

# SPECIAL EDUCATION— LEARNING DISABILITIES TEACHER CONSULTANT ENDORSEMENT ELIGIBILITY, M.A.

NJCU offers a 39-credit Master of Arts degree in Special Education with Learning Disabilities Teacher Consultant (LDTTC) Program for New Jersey teachers who are already certified to teach special education or an allied field and who have had at least one year of teaching experience under a CEAS or Standard Certificate. A copy of the certificate must be submitted to Graduate Admissions when applying for the LDTTC endorsement.

Completion requires field experiences and two practicums. The candidate is responsible for enlisting an experienced and certified LDTTC who is willing to volunteer as a mentor, ensure the principal's permission to engage in field and practicum experiences at the school, and satisfactorily complete all course work and key assessments.

For Cluster I only, candidates may take courses year round including in summer. NO summer coursework is offered or available after completion of Cluster I. Coursework that applies to this M.A. in Special Education with LDTTC Program includes Clusters I, II and III. Cluster I applies only to the Master's Program, not to the Certificate Only Program.

Cluster I is offered throughout the year but Clusters II and III are offered in the fall and spring. Once a candidate begins Cluster II, the first two courses begin in the fall. Six credits are required each semester for the remaining two years of program.

Up to nine (9) credits can be transferred into Cluster I. No transfer of credits is permitted for courses in Clusters II and III. NO summer courses are offered or available in Clusters II and III.

Upon completion of the program, candidates must have three years of teaching experience, one of which must be under a Standard instructional certificate to apply for the LDTTC endorsement. Application should be made through the Center for Teacher Preparation and Partnerships in P203A or email [gradcert@njcu.edu](mailto:gradcert@njcu.edu).

## REQUIREMENTS FOR ADMISSION ARE:

- Official transcript(s) with 3.0 out of 4.0 or higher cumulative GPA
- Essay (250-500 words)
- Recommendation letter from principal, vice principal, or instructional supervisor
- A copy of standard certification(s)
- An employment verification letter from a school official on school letterhead documenting at least one year of full-time teaching experience and current employment as a teacher
- Interview, as necessary

Cluster I courses apply only to the Master's with LDTTC. They cannot be taken contiguously with Cluster II or Cluster III courses.

Applicants for the M.A. in Special Education with LDTTC. Program must be certified to teach special education or an allied field, and have achieved a minimum grade point average of 3.00 out of a possible 4.00. Applicants with degrees from out-of-state universities must have their credentials evaluated by the New Jersey Department of Education prior to admission, and have submitted an official copy of the State's evaluation along with their application to the Graduate Office.

## TRANSFER CREDITS

Candidates must apply for transfer credit of up to 9 semester hours toward Cluster I requirements, providing (1) they achieved a B or higher, (2) the course(s) were taken within seven years of acceptance into the LDTTC program, and (3) the course(s) has(have) remained substantively the same as the current course offering at NJCU. Candidates wishing to transfer credits within Cluster I ONLY should fill out the transfer of credits request form from the Transfer Resource Center. See <https://www.njcu.edu/admissions-aid/transfer-student-admissions/transfer-resource-center/transfer-forms>.

## MAJOR REQUIREMENTS

The LDTTC endorsement eligibility program begins with Cluster II each fall semester. Cluster I courses are taken individually and not as a cohort. However, Clusters II and III courses are taken as a cohort in fall and spring. Candidates in Clusters II and III are required to take two courses each semester. All of the courses are taught online with the exception of three courses in Cluster III that are blended. The Office of Special Education enrolls candidates in Cluster II and III courses close to the beginning of the fall and spring semesters. The three blended courses meet one day a month on Saturdays for a full day. The Office of Special Education enrolls candidates in Clusters II and III courses. Once accepted to the Masters in Special Education with LDTTC endorsement eligibility program, candidates must take all coursework through NJCU.

Each candidate must ensure documented enlistment of a volunteer who is a qualified LDTTC mentor and secure his/her principal's permission to participate in the following experiences:

- Consult with a qualified, certified district employed LDTTC who volunteers to serve as a mentor and who is currently assigned to the school, preferably one who has a minimum of three years of experience
- Design assessment plans based on referral issues
- Complete learning evaluations for students referred for child study, preferably students at different age/grade levels
- Use a variety of testing material, conduct observations and review records as required
- Score assessments and write reports in consultation with the LDTTC mentor
- Contribute to and develop Individualized Education Plans by making educational recommendations to remediate diagnosed learning difficulties
- Consult with administrators, teachers, child study team and parents; participate in planning and child study team meetings; interpret the results of evaluations and remediation plans to other professionals and parents

- Utilize trial teaching and other strategies to address the learning needs of students demonstrating learning differences and difficulties

and consultation, to ensure the permission of the principal and to satisfactorily complete all coursework.

Code	Title	Credits
<b>Cluster I Courses</b> <sup>1</sup>		<b>15</b>
SPEC 600	Introduction to Learning Disabilities	3
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 606	Lifespan Assessment in the Care and Education of the Handicapped	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
<b>Cluster II: LDTC Core Requirements</b> <sup>2</sup>		<b>12</b>
SPEC 670	Remed. Of Lrng Disabilities	3
SPEC 672	Physiological and Learning Factors in the Edu of Child w Disabilities	3
SPEC 702	Cognition, Motivation, and Instructional Practice	3
SPEC 697	Diagnose Chldrn Lrng Disabili	3
<b>Cluster III: Clinical Core Requirements</b> <sup>3</sup>		<b>12</b>
SPEC 673	Func.On The Child Study Team	3
SPEC 674	Interpersonal & ConsTech Sp Ed	3
SPEC 698	Practicum in Learning Disabilities I: Diagnosis <sup>4</sup>	3
SPEC 699	Practicum in Learning Disabilities II: Remediation <sup>4</sup>	3
<b>Total Credits</b>		<b>39</b>

- Cluster I courses may be taken summer, fall, or spring as desired.
- Cluster II must be taken two courses per semester with Departmental permission on completion of Cluster I coursework.
- Cluster III must be taken two courses per semester with Departmental permission on completion of Cluster II coursework.
- The practicum provides opportunities for a candidate to apply his/her knowledge and skills under the supervision of a university professor and an appropriately experienced LDTC identified by the candidate. Typically, the practicum is completed while the candidate continues teaching.

Once accepted into this program, candidates are required to take all courses in Clusters II and III at NJCU.

Admission to the thirty-nine (39) credit MA with LDTC endorsement eligibility program is for New Jersey teachers who are already certified to teach special education with a CEAS or Standard instructional certificate and have had at least two years of successful teaching experience. The LDTC endorsement eligibility program (Clusters II and III) begins in the fall semester each year. Once accepted to this program candidates are required to take all courses in Clusters II and III at NJCU.

Completion of this program requires demonstration of skill in field experiences including two 50- hour practicums. Candidates are required to enlist the support of a qualified LDTC mentor willing to volunteer to supervise his/her administration of testing/report writing

<b>First Year</b>		
<b>Semester 1</b>		<b>Credits</b>
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 600	Introduction to Learning Disabilities	3
<b>Credits</b>		<b>6</b>
<b>Semester 2</b>		
SPEC 606	Lifespan Assessment in the Care and Education of the Handicapped	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
<b>Credits</b>		<b>6</b>
<b>Summer 1</b>		
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
<b>Credits</b>		<b>3</b>
<b>Total Credits</b>		<b>15</b>

<b>CLUSTER II</b>		
<b>First Year</b>		
<b>Semester 1</b>		<b>Credits</b>
SPEC 670	Remed. Of Lrng Disabilities	3
SPEC 672	Physiological and Learning Factors in the Edu of Child w Disabilities	3
<b>Credits</b>		<b>6</b>
<b>Semester 2</b>		
SPEC 702	Cognition, Motivation, and Instructional Practice	3
SPEC 697	Diagnose Chldrn Lrng Disabili <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>12</b>

<b>CLUSTER III</b>		
<b>Second Year</b>		
<b>Semester 1</b>		<b>Credits</b>
SPEC 673	Func.On The Child Study Team	3
SPEC 698	Practicum in Learning Disabilities I: Diagnosis <sup>2</sup>	3
<b>Credits</b>		<b>6</b>
<b>Semester 2</b>		
SPEC 674	Interpersonal & ConsTech Sp Ed	3
SPEC 699	Practicum in Learning Disabilities II: Remediation	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>12</b>

- A grade of B or better is required in SPEC 697 in order to enroll in SPEC 698.
- A grade of B or better is required in SPEC 698 in order to enroll in SPEC 699.

***Student Learning Outcomes***

Upon completion of the Special Education-Learning Disabilities Teacher Consultant Endorsement Eligibility program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils' developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Use appropriate technology in carrying out their professional responsibilities.