ED.M. PROGRAM IN SPECIAL EDUCATION
SEQUENCE FOR TEACHER OF STUDENTS WITH DISABILITIES AND GIFTED EDUCATION
Leading to NJ Teacher of Students with Disabilities Certification and Rutgers Graduate Certificate in Gifted Education

I. PROGRAM DESCRIPTION: The master’s degree program in special education and gifted education provides advanced graduate preparation for general education teachers seeking Teacher of Students with Disabilities licensure and the Rutgers Graduate Certificate in Gifted Education. This program prepares educators to meet the needs of exceptional students in educational settings.

NJDOE requires a standard Instructional Certificate or Certificate of Eligibility with Advanced Standing (CEAS) in a subject area other than English as a Second Language to issue a TOSD certification. Therefore this program is only available to applicants who hold an instructional certificate other than ESL.

Course work addresses the instructional needs of students with mild and moderate disabilities and the academic and affective needs of gifted learners. The 36-credit program is composed of a special education core (21 credits) and a gifted education core (15 credits).

The special education core develops competencies in the assessment and remediation of students with learning disabilities, collaborative teaching/consultation skills, and knowledge about New Jersey special education law.

The gifted education core develops competencies in the foundational knowledge and standards of the field, collaborative and responsive teaching, evidence-based instructional strategies, development of specialized curricula, and the design and improvement of programs and services for gifted learners.

Students not interested in pursuing a master’s degree but interested in obtaining the Teaching Students with Disabilities endorsement should apply for admission into the 21-credit non-degree program. A student working on the non-degree program who later decides to be in the master’s degree program must seek admission to the degree program prior to completing 12 applicable credits.

II. APPLICATION DEADLINES:
Fall admission - February 1 deadline
Spring admission - October 15 deadline
Summer admission - May 15 deadline

III. APPLICATION REQUIREMENTS: To be considered for admission to the program, applicants must provide the following before the deadline:
1. A photocopy of a New Jersey Standard Instructional Certificate or a Certificate of Eligibility with Advanced Standing (CEAS) showing certification other than English as a Second Language.
2. Personal statement
3. Three letters of recommendation*
4. Official undergraduate and graduate transcripts

*NOTE: The recommendation requirement is waived for any applicant who has successfully completed at least 15 credits, with a B+ average, in the non-degree Special Education endorsement program.
IV. **HOW TO APPLY:** Applications are submitted online at the Graduate Admissions website: [http://gradstudy.rutgers.edu/](http://gradstudy.rutgers.edu/)

1. Click on “Apply Now” and follow the instructions given.
2. Choose "Degree Application", for Application Type.
3. For Program Name choose "Education: Special Education" from the drop down menu.
4. Across from “Education: Special Education 15293", click the link for the semester you want to apply for.
5. Under First Preference Concentration, choose “Teacher of Students with Disabilities & Gifted Ed". (2nd and 3rd preferences can be left blank.)
6. Complete the application by providing the requested information.
7. Supporting materials must be submitted online or mailed to the Graduate Admissions office at Office of Graduate and Professional Admissions (New Brunswick), Rutgers, The State University of New Jersey, 65 Davidson Road, ASB, Suit 200L, Piscataway, NJ 08854.
8. Enter payment information for the non-refundable application fee.
9. Submit your application and authorize payment for the non-refundable application fee.

V. **PROFESSIONAL EDUCATION REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>05:300:480G</td>
<td>Literacy for Students with Disabilities</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:293:522</td>
<td>Learning Disabilities</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:293:523 or 05:300:481G</td>
<td>Inclusive Teaching in Education Materials and Methods in Special Education</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:293:525 or 05:300:383G</td>
<td>Psychology of the Exceptional Child Introduction to Special Education</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:293:533</td>
<td>Assessment and Measurement for Special Education</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:293:534</td>
<td>Classroom Organization for Inclusive and Special Classrooms</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:299:516 or 05:300:495G</td>
<td>Literacy Development in the Elementary and Middle School</td>
<td>Grad 3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Special Education Core</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:294:531 or 05:300:320G</td>
<td>The Gifted Child Introduction to Gifted Education</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:294:532 or 05:300:322G</td>
<td>The Social and Emotional Development of Gifted Children The Social and Emotional Needs of Gifted Learners</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:294:533</td>
<td>Curriculum and Instruction for the Gifted</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:294:534</td>
<td>Gifted Program Development</td>
<td>Grad 3</td>
</tr>
<tr>
<td>15:294:535</td>
<td>Clinical Placement and Practicum</td>
<td>Grad 3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

G Course must be 300-level or above to count towards graduate credits. 300- and 400-level courses must be registered for with a G-prefix.

VI. **PORTFOLIO:** Students will archive artifacts from various GSE courses via an online instructional and evaluation system as directed by faculty.

VII. **HIB TRAINING:** All candidates for certification must complete pre-service training in the prevention of harassment, intimidation, and bullying (HIB)

VIII. **COMPREHENSIVE EXAMINATION:** No comprehensive examination is required.
VII. PROGRAM FACULTY:

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