



Post-Baccalaureate Endorsement: Teacher of Students with Disabilities Course Description Sheet

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Program Description

The Post-Baccalaureate Endorsement: Teacher of Students with Disabilities Program is open to individuals who currently possess a bachelor's degree, with a GPA of at least 2.75, and wish to pursue the Alternate Route for endorsement. The purpose of the program is to provide initial coursework that is in line with NCATE and the Council for Exceptional Children's Program Standards (2002) for Programs for the Preparation of Special Education Teachers. The coursework and related field experiences are designed to foster an understanding of students with special needs, combined with the pedagogical skills to accommodate these needs and provide appropriate curriculum modifications when necessary. Upon completing the program, candidates are eligible for state endorsement as Teacher of Students with Disabilities.

Post-Baccalaureate Endorsement: Teacher of Students with Disabilities		(22-27 Cr.)
SPED 08.130	Human Exceptionality or Equivalent	3 S.H.
SPED 08.308	Assistive Technology & Transition Planning for Students with Exceptional Learning Needs (ELNs)	3 S.H.
SPED 08.316	Differentiated Instruction in the Inclusive Classroom	2 S.H.
SPED 08.307	Assessment of Students with Exceptional Learning Needs	3 S.H.
READ 30.280	Teaching Literacy	3 S.H.
READ 30.351	Differentiated Literacy Instruction	2 S.H.
SPED 08.360	Positive Behavioral Support Systems for Students with Exceptional Learning Needs	3 S.H.
SPED 08.415	Specialized Instruction for Students with Exceptional Learning Needs	3 S.H.
SMED 33.420	Educational Technology (waived)	1 S.H.
SPED 08.445	Clinical Seminar in Special Education	1 S.H.
SPED 08.450	Clinical Practice in Special Education	4 S.H.

General Education Course Description:

SPED 08.130: 3 s.h. Human Exceptionality

This general education course is designed to develop students' awareness and understanding of the nature and needs of individuals with exceptionalities. It provides a lifespan perspective that will assist students in better understanding and, hopefully, accepting and advocating for individuals with disabilities. A field component is required.

Reading/Literacy Course Descriptions:

READ 30.280: 3 s.h. Teaching Literacy

A basic understanding of the reading process and its relationship to the other language arts is the focus of this course. Topics pertaining to reading/writing instruction in grades K-12, ranging from emergent literacy to comprehension of narrative and expository discourse, are covered. There is an emphasis on strategies for developing phonemic awareness, word recognition skills, fluency, vocabulary, and comprehension through various instructional settings and across all curricular areas. The importance of literature-enrichment activities and making curricular connections is highlighted. Field component is required.

READ 30.351: 2 s.h. Differentiated Literacy Instruction

This course prepares teacher candidates to provide differentiated literacy instruction in diverse classrooms with a wide range of developmental levels, instructional needs, interests, and backgrounds. Teacher candidates will learn how to select, administer, and analyze various assessment tools to inform instruction. Field experience is required.

Specialization Course Descriptions:

SPED 08.308: 3 s.h. Assistive Technology & Transition Planning for Students with ELNs

This course will focus on exposing students to a variety of technologies used by and with students with exceptional learning needs. Students will gain hands-on skills in designing technology-based instructional materials for students with a wide range of exceptionalities. A focus on Universal Design for learning is at the core of this course—with a goal of providing students with the ability to adapt technology, instruction, and assessment to meet a range of student needs. Exposure to adaptive and assistive technologies, as well as state-of-the-art software and hardware, is also emphasized in the course. All of this will be addressed as part of the development of Individual Educational Plans (IEPs) for students, with special emphasis on transition planning. Transition planning will address all major life transitions (e.g., early intervention to preschool; preschool to elementary; elementary to secondary; and secondary to post-secondary and work environments). A field component will be required.

Specialization Course Descriptions Continued:

SPED 08.316: 2 s.h. Differentiated Instruction in the Inclusive Classroom

This Junior Level (300) course will focus on how the diverse needs of individuals with educational disabilities/differences can be met within the general education classroom environment. Emphasis will be on developing communication/collaboration, instructional and assessment strategies that will assist the classroom teacher in diversifying instruction to meet individual needs. A field component is required.

SPED 08.307: 3 s.h. Assessment of Students with ELNs

This course emphasizes linking assessment with educational instruction. Prospective classroom teachers will learn how to routinely use norm-referenced instruments and criterion-referenced techniques, with an emphasis on performance assessment. Introduction to statistical factors in testing, observation of testing, and administration of selected assessment instruments will be included. Teacher candidates will also have the opportunity to develop informal assessments in conjunction with a required field experience component.

SPED 08.360: 3 s.h. Positive Behavioral Support Systems for Students with ELNs

This course exposes students to a variety of theoretical approaches in behavior management of students with exceptional learning needs and how to apply those skills in classroom practices. A field component is required.

SPED 08.415: 3 s.h. Specialized Instruction for Students with ELNs

This Senior Level (400) course enhances the systematic progression of skills initiated during the earlier stages of the Teacher of Disabilities Endorsement Program. The course prepares candidates to teach children with exceptional learning needs across grade levels covering methods and strategies to teach self-help, motor, reading, math, language, study skills, science, and social studies. The course also emphasizes supporting students with exceptional learning needs in inclusive classrooms. There is a required, supervised field experience component with this course.

SMED 33.420: 1 s.h. Educational Technology (waived)

This laboratory course focuses on the use of educational technology in support of student learning, and integration of technology into the K-12 curriculum. Strategies to incorporate technology and the World Wide Web into the school curriculum will be explored. Each student will develop an electronic portfolio to demonstrate their growth over time and record evidence of their teaching competencies.

SPED 08.445: 1 s.h. Clinical Seminar in Special Education

This course is designed to be taken with Clinical Practice in Special Education. The seminar will focus on three major areas within the candidate's area of specialization, application of effective teaching research, and analysis and evaluation of the Clinical Practice experience. This course is intended to be a capstone experience for all candidates in the Teacher of Students with Disabilities Endorsement Program.

SPED 08.450: 4 s.h. Clinical Practice in Special Education

This is the culminating field experience for candidates in the Teacher of Students with Disabilities Endorsement Program. Clinical Practice provides candidates with full-time placement in a classroom setting that serves students with exceptional learning needs. Under University supervision and working with a clinical teacher, candidates assume full responsibility for planning, teaching, and managing a special education program during this placement. As the culminating field experience for seniors in the Teacher of Students with Disabilities Endorsement Program, Clinical Practice provides candidates with one full-time placement in a classroom setting serving students with exceptional learning needs. Under college supervision, and working with a clinical teacher, teacher candidates assume full responsibility for planning and teaching during this placement.

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
(Provides academic assistance after initial registration to graduate clearance)
Phone: 856-256-4792 Email: gondos@rowan.edu

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

**Excerpted from the Rowan University Graduate Catalog, 2007-2008, with updates provided by CPCE. The provisions of this catalog are not to be regarded as an irrevocable contract between Rowan University and the student. The University reserves the right to change any provision, policy, or requirement, including admissions, degree, and graduation requirements, at any time according to established procedures without actual notice to individual students.*

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