

SPECIAL EDUCATION

Education and Professional Studies
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The Department of Special Education is engaged in the following research activities:

1. research in best practices: recruiting and training culturally diverse special educators; and
2. research in best practices: recruiting and training early childhood special educators.

The Special Education Department offers a degree with preparation for Teacher of Students with Disabilities Certificate of Eligibility with Advanced Standing. Requirements for admission, fields of employment, continued areas of education, and course requirements for each of these are explained in detail below. The requirements for graduation which precede a student's major are listed on page 45—"Undergraduate Requirements."

REQUIREMENTS FOR EXITING THE BACHELOR OF ARTS IN SPECIAL EDUCATION WITH DUAL CERTIFICATION PROGRAM:

Course codes with an asterisk (*) have prerequisite or corequisite courses. These pre- and corequisites are listed after the curricular requirements.

1. A minimum of 90 credits of the total program distributed among general education and an approved academic major: English, Mathematics, Geoscience, Chemistry, Physics, Biology, Spanish, or History.
2. A cumulative grade point average (CGPA) of at least 2.75 in all course and field work including special education and the academic major.
3. Successful completion of key assessments aligned with the CEC Standards (Council for Exceptional Children), NJCU College of Education Reflective Urban Practitioner Conceptual Framework and applicable standards for the dual area of certification.

Bachelor of Arts with Dual Certification Program in Elementary Education and Special Education*

Completion of this program (and New Jersey State certification) prepares one to assume the responsibilities of special education teacher as well as an elementary education teacher in private or public schools. Continued study may include a master's and/or doctoral degree in Special Education.

Eligibility for teacher certification, as an elementary school teacher and teacher of students with disabilities, by the New Jersey Department of Education is dependent upon completion of the curriculum requirements of a certification program, a passing score on any Praxis examination, and whatever minimum CGPA has been put into effect by the State at the time a graduate's application for certification arrives at the New Jersey Department of Education.

*Pending Board of Trustee approval. Expected fall 2005.

Admission Requirements for entry into this program:

1. completion of all All University Requirements (AUR);
2. grade of "B-" or higher on AUR English requirements and Intermediate Algebra;
3. completion of 30 out of 66 general studies credits;
4. at least 6 of 36 credits in an approved major: English, Mathematics, Geoscience, Chemistry, Physics, Biology, Spanish, or History;
5. passing score on the diagnostic NTE/Praxis Test General Content Knowledge;
6. passing score on the College of Education Writing Assessment; and
7. a CGPA of 2.75 or higher.

Course Code	Course Title	Credits
INTD 149	Human and Intercultural Relations	3
Tier 1		
SPEC 250	Psychological and Educational Needs of Exceptional Children	3
SPEC XXX**	Introductory Field Experience—co-requisite to SPEC 250	1
SPEC 310	Communication Disorders in Children	3
SPEC 340	Behavior Handicaps in Children	3
Tier 2		
SPEC 330	Psychology and Educational Needs of the Mentally Retarded	3
SPEC 350	Psychology and Educational Needs of the Learning Disabled	3
SPEC 325	Remediation of Basic Skills	3
Tier 3		
SPEC 508	Helping the Exceptional Child and Youth in the Regular Classroom	3
SPEC 405	Computer Applications in Special Education	3
SPEC XXX**	Preparation for Teaching/ Mid-point Assessment	1
Tier 4 - These courses must be taken concurrently		
SPEC 352	Junior Field	1
Pre-requisite: passing score on mid-point and Writing assessments plus a CGPA of 2.75 or better		
SPEC XXX**	Junior Field Seminar	1
Co-requisite: SPEC 352 Junior Field		
Tier 5 - These courses must be taken concurrently		
EDU 361	Elementary Social Studies Workshop	2
EDU 362	Elementary Science Workshop	2
EDU 363	Elementary Math Workshop	2
LTED 360	Elementary Reading, Language & Literacy Workshop	2
Tier 6		
EDU 480	Internship (Must be in an inclusive setting)	8
EDU 470	Concurrent Student Teaching Seminar	2
SPEC XXX**	Preparation for Teaching/Capstone Assessment	1

*Pending Board of Trustee approval. Expected fall 2005.

**Course and code number pending approval during AY -2005-06. Please see Department.

Special Education majors also pursuing certification in elementary education are reminded that they must also have an academic major: English, Mathematics, Geoscience, Chemistry, Physics, Biology, Spanish, or History.

Course Descriptions**SPEC 250 Introduction to Education and Psychology of Exceptional Children and Youth (3)**

This course is an overview of the needs of exceptional children. The course focuses on the identification of handicaps and the use of individual and group processes for children having hearing losses, visual problems, speech disorders, emotional-social handicaps, and intellectual deviations. It is strongly recommended that students begin the special education program with this course.

SPEC 301 Field Observation and Participation with Exceptional Children (3)

This course provides a field experience with exceptional children. Permission from the department chairperson is required to register for this course.

SPEC 310 Communication Disorders (3)

This course studies functional speech and communication problems, their nature and causes, diagnostic and therapeutic procedures and materials for the more common communication disorders. Emphasis is placed on speech

and language development, articulation problems, and stuttering.

SPEC 315 Psychoeducational Assessment for Special Education (3)

This course includes presentation, demonstration, and interpretation of techniques of individual psychological examination of exceptional children and youth. The course also discusses various standardized and teacher-made instruments for evaluating the intellectual, perceptual, social, and emotional competence of handicapped children, and necessary adaptations for the various types of handicaps.

SPEC 320 Educational Needs of the Preschool Child with Disabilities (3)

This course is intended to orient the prospective special education teacher to young children with special needs. Curriculum considerations, the role of parents in the education of their handicapped child, an understanding of child development and deviations from the norm, and individualized educational planning are topical areas. Goals of the course are to provide students with competencies in observation, prescriptive teaching, and in improving communication with parents of children with special needs.

SPEC 325 Remediation In the Basic Skills (3)

This course is an overview of diagnostic teaching techniques. By employing diagnostic skills, various remediation techniques are covered. Curriculum materials, teaching methods and equipment, educational kits, etc. are introduced.

SPEC 330 Psychology and Educational Needs of the Child with Mental Retardation (3)

This course is an introduction to the field of mental retardation including a study of biological, sociological, and psychological theory and research. Recommended teaching techniques are presented.

SPEC 340 Behavioral Disabilities in Children (3)

This course is an in-depth consideration of the nature and needs of children with behavioral handicaps. This course deals with problems of etiology, classification, and educational management of the broad spectrum of emotional and social maladjustment. Special reference is made to the problems of children who require special education services. Fieldwork participation is an integral part of the course.

SPEC 341 Educating and Programming for the Severely Disabled (3)

This course is intended to provide prospective special education teachers with an understanding of the unique needs of the severely and profoundly handicapped individual. Realistic programming for such individuals requires knowledge of the role of related professions, teaching self-help skills, and the care and management of severely and profoundly handicapped persons. The student is required to receive part of his or her instruction in a setting where he or she can gain experience in observing behavior and be afforded opportunities to witness current curriculum practices with the severely and profoundly handicapped.

SPEC 350 Psychology and Educational Needs of the Learning Disabled (3)

This course is a study of problems associated with neurologically and perceptually impaired children. This course also covers etiology, types, associated handicapping conditions, suggested procedures for evaluating levels of disabilities, and suggested procedures for dealing with these disabilities.

SPEC 351 Methods for Teaching Children with Physical/Multiple Disabilities (3)

This course orients the student to methods, materials and program planning for teaching the special education child who is orthopedically handicapped. This course also covers causes of this type of handicap, such as cerebral palsy, muscular dystrophy, spina bifida, and other disorders.

SPEC 352 Junior Field Experience (1)

This course is a full-semester (one full day per week) field experience, observing students in public school settings. Students take this course during their junior year.

Prerequisite: SPEC 250 Introduction to Education and Psychology of Exceptional Children and Youth, SPEC 310 Communication Disorders and SPEC 315 Psychoeducational Assessment for Special Education

SPEC 359 Infant Stimulation Programs for Special Needs Children (3)

This course is intended to prepare prospective special education teachers and other child care workers to be competent in working with infants (age's birth through two years). Major goals of the course are to provide a background of normal infant development and to enable the student to become knowledgeable about stimulation ac-

tivities applicable to the special needs infant at appropriate development levels. These activities provide for enhancing the physical, social and intellectual development of the infant child.

SPEC 400 Community Agencies and Resources Serving Children with Disabilities (3)

This course is a study of counseling and guidance for teachers of children with disabilities, with emphasis on the development of knowledge and skills in the techniques of vocational counseling. A study of resources and agencies providing service to persons with disabilities is also considered.

SPEC 405 Computer Applications in Special Education (3)

This course is designed to familiarize the teacher candidate with the many and varied uses of computer technology in special education. Areas covered include computer technology in the classroom and adaptive and augmentative communication for individuals with disabilities.

SPEC 409 Field Internship in Special Education (8)

This course is a full-semester experience, teaching special education students in a public or private school setting, under the supervision of college instructors.

Prerequisite: SPEC 352 Junior Field Experience

SPEC 414 Student Teaching Seminar (1)

This seminar is designed to accompany student teaching. Its purpose is to allow sharing of information and experiences for those teacher candidates going through the student teaching process.

SPEC 499 Therapeutic Play and Activity Programming for Exceptional Children (3)

This is a specialization course for advanced special education majors and other workers involved in child management service. It aims to investigate the interface between education and child therapy in fostering optimal development in handicapped children and in remediating behavioral problems. It studies the history and theories of childhood plays, games and activities from the points of view of developmental psychology and special education intervention. An experimental approach provides the educational practitioner with the opportunity to develop skills in using the principles of play and activity programming to further encourage the social, emotional, and behavioral growth of children.

OPEN TO SENIORS AND GRADUATE STUDENTS:**SPEC 504 Introduction to Manual Communications (3)**

Please see the Graduate Catalog for this course's description.

SPEC 505 Working with Families of Children with Disabilities (3)

Please see the Graduate Catalog for this course's description.

SPEC 506 Multicultural Education in Special Education (3)

Please see the Graduate Catalog for this course's description.

SPEC 508 Helping Exceptional Children and Youth in the Regular Classroom (3)

Please see the Graduate Catalog for this course's description.

SPEC 511 Preparation of Students with Disabilities for the World of Work (3)

Please see the Graduate Catalog for this course's description.

NEW COURSES**SPEC XXX** Introductory Field Experience (1)**

This course includes a minimum of 30 hours of field experience in schools and/or agencies working with children or adults with disabilities. The field experience is occurs in partnership districts and/or community agencies in those districts. Candidates will observe and document their findings and be introduced to key assessments.

Corequisite: SPEC 250 Introduction to Education and Psychology of Exceptional Children and Youth

**Course and code number pending approval during AY 2005-06. Please see Department.

SPEC XXX Preparation for Teaching/ Mid-point Assessment (1)**

This course helps teacher candidates create professional portfolios that are standards based. A University professor and a practitioner teacher or administrator provide guidance in preparing a professionally written resume and feedback regarding Mid-Point Portfolios. This course may be taught as an online or as a campus based seminar.

**Course and code number pending approval during AY 2005-06. Please see Department.

SPEC XXX Junior Field Seminar (1)**

The Junior Field Seminar is designed to assist students majoring in Special Education in the process of observing, assessing and lesson planning. In addition, emphasis is placed on perfor-

mance, application of research and best practices as well as self-reflection. Students have the opportunity of learning from experience and sharing their growth and/or concerns under the guidance of an experienced course instructor through the seminar process.

**Course and code number pending approval during AY 2005-06. Please see Department.

SPEC XXX Preparation for Teaching/ Capstone Assessment (1)**

This course helps teacher candidates finalize their Capstone portfolios and resumes. A University professor and a practitioner teacher or administrator provide the guidance needed to support this standards based endeavor. This course may be taught as an online and in class experience or as a campus based seminar.

Corequisite: student teaching
**Course and code number pending approval during AY 2005-06. Please see Department.

SPEC XXX Communications in Early Childhood 3**

This course provides an examination of critical issues pertaining to communication skills development in early childhood. Developmental milestones, communication disorders, basic observation and assessment techniques, and recommendations for remediation of preschoolers presenting with delays or disorders will be addressed. Assignments will include readings, collaboration, and an examination of the literature.

**Course and code number pending approval during AY 2005-06. Please see Department.

SPEC XXX Development of Symbol Systems 3**

This course involves study of the development of meaningful representation in young children including visual and alphabetic literacy, written and numeric symbols. Methods of developing handwriting as well and number sense are included

**Course and code number pending approval during AY 2005-06. Please see Department.

SPEC XXX Classroom Management in the Early Childhood Inclusive Classroom 3**

This course examines classroom management strategies in environments serving students from diverse backgrounds, including those with exceptional needs. Informed by the Reflective Urban Practitioner Model, content ad-

resses establishment of a positive social climate, designing appropriate physical environments, classroom rules and routines, functional behavior assessment, and universal design.

**Course and code number pending approval during AY 2005-06. Please see Department.