

**MONMOUTH
UNIVERSITY**

SCHOOL of EDUCATION

**M.S.Ed Learning Disabilities Teacher Consultant
Endorsement: LDT-C**

2019-2020



MONMOUTH UNIVERSITY

SCHOOL OF EDUCATION

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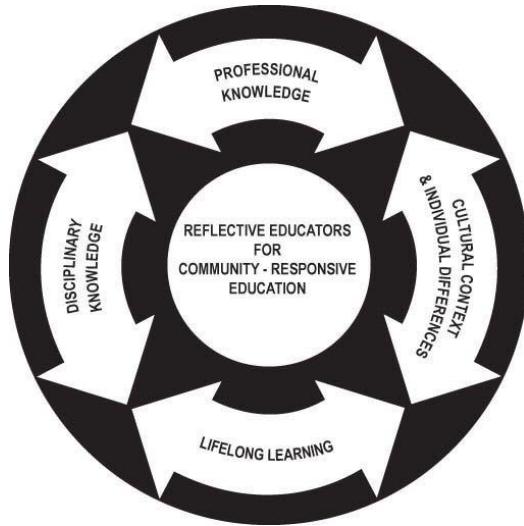
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SCHOOL OF EDUCATION

MISSION STATEMENT

The School of Education's mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologists, school counselors and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status.

Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflection, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.



School of Education Conceptual Framework

Preparing Reflective Practitioners for Community-Responsive Education

CANDIDATES PROFICIENCY

All School of Education credential programs have been aligned with Specialized Professional Association (SPA) standards and the following list of candidate proficiencies are aligned with the New Jersey Professional Teaching Standards. Initial and advanced programs in the School are designed to ensure candidates develop the following professional knowledge, skills, and competencies.

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 the 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 non-verbal 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:
 - evaluate students' strengths and weaknesses;
 - make decisions regarding future teaching/practice;
 - communicate the results of performance to all stakeholders;
 - provide opportunity for discussion with the community members, including families and 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.

CEC SPECIAL EDUCATION PROFESSIONAL STANDARDS

Standards for the Preparation of Gifted Education Professionals

Initial Preparation Standard 1: Learner Development and Individual Learning Differences: Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements:

1.1: Beginning gifted education professionals understand how language, culture, economic status, family background, and area of disability can influence the learning of individuals with exceptionalities.

1.2: Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Initial Preparation Standard 2: Learning Environments: Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

Key Elements:

2.1: Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.

2.2: Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.

2.3: Beginning gifted education professionals adjust their communication to an individual's language proficiency and cultural and linguistic differences.

2.4: Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings

Initial Preparation Standard 3: Curricular Content Knowledge: Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

Key Elements:

3.1: Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

3.2: Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains

3.3: Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents

3.4: Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

Initial Preparation Standard 4: Assessment: Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification and learning.

Key Elements:

4.1: Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias.

4.2: Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

4.3: Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.

4.4: Beginning gifted education professionals use assessment results to develop long and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.

4.5: Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.

Initial Preparation Standard 5: Instructional Planning and Strategies: Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

Key Elements:

5.1: Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

5.2: Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.

5.3: Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.

5.4: Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

5.5: Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

Initial Preparation Standard 6: Professional Learning and Ethical Practice: Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and program standards (NAGC, 2010) to inform gifted education practice, to engage in life-long learning, and to advance the profession.

Key Elements:

6.1: Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.

6.2: Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

6.3: Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.

6.4: Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.

6.5: Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.

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

Key Elements:

7.1: Beginning gifted education professionals apply elements of effective collaboration.

7.2: Beginning gifted education professionals serve as a collaborative resource with colleagues.

7.3: Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

CEC Standards for the Preparation of Advanced Gifted Education Specialists

Advanced Preparation Standard 1: Assessment: Gifted education specialists use valid and reliable assessment practices to minimize bias.

Key Elements:

1.1: Gifted education specialists review, select, and interpret psychometrically sound, nonbiased, qualitative and quantitative instruments to identify individuals with gifts and talents and assess their abilities, strengths, and interests.

1.2: Gifted education specialists monitor the progress of individuals with gifts and talents in the general education and specialized curricula.

Advanced Preparation Standard 2: Curricular Content Knowledge: Gifted education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Key Elements:

2.1: Gifted education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.

2.2: Gifted educators continuously broaden and deepen professional knowledge and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3: Gifted education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Advanced Preparation Standard 3: Programs, Services, and Outcomes: Gifted education specialists facilitate the continuous improvement of general and gifted education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements:

3.1: Gifted education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2: Gifted education specialists use their understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3: Gifted education specialists apply knowledge of theories, evidence-based practices, relevant laws, and policies to advocate for programs, supports, and a continuum of services for individuals with exceptionalities.

3.4: Gifted education specialists design and develop systematic program and curriculum models for enhancing talent development in multiple settings.

3.5: Gifted education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Preparation Standard 4: Research and Inquiry: Gifted education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Elements:

4.1: Gifted education specialists evaluate theory, research and inquiry to identify effective practices.

4.2: Gifted education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

4.3: Gifted education specialists evaluate and modify instructional practices in response to ongoing assessment data and engage in the design and implementation of research and inquiry.

Advanced Preparation Standard 5: Leadership and Policy: Gifted 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.

Key Elements:

- 5.1:** Gifted education specialists encourage high expectations, model respect for, and use ethical practices with all individuals with exceptionalities.
- 5.2:** Gifted education specialists support and use linguistically and culturally responsive practices.
- 5.3:** Gifted education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 5.4:** Gifted education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- 5.5:** Gifted education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Advanced Preparation Standard 6: Professional and Ethical Practice: Gifted education specialists use foundational knowledge of the field and professional ethical principles and program standards to inform gifted education practice, engage in life-long learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements:

- 6.1:** A comprehensive understanding of the history of gifted education, legal policies, ethical standards, and emerging issues informs gifted education specialist leadership.
- 6.2:** Gifted education specialists model high professional expectations and ethical practice, and create supportive environments that increase diversity at all levels of gifted and talented education.
- 6.3:** Gifted education specialists model and promote respect for all individuals and facilitate ethical professional practice.
- 6.4:** Gifted education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- 6.5:** Gifted education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- 6.6:** Gifted education specialists actively facilitate and participate in the preparation and induction of prospective gifted educators.
- 6.7:** Gifted education specialists actively promote the advancement of the profession.

Advanced Preparation Standard 7: Collaboration: Gifted education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with gifts and talents and their families.

Key Elements:

- 7.1:** Gifted education specialists use culturally responsive practices to enhance collaboration.
- 7.2:** Gifted education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.
- 7.3:** Gifted education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Master's in Special Education: Learning Disabilities Track

Post-Master's: Learning Disabilities Teacher-Consultant Endorsement Program

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 represent 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 Standards, the CEC Educational Diagnostician Standards, and the New Jersey Professional Standards for Teachers.

	Candidate Proficiencies	NJPST	CEC Standards	CEC Ed. Diagnostician 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 Subject matter knowledge	1, 2, 3	2
2	Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice	1 Subject matter knowledge	5, 6	4, 7
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.	2, 3, 6, 7 Human growth and development; diverse learners; learning environment; special needs	1, 2, 5	3
4	Develop a variety of instructional/professional strategies that are based on research-based best practices and promote student learning	4 Planning and strategies	3, 5	2, 4
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	3, 4, 6, 7 Diverse learners; planning and	1, 2	3, 7

	inclusive educational learning environments that address the needs of diverse learners and promote educational equity	strategies; learning environment; special needs.		
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	4 Planning and strategies	5, 6	6
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	6 Learning environment	5, 6	1, 6
8	Utilize effective communication skills in the classroom/professional practice including verbal and nonverbal techniques, technology, and the media	8 Communication	5, 7	6, 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	2, 5 Human growth and development; assessment	4	1
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	5, 8 Assessment; communication	4, 7	1, 6
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	10 Professional development	6	5, 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 Collaboration and partnership; professional development.	6, 7	5, 7

Master's in Special Education: Learning Disabilities Track

Post-Master's in Learning Disabilities Teacher-Consultant Endorsement Program

CORE ASSESSMENTS

During the time you are enrolled as a candidate in the LDTC 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. These assessments are components of an overall assessment system which is outlined in the second table.

Learning Disabilities Teacher Consultant Endorsement	CEC	Assessments	Course
		Basic Foundational Knowledge of Assessment in Special Education Examination (Assessment 1)	EDS 590
		Basic Foundational knowledge of Assessment in Special Education Examination (Assessment 2)	EDS 590
		Educational Research/ Assessment Analysis and IEP Development Project (Assessment 3)	EDS 570
		Evaluations during Clinical Internship by Professor/ Instructor and LDTC Mentor (Assessment 4)	EDS 610
		Individualized Programming & Instructional interventions: Student Impact (Assessment 5)	EDS 568
		Research and Application of Diagnosis and Correction in a Classroom Setting (Assessment 6)	EDS 590
		Transition and Planning Resources Project (Assessment 7)	EDS 537
		Research and Application of Diagnosis and Correction in a Classroom Setting (Assessment 8)	EDS 590

Transfer Credits:

If you are transferring credits into the Master's Learning Disabilities Teacher-Consultant Program (see page 48) of the graduate catalog for further information. Please note that the credits you wish to transfer may not have been used to satisfy the requirements for another Master's Degree), or the LDT-C Endorsement Program, you are still responsible for completing the eight core assessments even if one or more of them take place in a course that you transferred. Please see your advisor to develop a process for completing the assessments.

Master's in Special Education: Learning Disabilities Track

Post-Master's: Learning Disabilities Teacher Consultant Endorsement Program

ASSESSMENT SYSTEM

Transition Points	Unit Assessments	LDTC Assessments
1. Admission	Letters of recommendation Essay 3.0 GPA 3 years of full time teaching experience in a classroom	
2. Admission to Practicum	3.0 GPA Lesson plans Unit plans Technology assessment Course assessments Case Studies	Assessment 3- Educational Research/ Assessment Analysis and IEP Development Project EDS 570 Assessment 6- Research and Application of Diagnosis and Correction in a Classroom Setting EDS 590 Assessment 7- Transition and Planning Resources Project EDS 537 Assessment 8- Research and Application of Diagnosis and Correction in a Classroom Setting EDS 590
3. Program Completion	Comprehensive exams Capstone assessment projects Professional Binder Supervised Internships Professional Development Plans Case Studies	Assessment 1- Basic Foundational Knowledge of Assessment in Special Education Examination EDS 590

		<p>Assessment 2- Basic Foundational knowledge of Assessment in Special Education Examination EDS 610</p> <p>Assessment 4- Evaluations during Clinical Internship by Professor/ Instructor and LDTC Mentor EDS 610</p> <p>Assessment 5- Individualized Programming & Instructional interventions: Student Impact EDS 568</p>
4. Post-Graduate Assessment	<p>Exit Survey Employer Survey Candidate Survey</p>	

MONMOUTH UNIVERSITY

CURRICULUM CHARTS

M.S. Ed Special Education: Learning Disabilities Learning Disabilities Teacher-Consultant Track	2018-2019
EDS 530: Research Issues and Trends in Special Education	3.0
EDS 535: Technology and Students with Disabilities	3.0
EDS 532: Physiological Aspects of Learning	3.0
EDS 537: Collaborating with Families, Students and Professionals in Community and Educational Settings	3.0
EDS 538: Special Education Law	3.0
EDS 550: Learning Theories and Applications in Educational Settings	3.0
EDS 568: Advanced Instructional Methods in Special Education	3.0
EDS 570: Assessment and Curricula Interventions and Strategies	3.0
EDS 590: Diagnosis and Correction of Learning Disabilities	3.0
EDS 610: Internship in Learning Disabilities Teacher-Consultant	3.0
TOTAL CREDITS	30.0

No Monmouth University Certificate will be issued.

Monmouth University makes application on your behalf to the State of New Jersey for the endorsement as an LDT-C to be added to your certification provided you successfully pass and complete the required courses at Monmouth University.

Post-Master's Endorsement: Learning Disabilities Teacher-Consultant

2018-2019

EDS 532: Physiological Aspects of Learning	3.0
EDS 537: Collaborating with Families, Students and Professionals in Community and Educational Settings	3.0
EDS 538: Special Education Law	3.0
EDS 550: Learning Theories and Applications in Inclusive Settings	3.0
EDS 568: Advanced Instructional Methods in Special Education	3.0
EDS 570: Assessment and Curricula Interventions and Strategies	3.0
EDS 590: Diagnosis and Correction of Learning Disabilities	3.0
EDS 610: Internship in Learning Disabilities Teacher-Consultant	3.0
TOTAL CREDITS	24.0

No Monmouth University Certificate will be issued.

Monmouth University makes application on your behalf to the State of New Jersey for the endorsement as an LDT-C to be added to your certification provided you successfully pass and complete the required courses at Monmouth University.

Master's in Special Education: Learning Disabilities Track

Post-Master's: Learning Disabilities Teacher-Consultant Endorsement Program

COURSE DESCRIPTIONS

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 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 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 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 538 Special Education Law

A historical overview of special education laws and the impact on special education services and professional practices in the United States. Includes a review of major court decisions and analysis of state laws, codes, and statutes. Application of legal principles in local processes and policies are examined.

EDS 550 Learning Theories and Applications in Inclusive Settings

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 568 Advanced Instructional Methods in Special Education

A 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. Practicum hours are required.

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. Practicum hours are required.

EDS 590 Diagnosis and Remediation in Learning Disabilities

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. Practicum hours are required.

EDS 610 Internship as a Learning Disabilities Teacher-Consultant

This course has a seminar component that focuses on discussing the essential components and skills necessary to be an effective LDT-C. Internship hours are required that provide the LDT-C candidate experiences working as a learning disabilities teacher-consultant in a public school district or agency as part of a Child Study Team under the supervision of a certified L.D.T.C. and a faculty member. All other course work must be successfully completed prior to the start of this course.

M.S. Ed Special Education: Learning Disabilities Track

Post-Master's Learning Disabilities Consultant Endorsement Program

FIELD AND CLINICAL EXPERIENCES

Candidates working toward an endorsement in Learning Disabilities Teacher Consultant are required to complete a minimum of 150 hours in educational settings. Experiences provide opportunities to interact with other LDTC professionals and members of Child Study Teams and to develop assessment and interpersonal skills necessary for an LDTC.

The following chart outlines field and clinical experiences in the LDTC program.

Special Education Course for LDTC	Types of Settings and Classrooms	Types of Disabilities	Assignment/Product General Education Curriculum	Time in Field
EDS 568 Advanced Instructional Methods in Special Education	Level Pre-K K-4 Middle High Setting Public or private schools Classrooms Own classroom or self-contained classroom; Resource room, Inclusion General Education Classroom	Grades Elementary, middle, secondary students with identified learning disabilities. Will accept students who are struggling learners who may benefit from special education pedagogy Students who have only physical impairments that do not interfere with learning are not appropriate for this course.	Focus on Accessing General Curriculum; Adaptations, Modifications; Differentiated Instruction 1. Assess skill levels of at least two students 2. Reinforcement preferences identified; 3. Identify 1-2 general curriculum areas 4. Research & select intervention; strategies 5. Develop lesson plans, activities use (content) instructional intervention. 6. Implement a lesson or activity using instructional intervention and monitor students' progress over time. 7. Implement a small group activity using the selected instructional	30 hours spread over the semester

			<p>intervention; reflect on its usefulness and appropriateness.</p> <p>8. Integrate the use of technology (software, assistive, adaptive technology) instructor and learner centered.</p> <p>9 Develop a portfolio presentation of the project to include all components.</p> <p>10. Complete all assigned activities related to syllabus and in-class discussion.</p>	
EDS 570 Advanced Assessment in Special Education	<p>Level All preschool to grade 12</p> <p>Setting Public or private school</p> <p>Classrooms Own classroom, or Resource room, Self-contained; Inclusion general education class</p>	<p>All categories of students served under IDEA, Section 504 services or considered at risk.</p>	<p>Focus on Assessment, professional collaboration and ethical practices; Consideration of culture/language;</p> <p>1. Administer, score and interpret findings using at least students and two or more standardized tests.</p> <p>2. Include in parent reports/IEP any adaptations, modifications and accommodations (assistive/adaptive technology) to be used.</p> <p>3. Educational evaluations will be written according to the NJAC Chapter 6A and the district guidelines for written reports.</p> <p>4. Include a variety of authentic assessment examples in content areas that relate to the student's area of academic weakness.</p>	30-40 hours spread over the semester

			<p>5. Administer a functional behavioral assessment to a student and write the follow up report.</p> <p>6. Attend professional meetings that include collaboration with other CST members. Participate in CST meetings: initial, re-evaluation; parent and teacher meetings.</p> <p>7. A focus on school law will be presented.</p> <p>8. All other field activities in the syllabus.</p>			
EDS 590 Diagnosis and Correction of Learning Disabilities	Level All/ preschool to grade 12	Setting Public school	All categories of students served under IDEA, Section 504 services or considered at risk.	Focus on Assessment professional collaboration and ethical practices; Consideration of culture/language;	1. Administer, score and interpret findings of at least four student cases using a variety of standardized tests. 2. Include a discussion of any adaptations and accommodations (assistive/adaptive technology) used. 3. Educational evaluations will be in the form of written reports that will be used during presentations at CST meetings. 4. Create a variety of types of authentic assessment examples in content areas that relate	50 hours spread over the semester

			<p>to NJCCC and Educational Diagnostic standards</p> <p>5. Begin a professional LDT-C binder and all related activities as stated in the syllabus.</p>	
EDS 610 Internship in Learning Disabilities Teacher-Consultant	Level Pre-K K-6 Middle High Setting Public schools	Grades Elementary, middle, secondary students who have been referred for an initial or re-evaluation by a CST	<p>Focus on collaboration and active participation as a member of the CST.</p> <p>1. Conduct all educational and functional behavioral evaluations necessary for four cases in a specific range of grades.</p> <p>3. Participate in the pre-referral, referral, eligibility and assessment planning phases of the CST in relation to the 4 cases.</p> <p>4. Analyze the assessment data and write the educational report that will be presented to the parents and team.</p> <p>5. Conduct the professional presentation of the results of the assessment to all stakeholders at the CST meeting.</p> <p>6. Write the LDTC components of the IEP.</p> <p>7. Collaborate with the teachers and paraprofessionals to present the results of the testing and give suggestions for</p>	60 hours spread over the semester and may include field hours from the summer prior to the Internship.

			<p>strategies, modifications and accommodations for the student in the classroom.</p> <p>8. Identify appropriate technology (software, assistive, adaptive technology) for the instructor to use with the learner.</p> <p>9. Reflect on the process and write it up as part of the professional LDT-C binder. This binder must be completed with all the specific requirements</p> <p>9. Complete a Philosophy of Assessment for Special Education as part of the assigned activities related to the syllabus.</p> <p>10. Actively participate in all in-class discussion.</p> <p>11. Collaborate with the faculty instructor to arrange appropriate site visits.</p> <p>12. Complete the LDT-C Professional Binder and include all required elements related to the syllabus.</p>	
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**Monmouth University
School of Education
Educational Leadership, School Counseling and Special Education**

LDT-C PRACTICUM AND INTERNSHIP REQUIREMENTS

Please note that EDS 590 will always be offered in the spring to allow you to take advantage of the summer before you start EDS 610 to complete some of your required hours and meetings. EDS 610 will always be offered in the fall semester.

All course requirements must be completed prior to the start of EDS 610 Internship.

In order to have your credentials submitted to the state by the Certification Office, all requirements for course work must be completed including all assessments uploaded to foliotek and your Professional Binder submitted for evaluation. You must satisfactorily pass all course work, field components and assessments.

Requirement for LDT-C Candidates Applying for Practicum (EDS 570, EDS 590 and Internship (EDS 610)

Schedule an appointment to meet with your advisor, Professor Mary Brennan, to discuss the practicum and internship experience. At that meeting, you will have to submit the form below and bring a current copy of your audit. This form MUST be submitted prior to registration in EDS 570 and/or EDS 590. You must be Board of Education approved in the requested district before you can start your practicum and/or internship. Corina Earle, Coordinator of Early Field Placements, will process this paperwork. Please keep a copy for your file. (cearle@monmouth.edu)

MONMOUTH UNIVERSITY

School of Education

LDT-C PRACTICUM PLACEMENT APPLICATION

Requested Placement Dates list all semesters that you are requesting placement for

LDT-C Candidate:

Certification Held:

**District presently employed
by:**

**District you are requesting
placement in (full address)**

**Name of LDT-C mentor and
contact information**

District Approved Placement

LDT-C Candidate:

School:

Address:

City, State, Zip

Phone Number:

Ext:

Fax Number:

Director of Special Services: _____

Cooperating LDT-C: _____

Email: _____

Phone and ext. _____

Administrator or Principal Signature

Date

PLEASE RETURN ONE COPY OF THIS COMPLETED FORM TO:

Corina Earle, Coordinator of Early Field Placements
School of Education
Monmouth University
Ph: 732-263-5798
Fax: 732-263-5277

Monmouth University
School of Education

CHECK LIST MSED AND ENDORSEMENT PROGRAMS

Date: _____

Student's Last Name: _____ First Name: _____

Student ID: _____ Advisor: _____

Program: _____ Certification: _____

- Attend the Graduate School orientation meeting or met with Director of Program
- Establish minimum cumulative GPA of 3.0
GPA fell below minimum: 1st _____ 2nd _____ 3rd _____
- Contact advisor each semester/year to design and review program plan:
- Copy of current approved program plan in file.
- Complete early field experience requirements
- Receive advisor approval to register for practicum/internships
- Complete all practicum/internship requirements
- Complete core program assessments and upload to ecampus
- Complete the upload of all core assessments to the electronic portfolio (Foliotek)
- Complete the Graduation Application Form

I understand I must complete the above list prior to graduation/program completion

Student Signature: _____ Date: _____

(A copy of this form will be kept in each candidate's advisement file)

APPLYING FOR GRADUATION

Monmouth University graduate students once during an academic calendar year. If you are a Master's degree candidate, the official ceremony is at the Ocean First Bank Center. Students must have completed *all* program requirements in order to be eligible to participate in the Commencement Ceremony. Please check WebAdvisor for the dates for the 2018 to 2019 Academic Years.

You must apply for graduation:

- Go to myMU portal and login. After doing so, go to the tab labeled "I Need to..." and down to "Apply to Graduate". Complete the form and submit it.
- 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 any time by using their WebAdvisor account.
- Students must continue to check the Registrar's Home Web page and their Monmouth University Email Account for all notices pertaining to graduation. Only Master Degree candidates are invited to participate in the Graduation ceremony.

**Graduation applications are available online through
Web Advisor on E-Forms**

Deadlines for filing each semester can be found online on the
Academic Calendar at
<https://www.monmouth.edu/registrar/academic-calendars/>

APPLYING FOR CERTIFICATION

Learning Disabilities Endorsement (24 credits)

You are eligible to apply for a Standard Learning Disability Teacher Consultant (LDT-C) endorsement after successful completion of ALL course work. The process can be completed during the final Internship course or you may apply in person to the Certification, Field Placements and School Partnerships Office in McAllan Hall, room 110. Please email the Credential Officer, Christine Borlan - cborlan@monmouth.edu, to setup an appointment.

Licensing Information

- Sign into the myMU Portal
- Select: Office & Services
- Select: Office of Certification, Field Placements, and School Partnerships
- Select from Table of Contents: Certification

Application

- Select, download, and complete the Certification Application under the Certification Application section in the center of the page.
 - Everything on the application must be answered or checked in the proper box.
 - This form must be signed in front of a notary. The Credential Officer is a notary and will be able to notarize the form when you meet.

NJ Licensing Fee

- Standard LDT-C is \$50.00 and must be paid at the time the application is submitted.
 - Checks or Money Orders (no cash) must be made payable to Monmouth University
 - We accept credit cards: American Express, Discover, Master Card or VISA. Select, download and complete: Credit Card Authorization Form from the Certification Application section.

Audit

- Submit a copy of your current Web Advisor audit with your completed application.

Record of Professional Experience

- Requirement: Master's or higher degree from a regionally accredited college or university, hold a NJ or out-of-state instructional certification and have three years of successful teaching experience.
- Select from Requirements for Education Services Certification section under Learning Disabilities Teacher-Consultant LDT-C: Record of Professional Experience Form (ROPE)
 - Use one form per employer.

- The original completed form must be submitted to the Credential Officer in an official sealed school envelope.

Please contact Christine Borlan, cborlan@monmouth.edu, if you have any questions or concerns.

Monmouth University

ELECTRONIC PORTFOLIO - FOLIOTEK

The School of Education requires that all undergraduate and graduate students, who enrolled in education courses (EDL, EDS, and/or ED) for the first time in the fall of 2005, or later develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service for the School of Education. The portfolio has capabilities for you to use both while you're a student and after you graduate from Monmouth University. Your subscription to Foliotek will last for six years.

You will be uploading the *eight* required core assessments for your program as well as other assessments that faculty ask you to upload. The assessments are given in various courses and during practicum.

Faculty and advisors will inform you about your core assessments and also when you will need to upload them into your electronic portfolio. Most of the core assessments will be completed during your coursework. As one of the completion requirements, each student must reach the met or target levels on the scoring guides for all of the eight assessments

In addition, you can use the Foliotek system to build a showcase portfolio which can be used when you apply for positions or want to share your best work with others.

Your first step is to register for your electronic portfolio. Send an email to: foliotek@monmouth.edu with your name, student identification number, and your program. You will receive an email reply (to your Monmouth email account) that will contain specific directions for registering online.

eCAMPUS

Course Management System

Some of the courses in the Master's and Post-Master's Learning Disabilities Teacher Consultant programs are online and others are hybrid (a combination of online and on campus sessions), or web-enhanced (course meets on campus, but there is an online component). Each course has its own website that can be accessed by registered students at the beginning of each semester by accessing the following 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.
- Events: In this area, the professor posts dates, such as when an assignment of assessment is due. He/she may also list the date of an upcoming symposium or meeting.
- Updates: New discussion messages will be displayed in this area.

If you look horizontally across the top of the screen, you will see live links (navigation bar), such as content, discussions, dropbox, class list, 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.

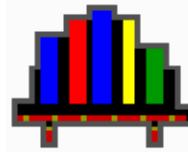
- ✓ Content: The syllabi and other materials can be accessed here. There may be videos, articles, slideshows, and other items that are pertinent to the course.
- ✓ Discussions: This is where the posting of reflections and online dialoguing take place.
- ✓ Dropbox: You may be asked to upload your assignments and assessments to this area.
- ✓ Class list: This contains the names and email addresses of your classmates.
- ✓ Chat: This enables the professor to dialogue with students in real time.
- ✓ Grades: This link takes you to your grades on assignments and assessments.
- ✓ Library: This is the link to the Monmouth University Library.
- ✓ Course Home: This link takes you back to the course main page.

DIRECTIONS FOR e-FORMS

The following are directions for e-FORMS. Please note, there is also a Power Point 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.”

**Monmouth University
School of Education
LDT-C Program**

EXIT SURVEY

As a graduate of the Learning Disabilities Teacher- Consultant Program, we would appreciate you providing us with information regarding your experiences in the program. We are collecting this information as part of our program evaluation process. Your responses will help us recognize areas of strength and identify those areas in need of improvement. This survey will be sent to you via your MU email.

Name (optional) _____

Gender **Male** **Female**

Program LDTC Endorsement Program Master Degree in LDT-C

Please complete the survey questions below. Circle the appropriate response using the following key:

Use a 5 point Likert Scale

5 = Strongly Agree (SA)

4 = Somewhat Agree (A)

3 = Neither, agree nor disagree (N)

2= Somewhat Disagree (D)

1 = Strongly Disagree (SD)

Based on your LDTC program at MU, to what extent do you feel the program prepared you to:

		SA 5	A 4	N 3	D 2	SD 1
1.1	develop a philosophy of assessment using data based research, relevant knowledge and theories					
1.2	develop an understanding of the laws and policies related to assessing individuals with exceptional learning needs					
2.1	develop an understanding of the range and types of abilities within the categories of exceptionailities					
2.2	understand the factors that influence the overrepresentation of individuals with cultural and linguistic diversity					

3.1	provide opportunities for discussing the influences of diversity on assessment results				
8.1	prepared you to be able to administer tests that assess students with exceptionalities				
8.2	prepared you to interpret tests against standards of reliability and validity				
8.4	discussed the procedures used in standardized assessment instruments and their limitations				
8.8	discussed the different vocational and career assessments that are available.				
8.9	prepared you to be able to write a report based on observation and the collection of data.				
8.10	prepared you to assess language skills, behavior and academic skills				
8.11	prepared you to assess perceptual skills				
9.1	collaborate with families to communicate the results of the assessments				
10.2	Collaborate with other members of the Child Study Team to discuss the implications of the assessments				

Open-ended questions:

1. Please identify what you consider the **strengths** of your graduate LDTC program.

2. Please identify any **weaknesses** or **concerns** regarding the graduate LDTC program.

3. Please offer any suggestions that would improve the quality of our graduate LDTC program.

Would you recommend the Monmouth University graduate LDTC program?

Yes No

Additional comments: