

EXCEPTIONALITIES (3 credits)

56:300:501

MODE: HYBRID

A survey of the neurological, sensory, orthopedic, communicative, and social disabilities, including autism spectrum disorders, present in children and the impact of these on the psychological and academic development of the child. Students will also examine the effect of the disabilities on cognitive, mental, and social growth, the factors to be considered in assessment and rehabilitative developments, and strategies for professional collaboration to meet students' needs. (NJPST 2)

Standards Addressed:

NJPST 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.

Learning goals:

- Explain the characteristics, diagnosis, and prevalence of common exceptionalities in the P-12 student population.
- Demonstrate an understanding of the differences in the social and academic development of students with diagnosed exceptionalities.
- Describe accommodations and modifications to help exceptional learners be successful in school.
- Outline factors that sometimes contribute to societal understanding and myths of exceptionalities.

Book:

Hallahan, D.P., Kauffman, J. M, & Pullen P.C. (2022). *Exceptional learners: Introduction to special education* (15th ed.). Pearson.

LITERACY IN PRACTICE (3 credits)
(OR SECONDARY TEACHING FOR DIVERSE LEARNERS (3 credits) - below)
56:300:525
MODE: Hybrid
P3 and ELEMENTARY CANDIDATES

Course description:

This course will focus on applying literacy instruction and assessment as a co-requisite with the field placement. Students will expand their knowledge of the types, characteristics, and applications of commonly used and evolving literacy approaches, measures, and practices. Students will also develop expertise in identifying students' literacy needs and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs, including those with diverse social, cultural, linguistic, and literacy learning needs. (NJPST 2, 6, 7, 8). (Co-req Clinical Practice II)

Standards Addressed:

NJPST 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.

NJPST Standard Six: Assessment

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

NJPST 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

NJPST 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.

Learning goals:

- Collect a variety of comprehension strategies to use for a variety of reading difficulties.
- Demonstrate knowledge of and skill of how to choose, evaluate, and implement research-based assessments and assessment practices based on students' developmental and academic needs.
- Evaluate instructional materials, teaching approaches, assessment tools, and intervention strategies for struggling readers.
- Design and implement student directed literacy instruction.

Book:

Morse, T. (2021) *Fundamental strategies for presenting remedial instruction*. Kendall Hunt.
Zucker, T.A. & Cabell, S. Q. (2024). *Strive-for-five conversations: A framework that gets kids talking to accelerate their language comprehension and literacy*. New York: Scholastic.

SECONDARY TEACHING FOR DIVERSE LEARNERS (3 credits)

(OR LITERACY IN PRACTICE (3 credits) - above)

56:300:526

MODE: HYBRID

SECONDARY CANDIDATES

Course description:

This course is for secondary teacher candidates to implement practices and learning experiences for diverse learners, implementing a variety of research-based methods to create a classroom environment rich in learning activities that reflect each student's language proficiency and learning style. Students will identify students' learning needs and use that information for planning, implementing, and evaluating evidence-based interventions, and explore various influences, including cultural and linguistic backgrounds and exceptionalities. (NJPST 2, 6, 8). (Co-req Clinical Practice II).

Standards Addressed:

NJPST 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.

NJPST Standard Six: Assessment

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

NJPST 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.

Learning goals:

- Learn to modify and accommodate learning activities for students who are performing above and below grade level.
- Design effective MLL instruction for content curriculum.
- Demonstrate knowledge of and skill of how to choose, evaluate, and implement research-based assessments and assessment practices based on students' developmental and academic needs.
- Evaluate instructional materials, teaching approaches, assessment tools, and intervention strategies for struggling readers.

Book:

Echevarria, J., Vogt, M.E., & Short, D.J. (2018) *Making content comprehensible for secondary english learners: the SIOP model*. (3rd ed.) Pearson.

Doubet, K.J. & Hockett, J. A. (2015) *Differentiation in middle and high school: Strategies to engage all learners*. ASCD.

AUTISM AND SPECTRUM DISORDERS (3 credits)

56:300:533

MODE: HYBRID

Course description:

This course will provide an in-depth analysis of the characteristics, language development, social relationship development, and instructional methods and interventions for individuals with autism spectrum disorders (ASD). In addition to specialized practices, students will learn how to modify instruction in general education classes to meet the needs of students with ASD. (NJPST 2, 3, 8)

Standards Addressed:

NJPST 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.

NJPST 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

NJPST 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.

Learning goals:

- Explain the identification and classification process for and describe the characteristics of children with ASD.
- Examine how a spectrum disorder is defined and the various manifestations of ASD.
- Identify evidence-based interventions and strategies ASD children.
- Explore research based supports for ASD students in the general and special education setting.

Book:

Boutot, E. Amanda (2017). *Autism Spectrum Disorders*. Second Edition, Boston, MA: Pearson

Kendorski, J. G. & Fisher, A.G. (2018). *Childhood autism spectrum disorder:evidence-based assessment and intervention*. Momentum Press Health.

Prelock, Patricia A.; McCauley, Rebecca J.; Charman, Tony.; Fuller, Elizabeth A. (2021). *Treatment of Autism spectrum disorder. Evidence-based intervention strategies for communication and social interactions*. Newburyport: Brookes Publishing.

INCLUSIVE TEACHING METHODS (3 credits)

56:300:531

MODE: HYBRID

Course description:

This course will provide an in-depth look at inclusive practices in typical and atypical environments. Students will explore collaboration and understand the process of developing a cohesive classroom environment for all learners. (NJPST 1, 2, 4, 5, 6, 7, 8, 10).

Standards Addressed:

NJPST 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.

NJPST 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.

NJPST 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.

NJPST 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.

NJPST Standard Six: Assessment

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

NJPST 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

NJPST 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 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.

Learning goals:

- Demonstrate an understanding of the development of atypical and typical learners in the classroom
- Demonstrate an understanding of what collaboration is and how it can be used to meet the needs of

students.

- Demonstrate an understanding of the characteristics of effective differentiated instruction
- Develop an understanding of both RTI and MTSS
- Demonstrate knowledge of planning and instructional practices to effectively meet the needs of diverse learners in the classroom

Book:

Mastropieri, M.A.& Scruggs, T. (2018) The inclusive classroom: Strategies for effective differentiated instruction. (7th ed.) Pearson

ASSESSMENT AND EVALUATION IN SPECIAL ED (3 credits)

56:300:539

MODE: HYBRID

Course description:

This course will provide an overview of the knowledge, skills, and understanding of assessments related to students with disabilities in general and special education settings. The types and characteristics of developmentally appropriate assessments, both formal and informal, and the use of assessment to set instructional goals, monitor progress, determine the effectiveness of instruction, and the assessments to determine behavioral, academic, and remedial goals. (NJPST 6)

Standards Addressed:

NJPST Standard Six: Assessment

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

Learning goals:

- Students will learn how to make ethical and reasonable decisions about assessments and assessment practices for atypical learners.
- Students will be ethical, informed, and competent developers, users, and consumers of a variety of assessment tools for atypical learner
- Students will understand how assessments plays an integral role in the lives of students and teachers for atypical learner
- Students will explore the various types of assessments and how they are used to provide information and drive instruction and behaviors for atypical learner

Book:

Assessing Students with Special Needs (2018) Eighth Edition Effie P. Kritikos, Northeastern Illinois University
James A. McLoughlin, Cleveland State University Rena B. Lewis, San Diego State University Pearson

THE SPECIAL EDUCATION PROCESS (3 credits)

56:300:332

MODE: HYBRID

Course description:

An analysis of the special education process from initial identification to transition into adulthood and independence. Students will learn the principles of collaboration, both internal and external, in the classroom, school, and special education procedures and the categories of disabilities. (NJPST 9, 10, 11)

Standards Addressed:

NJPST 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

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Demonstrate an understanding of the special education process, from the I & RS identification process through classification and IEP implementation
- Identify key law cases that have shaped current special education practices
- Identify and demonstrate an understanding of the core principles of special education
- Demonstrate an understanding of modifications and accommodations and how they benefit students with special needs
- Demonstrate an understanding of educational rights for students with disabilities
- Identify the continuum of services available to students with special needs.
- Develop an understanding of both RTI and MTSS

Book:

Kauffman, J.M., Hallahan, D.P., & Pullen, P.C. (2024) *Handbook of special education*. Pearson

A Teacher's Guide to Special Education Author: David F. Bateman and Jennifer L. Cline (Free)

LEARNING ENVIRONMENTS FOR SPECIAL EDUCATION (3 credits)

56:300: 538

MODE: HYBRID

Course description:

This course will provide an overview of the knowledge and understanding of learning environments, including how to implement positive behavioral supports, how to form collaborative partnerships between and with student's families, education specialists, and educators, and provide an understanding of the modifications and materials needed for students with disabilities in both general and special education settings. (NJPST 1, 2, 3,7)

Standards Addressed:

NJPST 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.

NJPST 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.

NJPST 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

NJPST 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

Learning goals:

- Develop an understanding of what equitable access for all learners means.
- Examine the key characteristics of inclusive educational practices.
- Identify programs to support inclusive classroom experiences for diverse learners.
- Explore ways to introduce inclusive strategies into classrooms.

Book:

Inclusive Practices in Today's Schools: A Practical Guide for Classroom Teachers, 9th edition
Published by Pearson (August 5, 2024) © 2025

Kauffman, J.M. (2022) *Revitalizing special education: Revolution, devolution, and evolution (2022)*. Emerald Publishing Limited.