

SPECIAL EDUCATION

Interim Chair: Ai Kamei, Department of Special Education
Graduate Program Director: Carol McArthur-Amedeo

The programs in teacher preparation, link research and practice by ensuring candidates have the opportunity to work with students, teachers, and school leaders in a wide range of local school, university, and community settings. They are designed to instill a commitment to lifelong learning. Undergraduate and graduate teacher education candidates must complete an approved content area major (e.g., Art, Biology, English, Spanish, History, Mathematics) or equivalent to be recommended for the Early Childhood, Elementary, or Content Teaching Credential in New Jersey.

Faculty

Danielle Frith, Specialist Professor. B.S., Monmouth University; M.A., Rider University; ABD, Temple University.
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Wendy Harriott, Associate Professor (Graduate Faculty).
Interim Dean, School of Education. B.S., Bloomsburg University; M.S., Marywood College; Ph.D., Pennsylvania State University. Professional interests include special education, behavior management, and inclusive education.
wharriot@monmouth.edu

Mary Haspel, Assistant Professor. B.A., M.A., The Catholic University of America; Ph.D., West Virginia University. Applied Behavior Analysis, Autism, education policy.
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Ai Kamei, Associate Professor and Interim Chair (Graduate Faculty). B.A., M.S., Osaka Kyoiku University, Japan; Ph.D., The University of North Carolina at Greensboro.
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Stacy Lauderdale-Littin, Associate Professor (Graduate Faculty). B.S., Clemson University; M.A., California State University, Northridge; Ph.D., BCBA-D, University of California, Riverside. Professional interests include autism spectrum disorders (ASD), teacher implementation of evidence-based practices for students with ASD, and student-teacher relationships.
slauderd@monmouth.edu

Kathryn Lubniewski, Associate Professor. B.S., M.A., Ed.D., West Virginia University. Professional interests include collaboration, differentiated instruction, and technology as it relates to special education.
kservili@monmouth.edu

Carol McArthur-Amedeo, Senior Lecturer, Assistant Department Chair and M.S.Ed. Special Education Program Director. M.A., Fairleigh Dickinson University; Ed.D., Rutgers University. Professional interests include teacher retention in special education, science education, and students with emotional and behavioral disabilities.
cmcarthu@monmouth.edu

Courses

EDS-330 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood Credits: 3

Prerequisite(s): EN-101 and EN-102 and ED-250, pass ED-PRETEST, and a minimum G.P.A. of 3.00

Course Type(s): WT

Philosophical, historical, and legal foundations of special education. The Council of Exceptional Children (CEC) Code of Ethics and Standards for Practice are studied. Exploration of the similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with disabilities across the lifespan, including adolescent concerns and transition to adulthood. Examination of the educational implications of characteristics of various exceptionalities such as Autism Spectrum Disorders (ASD), Specific Learning Disabilities (SLD), ADHD, intellectual & developmental disabilities, emotional disabilities, and orthopedic impairment. Educational implications for learners from diverse cultures and second language learners will also be addressed through discussions on family characteristics and family systems theory. An overview of a continuum of service delivery models will be explored with implications for various learners. Education majors only. Clinical hours required.

EDS-332 Family/School/Community Partnerships and Resources, P-12 Credits: 3

Prerequisite(s): ED-250 and EDS-330;

Term Offered: All Terms

Course Type(s): None

Focus on the legal and historical perspectives of family involvement in special education. Family systems theory and parent-professional partnerships in decision making are included for all learners, P-12. Identifying appropriate community resources for persons with and without disabilities and their families and strategies for transition and career planning are addressed. Education majors only. A minimum GPA of 3.00 is required to take this course.

EDS-336 Classroom Management Credits: 3

Prerequisite(s): EDS-330 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): None

The study and application of various theories of behavior management for students with and without disabilities. Practical application of theories for classrooms are included. Addressing social competence skills and facilitating positive interpersonal relationships in classrooms are discussed. Clinical Experience hours required. Education majors only.

EDS-337 Special Education Strategies in P-6 Social Studies and Content Instruction Credits: 3

Prerequisite(s): EDS-330, EDS-336, EDS-338 and EDS-350

Term Offered: All Terms

Course Type(s): None

Course content includes the development of educational programs and applications of social studies and content area curricula, methods, and materials appropriate for the strengths and needs of all students, including those with disabilities, in inclusive settings in P-6 schools.

Course content will emphasize national and state standards for social studies education, cross-curriculum integration, particularly world languages and culture, personal and social problem solving, and situated cognition in social studies education learning. The essential elements of planning, instruction using technology, and assessment based on research and data are explored to teach students, including those with disabilities. Focus on identifying and creating adaptations to support students with difficulty learning in inclusive classrooms. Education majors only. A minimum GPA of 3.0 is required to take this course. Clinical hours required.

EDS-338 Assessment Approaches, P-12 Credits: 3

Prerequisite(s): EDS-330 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): None

An introduction to the use of assessment in making decisions about instructional grouping, exceptionality, eligibility, and educational programming. Students in this course will learn about ethical standards for professional practice and standardized and teacher-developed assessment procedures. Practice is provided in using assessment data to make decisions about placement in a curriculum, pupil progress, appropriate measurable long-term goals and short-term instructional objectives, and selection of instructional strategies. The importance of parent participation in decision-making is included. Use of formal and informal assessment strategies are included. Education majors only.

EDS-342 Instructional Methods and Materials for Students with Disabilities Credits: 3

Prerequisite(s): EDS-330, EDS-336, EDS-338, and a minimum G.P.A. of 3.00

Term Offered: Spring Term

Course Type(s): None

Study and application of research-based methods, curriculum, and materials for students with disabilities. Focus on identifying and creating accommodations and modifications to meet the needs of all students in special education and inclusive settings. Includes pedagogy that is applicable to teaching literacy to struggling readers and students with disabilities, including literacy in the content areas. Clinical hours required. Education majors only.

EDS-350 Individualizing Curricula and Systematic Instruction for Special Education Credits: 3

Prerequisite(s): EDS-330 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): None

The development and application of research-based, effective teaching techniques, necessary adaptations, and supports to meet the learning needs of exceptional students, prescriptive models for intervention, and ways of observing, recording, and responding to behaviors. Clinical Experience hours required. Education majors only.

EDS-352 Curricula, Methods, and Materials for Learners with Difficulties Credits: 3

Prerequisite(s): EDS-330, EDS-336, EDS-338 and a minimum G.P.A. of 3.00

Term Offered: All Terms

Course Type(s): None

The development of educational programs and applications of curricula, methods, and materials appropriate for the strengths and needs of all students with disabilities and/or difficulties in special education and inclusive settings. Focus on identifying and creating adaptations to support students with difficulty learning in classrooms. Clinical Hours required. Education majors only.

EDS-398 Special Topics in Special Education Credits: 1-3

Course Type(s): None

An intensive study of a particular subject or problem in education to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. A minimum G.P.A. of 3.00 is required to take this course. If a prerequisite is required it will be announced in the course schedule.

EDS-399 Independent Study in Special Education Credits: 3

Term Offered: All Terms

Course Type(s): None

Independent study in special education in an area not substantially treated in a regular course offering under the supervision of a special education faculty member; written evaluation of the research is required. For students with superior ability. Students must have a minimum G.P.A. of 2.75 to take this course, along with prior permission of the directing professor and department chair.

EDS-499 Independent Study in Special Education Credits: 3

Term Offered: Spring Term

Course Type(s): None

Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.