

# SPECIAL EDUCATION TEACHING CERTIFICATION

## Program Overview

The Teacher of Students with Disabilities (TOSD) certification program is a completely online remote course of study. Courses are both synchronous and asynchronous. Students are reminded to check specific course schedules during registration.

The graduate education certification program for Teacher of Students with Disabilities (TOSD) includes the 21 credits required by the State of New Jersey for endorsement as a TOSD. This certification program is for candidates that possess a current New Jersey instructional elementary, secondary, or P-3 certification. The course sequence is designed to provide a knowledge base in the current research, policy and practice in special education. Each course in the program will make connections from theory to practice with specific field assignments embedded in coursework.

## Curriculum Overview

Courses include topics in the history foundations of special education, laws and evidence based practice. Courses include: Psychology of Exceptionality, Applied Behavior Analysis for students with Autism Spectrum Disorder and other Behavior Needs, Instruction and Transition for Autism and Severe Disabilities, Collaboration and Inclusive Practice for students with Mild and Severe Disabilities, Assessment for Instruction in Special Education, Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities, and Instructional Practices for Students with Disabilities.

The M.A. in Special Education is an **additional 3 courses beyond the TOSD** requirements. The MA comprises a sequence of coursework that includes courses required for a New Jersey Teacher of Students with Disabilities Endorsement. Candidates successfully compete the Teacher of Students with Disabilities Certification Program may apply their credits toward the M.A. in Special Education.

## Endorsement/Certification Offered

- Teacher of Students with Disabilities Certification

## Contact

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**Program Website:** S (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/special-education-programs/teacher-students-disabilities-certification/>)tudents with Disabilities Certification (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/special-education-programs/teacher-students-disabilities-certification/>)

**Associated Department:** (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders/>)Department of Graduate Education, Leadership,

and Counseling (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate/>)

## Related Programs:

The courses in this program are also part of the Master of Arts in Special Education.

- Special Education (M.A.) (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/special-ed-ma/>)

## Teacher of Students with Disabilities Certificate Requirements

The graduate education certification program for teacher of students with disabilities will require a minimum of 21 credits required by the State of New Jersey for endorsement as a teacher of students with disabilities. Candidates must possess an existing instructional certificate or certificate of eligibility in elementary education, secondary education, or P-3 education. Completion of a sequence of field-based activities is required. SPED 512 is a prerequisite for all other SPED courses.

Code	Title	Credits
<b>Required Courses</b>		
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3
SPED 512	Psychology of Exceptionality	3
SPED 514	Applied Behavior Analysis for Students with Autism Spectrum Disorder and other Behavior Needs	3
SPED 524	Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities	3
SPED 531	Assessment for Instruction in Special Education	3
SPED 536	Instruction and Transition for Autism and Severe Disabilities	3
SPED 539	Instructional Practices for Students with Disabilities	3
<b>Total Credits</b>		<b>21</b>

## Courses and Descriptions

### SPED 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

**Prerequisite(s):** SPED 512.

**SPED 512 Psychology of Exceptionality 3 Credits**

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. An experience in the field will enable students to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

**SPED 514 Applied Behavior Analysis for Students with Autism Spectrum Disorder and other Behavior Needs 3 Credits**

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals through Applied Behavior Analysis for students with Autism Spectrum Disorder and other behavioral issues. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and the design of proactive, positive behavior intervention plans that emphasize the teaching of appropriate alternative skills. An emphasis is placed upon behavior change strategies, which intervene on antecedent events, teach appropriate alternative skills, and provide supports in the natural environment. Multi-component interventions also are designed to include the interest and preferences of the target student. Legal and ethical considerations are considered. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

**Prerequisite(s):** SPED 512.

**SPED 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits**

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

**Prerequisite(s):** SPED 512.

**SPED 531 Assessment for Instruction in Special Education 3 Credits**

In this course, standardized and functional assessments are emphasized. Students are introduced to basic educational assessment procedures, norm-referenced, criterion-referenced, and individually-referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice.

**Prerequisite(s):** SPED 512.

**SPED 536 Instruction and Transition for Autism and Severe Disabilities 3 Credits**

The course will provide students with the knowledge and skills to support individuals with Autism Spectrum Disorders and those with moderate to severe disabilities. Strategies to address instruction, transition, behavior, and communication and will be emphasized across domains of life skills, inclusion, and transition. Transition planning, including understanding, formulating, and implementing the Individual Transition Plan will be taught. Collaborative interactions with school and community personnel and agencies will be addressed. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

**Prerequisite(s):** SPED 512.

**SPED 539 Instructional Practices for Students with Disabilities 3 Credits**

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. Students will experience the collaborative process and develop their ability to function as part of an educational team. A field experience with children with disabilities will enable students to apply knowledge in a realistic classroom setting. This is the capstone course for those earning a TOSD. Permission of instructor is required for registration.

**Prerequisite(s):** SPED 512 minimum grade of B.