

SCHOOL OF EDUCATION

MONMOUTH UNIVERSITY

WHERE LEADERS LOOK *forward*

Graduate Programs in Special Education

2014–2015



MONMOUTH UNIVERSITY
SCHOOL OF EDUCATION
Graduate Programs in Special Education

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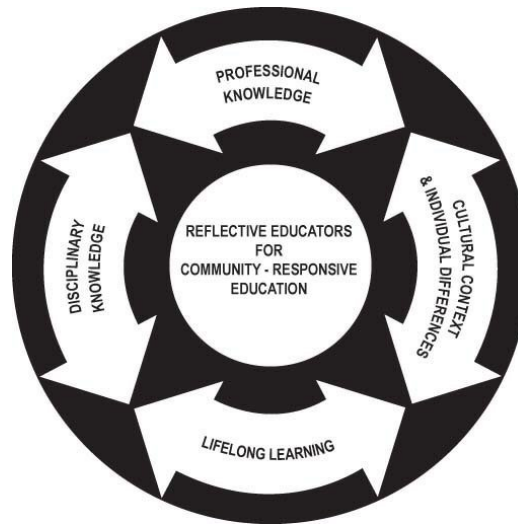
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Mission Statement


The School of Education mission is to be a regional leader in the preparation of highly competent, reflective teachers and other professional educators (e.g., administrators, counselors, and reading specialists) who have the knowledge, skills, and dispositions required to improve teaching and learning in a highly pluralistic democratic society. Toward this end, our candidates are prepared to serve students from diverse backgrounds in terms of abilities, age, culture, ethnicity, family, lifestyle, and socioeconomic status. Our programs link research and practice by ensuring candidates have the opportunity to work with students, teachers, and school leaders in a wide range of local school and community settings. Finally, our programs are designed to instill a commitment to lifelong learning.

School of Education Conceptual Framework



Candidate Proficiencies

1. Demonstrate an understanding of the foundational knowledge of their discipline/professional field and apply this knowledge in their professional practice to enhance student performance.
2. Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice.
3. Demonstrate an understanding of principles of human development and the importance of individual differences in learning at various developmental stages and use this knowledge to create a supportive learning environment.
4. Develop a variety of instructional/professional strategies that are based on research-based best practices and promote student learning.
5. Understand how various factors (e.g., social, political, economic, cultural, ethnic, linguistic, etc.) impact education, and use this knowledge to develop strategies to create equitable and inclusive educational learning environments that address the needs of diverse learners and promote educational equity.
6. Demonstrate an understanding of the general goals and professional standards of one's professional field (e.g., counseling, educational leadership, teaching) and integrate these frameworks into planning and professional practice.
7. Use professional standards and goals to evaluate, select, design, and adapt resources including, but not limited to print, non print, and technological tools, to promote student learning.
8. Utilize effective communication skills in the classroom/professional practice including verbal and nonverbal techniques, technology, and the media.

9. Demonstrate an understanding of assessment as an on-going process and utilize multiple forms of assessment that are age and level appropriate by implementing purposeful measures that are aligned with standards and established learner outcomes.
 10. Analyze and reflect on the results of assessments to
 - i) evaluate students' strengths and weaknesses;
 - ii) make decisions regarding future teaching/practice;
 - iii) communicate the results of student performance to all stakeholders; and
 - iv) provide opportunity for discussion with the community members, including families and other professionals, to support student learning.
 11. Develop dispositions that demonstrate a commitment to ethical standards and practices of the profession and act as advocates for students, colleagues, and members of the community to promote student learning and educational equity.
 12. Engage in professional development opportunities and collaboration with all available partners that promote content knowledge proficiency, self reflection on instructional/professional practice, and learning growth in the people they serve.
- 

Special Education Endorsements & Tracks

Monmouth University offers the following programs:

Curriculum charts for each program can be found in Appendix B.

Master of Science in Education:

Special Education — Autism Track

Special Education — Teaching in Inclusive Settings

Special Education — Learning Disabilities with an

Endorsement in Learning Disabilities Teacher–Consultant Track*

Special Education with an Endorsement in Teacher of Students with Disabilities

Graduate Certificate in Autism

Graduate Certificate in Applied Behavior Analysis

Graduate Endorsement: Teacher of Students with Disabilities

**Separate handbook.*

Program Outcomes

Monmouth University’s Conceptual Framework represents expectations of candidates across all programs. The Conceptual Framework expects that all graduates of our programs will have several competencies that represent what we believe to be essential qualities for effective educators. We identify 10 candidate proficiencies, and these proficiencies are aligned with both the New Jersey Professional Standards for Teachers, as well as the standards identified within each of our programs. The table below demonstrates the alignment between our proficiencies, the CEC Preparation Standards and the New Jersey Professional Standards for Teachers.

	Candidate Proficiencies	NJPST*	CEC Standards*
1	Demonstrate an understanding of the foundational knowledge of their discipline/professional field and apply this knowledge in their professional practice to enhance student performance	1	1 , 2
2	Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice	4, 7, 8	3
3	Demonstrate an understanding of principles of human development and the importance of individual differences in learning at various developmental stages and use this knowledge to create a supportive learning environment.	1, 2	1, 2
4	Develop a variety of instructional/ professional strategies that are based on research-based best practices and promote student learning	4, 5, 7, 8	1, 5, 6
5	Understand how various factors (e.g., social, political, economic, cultural, ethnic, linguistic, etc.) impact education, and use this knowledge to develop strategies to create equitable and inclusive educational learning environments that address the needs of diverse learners and promote educational equity	3	2
6	Demonstrate an understanding of the general goals and professional standards of one’s professional field and integrate these frameworks into planning and professional practice	9	5
7	Use professional standards and goals to evaluate, select, design, and adapt resources including, but not limited to print, non print, and technological tools, to promote student learning	5, 9	1, 5
8	Utilize effective communication skills in the classroom/professional practice including verbal and nonverbal techniques, technology, and the media	10	5, 7

9	Demonstrate an understanding of assessment as an on-going process and utilize multiple forms of assessment that are age- and level- appropriate by implementing purposeful measures that are aligned with standards and established learner outcomes	6	4
10	Analyze and reflect on the results of assessments to 1) evaluate students' strengths and weaknesses; 2) make decisions regarding future teaching/practice; 3) communicate the results of student performance to all stakeholders; and 4) provide opportunity for discussion with the community members, including families and other professionals, to support student learning	6, 10	4, 7
11	Develop dispositions that demonstrate a commitment to ethical standards and practices of the profession and act as advocates for students, colleagues, and members of the community to promote student learning and educational equity	9, 11	6
12	Engage in professional development opportunities and collaboration with all available partners that promote content knowledge proficiency, self reflection on instructional/professional practice, and learning/growth in the people they serve	9, 10	6, 7

**See appendix for full text of standards.*

Core Assessments- Teacher of Students with Disabilities

During the time you are enrolled as a candidate in the Special Education or Endorsement Program at Monmouth University, you will be completing the following eight core assessments. The table below outlines these core assessments as well as when they are completed during the program. Candidates must submit the completed assessment to the electronic portfolio for evaluation by the instructor.

Graduate Endorsement in Teacher of Students with Disabilities
SPA: CEC

Assessment #	Name of Assessment	CEC Standards	Course
1	Comprehensive Exam	1,3,6	EDS-500
2	Individualized Education Plan Project	1,3,4	EDS-572
3	Technology Integration in the Curriculum	3,4,5,7	EDS-535
4	Field Experience Evaluation	1,3,5,7	EDS-552
5	Integrated Thematic Unit Plan	1,2,3,5	EDS-552
6	Philosophy of Special Education	1,3,6	EDS-500 EDS-552
7	Behavior Intervention Plan	2,4,6	EDS-534
8	Transition Planning and Resources Project	2,6,7	EDS-537

Core Assessments – Autism Track

During the time you are enrolled as a candidate in the Special Education or Endorsement Program at Monmouth University, you will be completing the following eight core assessments. The table below outlines these core assessments as well as when they are completed during the program. Candidates must submit the completed assessment to the electronic portfolio for evaluation by the instructor.

Masters of Education in Autism

Assessment #	Name of Assessment	CEC Standards	Course
1	Case Study Research Project	1,4,5,7	EDS 502 OL
2	Autism Research Project	5,6,7	EDS 580 OL
3	Technology Integration in the Curriculum	3,4,5,7	EDS 535 OL
4	Verbal Behavior Project	3,4,5	EDS 567 OL
5	Functional Behavioral Assessment Project	1,2 4,6	EDS 571 OL
6	Classroom and Teaching Needs Assessment Project	2,4,5,6	EDL 515 OL
7	Cooperative Learning Activity	1,3,5,7	EDS 542 OL
8	Transition Planning & Resources Project	2, 6, 7	EDS 537 OL

Core Assessments – Teaching in Inclusive Settings

During the time you are enrolled as a candidate in the Special Education or Endorsement Program at Monmouth University, you will be completing the following eight core assessments. The table below outlines these core assessments as well as when they are completed during the program. Candidates must submit the completed assessment to the electronic portfolio for evaluation by the instructor.

Graduate Endorsement in Teacher of Students with Disabilities – Inclusive Settings
SPA: CEC

Assessment #	Name of Assessment	CEC Standards	Course
1	Memory & Learning Strategies as Applied to a Specific Disability	1,6	EDS 550
2	Literature Review	2,3,5	EDS 530
3	Technology Integration in the Curriculum	3,4,5,7	EDS 535 OL
4	Response to Intervention Project	1,3,4	EDS 572
5	Curriculum Project/Teacher as Researcher	1,4,5,6,7	EDS 568
6	Classroom and Teaching Needs Assessment Project	2,4,5,6	EDL 515 OL
7	Behavior Intervention Plan	2, 4, 6	EDS 534
8	Transition Planning & Resources Project	2,6,7	EDS 537 OL

foliotek Portfolio and assessment management

If you are enrolled in a School of Education program, you are required to have a foliotek account. If your professor requires you to upload your work to foliotek for evaluation, they will provide specific instructions for that purpose.

All School of Education courses will have a link to foliotek in the **Course Content** area of **ecampus**. If you already have an account, you will be logged in to foliotek automatically when you click the link.

After the semester drop/add period has ended:

If you haven't already signed up for a foliotek account, you will be prompted to register for a new account (instructions below) after clicking this link for the first time. If you receive an error message after clicking the link to foliotek, please email foliotek@monmouth.edu for help with establishing your account. In that email you will need to supply your first name, your last name, your Monmouth University email address, your School of Education program(s), and your current School of Education courses (courses beginning with 'ED').

Information needed to register for a new account:

When you register for a foliotek Account, you will be asked for the following:

- Sign a user license agreement
- Student number
- Anticipated graduation date
- Credit card information to pay for your account
- Questions related specifically to your program (may not apply to all students)

Details of your foliotek account:

- Cost: **\$30**
- License Length: **1 year**
 - At the end of 1 year, your account will expire. When you try to access your account you will be notified of the expiration and can choose to extend your license.
 - Any previous work you've done in your account will remain intact and you will be able to access it after extending your account.
- Need your account for more than 1 year?
 - Extend the length of your license under your profile:
 - In your profile, you will have a link to 'Extend your license'
 - Click this link and follow the prompts to purchase an extension online with a credit card
- You will be able to choose the length of your extension, and that amount of time will be

• Length	Price
• 1 year	\$30
• 2 years	\$59
• 3 years	\$87
• 4 years	\$112
• 5 years	\$120
• 6 years	\$125

Field and Clinical Experiences

A field component is included in each of the courses that leads to the New Jersey endorsement Teacher of Students with Disabilities. Types of settings, grades, ages, and disability areas are varied. EDS 552 is the culminating course in the special education course series and involves a 30-hour field experience with a comprehensive student impact field project. The number of field hours for other courses depends on the time students need to complete the assigned projects.

The following chart outlines field experiences in this program.

Special Education Course	Types of Settings & Classrooms	Types of Disabilities	Assignment/Product	Minimum Time in Field
EDS 500	Any	Any	Observe and reflect as detailed in the syllabus.	15 hours
EDL 515			<p>Candidates conduct an analysis of their current classroom literacy teaching as well as the contextual factors of the students, classroom, school, and district to determine their effect on student achievement. They also reflect on their dispositions, professional development, and collaboration with colleagues.</p> <p>Candidates then identify their strengths and weaknesses (needs) identified which include: teaching, those of students, parents, and administrators, classroom environment, professionalism</p> <p>Candidates reflect on the analysis and related research, personal goals, and new hypotheses that were formed.</p> <p>Candidates develop a 2-year timeline of planned goals and anticipated student instructional outcomes that will improve student performance.</p>	
EDS 530	Any	Any		5 hours
EDS 534			<p>Candidates will demonstrate knowledge of course material by designing and implementing a behavior management plan. The plan should be developed based on a behavior problem observed during fieldwork. Candidates will be asked to present their data as a poster presentation.</p>	30 hours

EDS 535			Candidates will visit a site approved by the instructor that uses computers in an educational setting or visit a site that uses and has available a variety of assistive/adaptive technology and will submit a report identifying the district, school, address or the site with address.	10 hours
EDS 552	Level: Any Setting: Public or Private Classroom: Inclusive, self- contained, or resource.	Any		40 hours
EDS 572	Level: All P-12	Any	All categories served under IDEA, Section 504, or "at risk".	25 hours

Applying for Graduation

Monmouth University graduates students three times during an academic calendar year: January, May, and August. Students must have completed *all* program requirements in order to be eligible to participate in the Commencement Ceremonies in January or May.

You must apply for graduation:

- An application for Graduation should be filed with the Office of Registration and Records a year in advance of anticipated graduation. It is the student's responsibility to see that all requirements for graduation are met.
- After applying for graduation, the student will receive an official degree audit from the Office of Registration and Records. Official audits are updated during the last semester. Students can review their academic audits at anytime by using their WEBstudent account.
- Students must continue to check the Registrar's Home WEBpage and their Monmouth University Email Account for all notices pertaining to graduation.

Graduation applications are available online through WebAdvisor on e-FORMS

Deadlines for filing each semester can be found online on the
Academic Calendar at

<http://www.monmouth.edu/academics/registrar/calendars.asp>

Applying for Certification

Teacher of Students with Disabilities Endorsement (21 credits)

You are eligible to apply for a Standard Teachers of Students with Disabilities endorsement after completion of ALL course work. Apply in person to the Certification, Field Placements and School Partnerships Office in McAllan Hall, room 110.

- Complete a Certification Application
- Everything on the application must be answered or checked in the proper box
- This form must be signed and notarized
- Fee must be paid at the time the application is submitted
*Checks or Money Orders (no cash) must be made payable to Monmouth University.
Master Card, VISA, American Express or Discover credit cards are accepted.*
- Submit a copy of your current Web Advisor audit with your completed application

eCampus Course Management System

Several of the courses in the Teacher of Students with Disabilities program are online, and others are hybrid (a combination of online and on campus sessions), or web-enhanced (course meets on campus but has an online component). Each course has its own website that registered students can access at the beginning of each semester by following the subsequent link on the Monmouth University Website: **<https://ecampus.monmouth.edu/login.php>**

To log in, a student uses his/her Monmouth University ID and email password. If you do not know your email or Hawkdom2 password please call the University Help Desk at 732-923-4357. You can also change your password by using the “Change Password Form”, which is located on the sign in page. If you don't know your current password, you can reset it by calling 732-923-4600.

After you log in to the site, your current course or courses will appear. You then choose the one that you want to enter. You will see the following components:

- News: This area is used by the professor to post important information and other materials that he/she wants you to see immediately.
- Content Browser: Course materials are available here.
- Calendar: Check here for important dates.

If you look horizontally across the top of the screen, you will see live links (navigation bar), such as content, discussions, dropbox, classlist, chat, grades, library, and course home. You will be using some or all of these links during the online class or online component of a course.

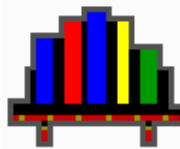
- ✓ Course Materials: The syllabi and other materials can be accessed here. There may be videos, articles, slideshows, and other items that are pertinent to the course.
- ✓ Communication: This is where the posting of reflections and online dialoguing take place.
- ✓ Assessments: You may be asked to upload your assignments and assessments to this area. Ongoing grades may also be available here.
- ✓ Members: This contains the names and email addresses of your classmates.
- ✓ My Tools: Your calendar and a link to send email are available under this tab.

Directions for e-FORMS

The following are directions for e-FORMS. Please note, there is also a PowerPoint presentation on your WEBstudent account if you should need more assistance.

- Go to WEBstudent menu
- Select e-FORMS
- Enter student ID ('s' and seven digits) and password
- You will then see following icon on the left top of your screen:

This is the "Library of e-FORMS" icon



- Click on the "Library of e-FORMS"
 - A list of forms will be displayed
- Select the e-FORM you need to complete
- The e-FORM will be populated with your student information (i.e., your name, id, program)
- Complete the e-FORM
- Make sure you add comments as you deem necessary on bottom of the e-FORM
- Select "Submit" to electronically submit this for approval

Once you submit your form, it is routed electronically to the necessary offices for approvals. You will receive emails as your e-FORM moves from office to office, noting approvals/denials/comments. Keep your advisor informed should you have any questions and/or concerns.

Your e-FORM is approved, completed, and reflected on your University record once you receive an email noting "Archived."

Appendix A: APA Style

The Publication Manual of the American Psychological Association, 6th edition, is required reference for citing research in written assignments in the School of Education.

Failure to properly cite sources used in your submitted work may result in charges of plagiarism by your instructor.

The Monmouth University Writing Center provides access to web pages for APA style through the Resources for Writers link on the Writing Center Web site:

<http://www.monmouth.edu/academics/css/writing/ResourcesForWriters.aspx>

The link provides information on plagiarism and differences in writing a summary and paraphrasing.

Other Web Pages:

- The APA homepage: <http://www.apastyle.org/index.html>. This page highlights the 6th edition changes and answers most FAQs, especially those regarding electronic sources.

Appendix B: Curriculum Charts

Master of Science in Education: Special Education - Autism Track	
REQUIREMENTS:	Credits
EDL515: Advanced Literacy Instruction	3.0
EDS530: Research Issues and Trends in Special Education	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
AUTISM REQUIREMENTS:	Credits
EDS502: Autism: Characteristics, Etiology, and Current Issues	3.0
EDS542: Communication and Social Competence Skills	3.0
EDS566: Assessment and Interventions for Individuals with Autism I	3.0
EDS567: Assessment and Interventions for Individuals with Autism II	3.0
EDS571: Management of Challenging Behaviors	3.0
EDS580: Research Seminar in Autism	3.0

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION:
SPECIAL EDUCATION—AUTISM TRACK = 30.0**

Master of Science in Education: Special Education - Teaching In Inclusive Settings

REQUIREMENTS:	Credits
EDL515: Advanced Literacy Instruction	3.0
EDS530: Research Issues and Trends in Special Education	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0

INCLUSIVE SETTINGS REQUIREMENTS:

INCLUSIVE SETTINGS REQUIREMENTS:	Credits
EDS522: Accommodating Learners with Special Needs in Inclusive Settings	3.0
EDS534: Classroom Management in Inclusive Settings	3.0
EDS550: Learning Theories and Applications in Educational Settings	3.0
EDS568: Advanced Instructional Methods in Special Education	3.0
EDS572: Assessment Strategies and Applications in the Classroom	3.0
Elective course in Special Education or Literacy	3.0

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION:
SPECIAL EDUCATION-TEACHING IN INCLUSIVE SETTINGS TRACK = 30.0**

MONMOUTH UNIVERSITY CURRICULUM CHART

Master of Science in Education - Special Education with an Endorsement in Teacher of Students with Disabilities	
REQUIREMENTS:	Credits
EDL515: Advanced Literacy Instruction	3.0
EDS530: Research Issues and Trends in Special Education	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS:	Credits
EDS534: Classroom Management in Inclusive Settings	3.0
EDS572: Assessment Strategies & Applications in the Classroom	3.0
EDS500: Integrated Approach to Foundations of Special Education	3.0
EDS522: Accommodating Learners with Special Needs in Inclusive Settings	3.0
EDS552: Methods of Teaching Students with Disabilities	3.0
Elective course in Special Education or Literacy	3.0

TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION WITH AN ENDORSEMENT IN TEACHER OF STUDENTS WITH DISABILITIES = 30.0

Graduate Certificate in Autism				
REQUIREMENTS:				15 Credits
	EDS502:	Autism Characteristics, Etiology, and Current Issues		3.0
	EDS530:	Research Issues and Trends in Special Education		3.0
	EDS542:	Communication and Social Competence Skills		3.0
	EDS566:	Assessment and Interventions for Individuals with Autism I		3.0
	EDS567:	Assessment and Interventions for Individuals with Autism II		3.0
	EDS571:	Management of Challenging Behaviors		3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN AUTISM = 18.0				

Graduate Endorsement: Teacher of Students with Disabilities

REQUIREMENTS:			21 Credits
EDL515:	Advanced Literacy Instruction		3.0
EDS535:	Technology and Students with Disabilities		3.0
EDS537:	Collaborating with Families, Students, and Professionals in Community and Educational Settings		3.0
EDS500:	Integrated Approach to Foundations of Special Education		3.0
EDS534:	Classroom Management in Inclusive Settings		3.0
EDS552:	Methods of Teaching Students with Disabilities		3.0
EDS572:	Assessment Strategies and Application in the Classroom		3.0

<p>TOTAL CREDITS FOR GRADUATE ENDORSEMENT IN TEACHER OF STUDENTS WITH DISABILITIES = 21.0</p> <p>No Monmouth University Certificate will be issued.</p>

Graduate Certificate: Applied Behavior Analysis		
Requirements: 18 Credits		Credits
EDS-601	Applied Behavior Analysis: Selecting, Defining & Measuring Behavior & Evaluating Behavior Change	3.0
EDS-602	Applied Behavior Analysis: Reinforcement, Punishment & the Development of New Behavior	3.0
EDS-603	Application of ABA Principles	3.0
EDS-604	Assessment & Analysis of Behavior Change	3.0
EDS-605	Research & Advanced Topics in Autism and ABA	3.0
EDS-606	Ethics and Professionalism for Behavior Analysts	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE: APPLIED BEHAVIOR ANALYSIS = 18.0		

Appendix C: Course Descriptions

EDL 515 — Advanced Literacy Instruction

Focuses on pedagogy and theories that are applicable to teaching literacy to beginning, struggling, and skilled readers. Topics include approaches for teaching literacy to a diverse population of learners in a literate environment and assisting and supporting colleagues and paraprofessionals. Word identification, vocabulary, comprehension, and content strategies will be presented.

EDS 500 — Integrated Approach to Foundations of Special Education

Focuses on topics related to Special Education as a profession; the study of legal, social, and educational issues related to diverse students across the life-span, research-based approaches for assessment, intervention, and remediation for students with disabilities, and technology applications in the classroom guided by the Council for Exceptional Children Code of Ethics and the Professional Practice Standards for Teachers of Exceptional Learners, and the New Jersey Professional Teaching Standards.

EDS 502 — Autism: Characteristics, Etiology, and Current Issues

Content includes an overview of various characteristics and learning traits of students who are served within the category of autism spectrum disorders. In this course, candidates will examine definitions, eligibility criteria, incidence rates, etiology and historical perspectives on autism. Perspectives on the roles and responsibilities of students, families, education professionals, community personnel, and employers in relation to individuals with autism are also explored.

EDS 522 — Accommodating Learners with Special Needs in Inclusive Settings

Designed to explore the concept of inclusion, discuss it from a theoretical and practical perspective, and present strategies necessary for inclusion to be successful. Included will be an emphasis on instructional strategies, differentiated instruction, accommodations and modifications, and communication and consultation techniques for co-teaching and professional collaboration.

EDS 530 — Research Issues and Trends in Special Education

An appraisal of current practices and issues in the field of special education is conducted through discussion and review of the research literature. Candidates explore the code of ethics and standards of practice in the field and are encouraged to become critical consumers of research as a foundation for practice. The ability to critically analyze, synthesize, and evaluate the research base in special education is emphasized.

EDS 532 — Physiological Aspects of Learning

Extends candidates' knowledge of various applications of the physiological model of learning and learning disorders to various aspects of assessment and training of students with various learning, medical, and behavioral problems. Emphasis is placed on Learning Disorders (both right and left brain), ADHD (both inattentive and hyperactive), Social and Emotional Disorders, Autism Spectrum Disorder and other disorders under the category of Other Health Impaired (Tourette Syndrome and other chronic disorders).

EDS 534 — Classroom Management in Inclusive Settings

Includes the study of the principles of behavior and a focus on the practical application strategies for teachers in inclusive settings. Factors that influence the behavior of students with disabilities and research-

based techniques to facilitate positive teacher-student and peer relationships in a classroom environment are discussed. Prerequisite: Special Education 500.

EDS 535 — Technology and Students with Disabilities

Focus is on instructor-centered and learner-centered integration of technology to provide a technological supportive environment to meet the special needs of students.

EDS 537 — Collaborating with Families, Students and Professional in Community and Educational Settings

A study of social, legal, and educational issues related to diverse students across the lifespan, research-based approaches for assessment, intervention, and remediation for students with disabilities, and technology applications in the classroom; the impact of disability on the family system, communication skills needed for collaborating with diverse families; identifying and researching community resources for persons with disabilities and their families; strategies for involving the families in the referral and evaluation and development process of transition and career planning as well as the selection of transition resources and services

EDS 542 — Communication and Social Competence Skills

This course will focus on the development and improvement of speech, language, and social competence skills for individuals with autism. Also included are research-based approaches to assessment, intervention, and remediation of communication disorders for individuals with autism. The functional relationship between communication skills and behavior is also examined.

EDS 550 — Learning Theories and Applications In Inclusive Settings

This course covers various classical and contemporary philosophies, aspects and models of learning. Emphasis will be placed upon such topics as multiple intelligences, learning styles, teaching styles, information processing critical thinking skills, brain-based learning and other learning theories. Students will review and critique general learning theories, as well as investigate how people organize, encode, process, transform, utilize and articulate information presented in an instructional environment.

EDS 552 — Methods of Teaching Students with Disabilities

Methods in the field of special education are emphasized. Focus on identifying and creating accommodations and modification to meet the needs of all students in special education and inclusive settings.

EDS 566 — Assessment and Interventions for Individuals with Autism I

Assessment processes such as screening, diagnosis, and identification of developmental skills for individuals with autism are included. Focus is on assessment of specific skills in developmental domains, such as sensory, oral, motor, play, and communication and practical strategies detailing what to teach based on assessment data. Research-based interventions that promote progress in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism are examined. An overview of numerous curricula approaches and materials for individuals with autism is also included in this course. Methods for monitoring the impact of interventions are explored in a variety of service delivery models.

EDS 567 — Assessment and Interventions for Individuals with Autism II

Various assessment processes such as screening, diagnosis, and identification of specific skills for individuals with autism are included. Focus is on using assessment data from various developmental domains to plan, choose, and implement appropriate intervention strategies based on specific needs of an individual with autism. An overview of numerous curricula approaches and materials for individuals with autism is included in this course

EDS 568 — Advanced Instructional Methods in Special Education

This course focus on the physical and instructional dimensions of teaching to include research-based strategies and techniques for learners with special needs; effective instruction for students with disabilities across the content area; accommodations and adaptations; technology across the curriculum; as well as the learning implications of classroom organization and planning. This course requires demonstration that enrollees are able to evaluate, design, structure and implement instructional techniques and curriculum adaptations for students with learning problems.

EDS 570 — Assessment and Curricula Interventions and Strategies

A supervised clinical course where candidates develop assessment plans and conduct assessments of students (P-12) who are at risk or who have learning problems. Content includes: evaluation of sound assessment; reliability and validity; formal and informal assessment techniques; administration of norm-referenced and informal tests; analysis of data; and the interpretation of assessment for educational intervention and instructional planning. The knowledge and skills of the educational diagnostician are also emphasized.

EDS 571 — Management of Challenging Behaviors

An overview of the use of applied behavior analysis (ABA) for individuals with autism is the main focus of the course. Included are methods to increase behaviors, decrease behaviors, maintain behaviors, and generalize behaviors. Observation skills, data collection, and monitoring effectiveness of interventions are practiced.

EDS 572 — Assessment Strategies and Applications in the Classroom

Focuses on the educational assessment of students P-12 who may be at risk or who have been identified as having learning problems. Course content includes a discussion of assessment processes and concerns, importance of early intervention and procedural considerations. The course also includes an emphasis on educational interventions and strategies necessary to create an environment that leads to success for all learners with special needs. Further topics that are presented include accommodations and adaptations; technology across the curriculum; learning implications of classroom assessments, classroom organization and planning. Candidates must demonstrate that they are able to create informal assessments, analyze data and structure and collaborate about instructional techniques and curriculum adaptations for students with learning problems. (Field experience required.)

EDS 580 — Research in Autism

Research in the field of autism is emphasized. An overview of various types of research methodologies is included in the course. Candidates will locate, interpret, analyze and synthesize the research base on autism. Candidates will prepare and implement a comprehensive research project and share the results.

EDS 590 — Diagnosis and Remediation in Learning Disabilities

This course focuses on the legal and ethical foundations for assessment of school-age students. Strategies for the selection, administration, and scoring of formal and classroom-based educational and social assessments are addressed. Assessing students' levels of performance, interpreting results to enhance learner's functioning and identifying service and programming options are explored. Collaboration with families and other professionals to assist in writing Individual Education Plans (IEP) is addressed.

EDS 610 — Internship as a Learning Disabilities Teacher-Consultant

Teacher consultation in a public or private agency as part of a Child Study Team under the supervision of a certified L.D.T.C. and a faculty member.



Monmouth University
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EDS 601: Content includes an overview of basic concepts associated with applied behavior analysis. In this course, candidates will examine selecting, defining, and measuring target behaviors, as well as, learning to evaluate and analyze behavior change. Ethical considerations for behavior analysts and interpreting research related to behavior analytic principles are also explored.

EDS 602: Content includes detailed information on types of reinforcement and reinforcement schedules, punishment by stimulus presentation and removal, and antecedent variables. Developing new behaviors by utilizing imitation, shaping, and chaining is also discussed.

EDS 603: Content includes detailed information on decreasing behavior utilizing nonpunishment procedures, verbal behavior, self-management, contingency contracting and generalization of behavior. Ethical considerations for behavior analysts and functional behavior assessments are also discussed.

EDS 604: Content includes detailed information on conducting functional behavior assessments (FBA) and choosing the appropriate treatment package based on the results of the FBA. Emphasis is also placed on identification of appropriate replacement behaviors based on the function of the behavior and intervention development.

EDS 605: Content includes detailed information on evidence-based practices associated with autism spectrum disorders. Emphasis is also placed on interpretation/analysis of peer-reviewed journal articles associated with autism interventions.

EDS 606: Content focuses on ethical considerations and professionalism within the field of behavior analysis. Emphasis is placed on interpretation/analysis of case studies in order to identify ethical and best practices within the field. Skills in collaboration, feedback, goal setting, termination and follow-up are discussed and integration of ethical and legal procedures into behavioral analytic practice with individuals and families is emphasized.

Appendix D: New Jersey Professional Standards for Teachers

Student teachers must demonstrate competence on the NJPST to be eligible for teacher certification. The standards describe what every beginning education professional should know and be able to do.

Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>
6A:9-3 Professional standards for teachers

Appendix E: Council for Exceptional Children — Initial Preparation Standards

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

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.

Key Elements

- 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments

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.

Key Elements

- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3 Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general³ and specialized curricula⁴ to individualize learning for individuals with exceptionalities.

Key Elements

- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for

individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment

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

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5 Instructional Planning and Strategies

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

Key Elements

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice
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.

Key Elements

- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7 Collaboration
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.