and problems of handicapped children and acquaints students with the basis for identifying, classifying and planning to effectively meet needs of children with physical, mental, emotional and social handicaps.

SELN 10.581: 3 s.h. Implementing Positive Behavior Strategies

This course provides the student with a comprehensive study of the goals of misbehavior in classrooms and in other settings. Specific theoretical techniques and methodology in channeling deviant behavior through the use of behavior modification and other management techniques will be explored. Curricula content, self-development, attitudes, and research finding will enable each student to acquire effective skills in working with learning resistant and deviant behaving children and adults.

READ 30.530: 3 s.h. Teaching Reading to Exceptional Children

The primary purpose of the course is to present the philosophy of teaching reading to exceptional children along with the appropriate methods and materials. Major topics include the nature and needs of children who deviate from normal assessment of reading ability, emerging literacy, the role of parents and the child study team, intervention strategies, settings for instruction, word recognition, comprehension and study skill techniques appropriate for exceptional learners, adaptations of methods and materials, and organizational patterns.

SELN 10.577: 3 s.h. Collaborative Instruction in Inclusive Classrooms

This course will focus on instructional strategies in inclusive classrooms for students with and without disabilities. Collaborative and consultative skills for working with parents, regular education teachers, special education teachers, support personnel, and school administrators will be discussed and modeled, as well as role play for team teaching in such environments.

SPED 08.515: 3 s.h. Curriculum, Instruction, and Transition in Special Education

Students are required to proceed from the assessment of a learner to the selection of appropriate curricula and effective teaching strategies. The scope of the course will permit an analysis of the current knowledge base for effectively teaching students with mild, moderate, and severe handicaps in the areas of academics, social interactions, and employment.

SELN 10.585: 3 s.h. Educational Assessment in Special Education

Trends, practices, problems and issues in educational assessment will be examined. The course is designed to enable the special education teacher to administer criterion-referenced, informal, or standardized tests and to plan individualized educational programs for students with special needs. Curriculum-based assessment is emphasized.

Teacher of Students with Disabilities Graduate Endorsement Course Descriptions Continued:

SPED 08.520: 4 s.h. Clinical Experiences in Special Education

This course provides the student with the opportunity to engage in a variety of field-based experiences with students with disabilities. Participants will be placed in self-contained, resource centers and inclusive settings to apply research-based best practices. A weekly seminar to discuss experiences and current issues in special education will be required.

SPED 10.592: 1 s.h. Clinical Seminar in Special Education

This seminar course is designed to be taken concurrently with the clinical field practice. Students meet throughout the semester to discuss teaching experiences, problem solving strategies, and their own reflections on working with children and youth with disabilities. A teaching portfolio is also completed.

Helpful Rowan Contact Information

Sheri K. Rodriguez

Graduate Administrative Advisor for CPCE (Provides assistance from initial inquiry to matriculation)
Phone: 856-256-4708 Email: rodriguezs@rowan.edu

Gina M. Gondos

Academic Advisor
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CPCE Email: cpceacademicservices@rowan.edu

(For general questions)

CPCE Website: www.rowan.edu/cpce

(Check here for program updates and/or for future courses)

CPCE Schedules and Registration Deadlines:

www.rowan.edu/cpceschedules

CPCE Course Tally Listing:

www.rowan.edu/cpcecoursesearch (Check here for course details each term including day/time offered, textbook information and any pre-reqs or restrictions)

Registrar's Office

Registration/Official Transcripts/Course Override Forms
Phone: 856-256-4350 Email: registrar@rowan.edu

Bursar's Office

Payment/Tuition/Fees/Billing
Phone: 856-256-4150 Email: bursar@rowan.edu

Financial Aid Office

Aid/FAFSA/Scholarships
Phone: 856-256-4250 Email: financialaid@rowan.edu

Course Catalog

Rowan program & course descriptions are listed in the appropriate course catalog at: www.rowan.edu/catalogs

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