

Special Education-General Education

**Virginia Commonwealth University**  
**School of Education**  
**Department of Counseling and Special Education**

**Special Education – General Education**  
**M.Ed. Program handbook**

**August 2020**

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Table of Contents

Overview.....	3
Welcome!.....	3
Program Goal .....	3
Candidate Learning Outcomes.....	4
General Graduate Student Information .....	5
State and National Accreditation Standards.....	6
Program Map.....	7
Requirements .....	7
Degree .....	7
Curriculum .....	7
VDOE Testing Requirements .....	9
Certificate .....	9
Teacher Preparation and Externship.....	10
E-Portfolio.. .....	11
Comprehensive Exam.....	11
Graduation Application .....	13
File for Licensure.....	13
Advising program.....	14
Faculty Advisors .....	14
VCU SOE Student Service Center.....	14
Course Descriptions.....	16
Course Offering & Rotation.....	20
Appendices .....	21

## Overview

### Welcome!

We are pleased that you are considering becoming eligible to teach special education and have chosen Virginia Commonwealth University's graduate program. Since the decision to pursue this career goal is critical, we want you to have as much information as possible about what is involved in meeting this goal.

The purpose of this handbook is to describe policies, course offerings, and program requirements for earning the credentials needed to teach in special education-general. Additional sources of information may be found at the [VCU Graduate School](#), the [School of Education](#) website, the [School of Education Student Service](#) website, and the [Counseling and Special Education](#) website (<https://soe.vcu.edu/departmentpages/counseling-and-special-education/>). If you have additional questions, you may arrange an appointment with an advisor for the special education-general program or contact the program coordinator at [ccchen@vcu.edu](mailto:ccchen@vcu.edu).

We look forward to your participation in the Special Education-General program!

### Program Goal

The Master of Education in Special Education - General Education is accredited by the National Council for Accreditation of Teacher Education and the Council for Exceptional Children. It is designed and delivered FULLY ONLINE to prepare graduates with the professional knowledge and skills needed to work in a variety of settings, such as general education classrooms (where children with special needs are being taught inclusively and collaboratively), resource rooms, self-contained settings or classrooms, and various community environments.

Special training is provided in teaching reading and language, behavior management, and the use of interactive strategies that teach positive social skills. Candidates are prepared to work with students in completing a variety of transitions, such as from special education to the general education classroom or from high school to employment and independent living.

Program course work encompasses broad concepts of education, research, development, related disciplines and special education to build a foundation of professional knowledge and understanding. Specialized courses develop the intensive diagnostic, remedial, decision-making and consultative skills and understandings required of a professional in a special education-general education setting, including the ability to recognize educational and social problems, to formulate effective individualized instructional interventions using a variety of methodologies and modifications, to incorporate accommodations and transitions into program plans and to consult productively with appropriate personnel in the development of maximum educational opportunities for students with high-incidence disabilities. In addition to course work,

## Special Education-General Education

candidates will create an electronic portfolio that will showcase their knowledge, skills and dispositions in the special education general curriculum.

The program offers candidates the opportunity to complete clinical placements in their own classrooms or schools with approval from VCU faculty and supervision by trained personnel. Placement opportunities for clinical experiences include a range of public and private schools and mental health programs that allow graduate students to select field experiences that are consistent with their professional goals. Previous teaching experience is valued but not required. Students will have the opportunity to complete a practicum in addition to the externship. When students complete the program, they are eligible for licensure by the Virginia Department of Education with an endorsement to teach students enrolled in special education, the general curriculum in grades K-12. Candidates are offered the option of taking a full-time or an on-the-job externship during their final semester.

Candidates who do not already hold a teaching license must meet both licensure and degree requirements before the awarding of the Master of Education degree unless exempted as a professional from another discipline. Candidates should plan carefully with their advisors to ensure that the appropriate courses and experiences are completed. Successful completion of the degree program leads to an endorsement in special education - general curriculum.

### Candidate Learning Outcomes

1. Demonstrate content knowledge in special education: Candidates demonstrate content knowledge in special education, as evidenced by the final electronic portfolio and case study paper.
2. Effectively plan instruction: Candidates demonstrate that they can effectively plan classroom-based instruction or activities for other roles as special educators, as evidenced by the Universal Design for Learning/collaboration unit plan.
3. Effectively apply knowledge, skills, and dispositions (clinical experience): Candidates demonstrate knowledge, skills, and dispositions are applied effectively in practice, as evidenced by summative evaluation using the VCU School of Education Clinical Evaluation Continuum.
4. Effect on student learning: Candidates demonstrate effects on student learning as evidenced by the lesson planning and implementation during the student reaching externship
5. Demonstrate proficiency aligned to Council for Exceptional Children (CEC) Initial Preparation Standards: Candidates further demonstrate proficiency on CEC competencies, as evidenced by the assessing a child/IEP assignment, the multicultural poster and paper, and the functional behavior assessment/behavior intervention plan.

## General Graduate Student Information

### VCU Graduate Bulletin

The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website ([www.graduate.vcu.edu](http://www.graduate.vcu.edu)) and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines. Visit the Graduate study section for additional information on academic regulations for graduate students (<http://bulletin.vcu.edu/graduate/>) Degree Candidacy Requirements

A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master's or doctoral status according to the degree candidacy requirements of the student's graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student's faculty regarding the student's academic achievements and the student's readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions. Visit the Graduate study section for additional information on degree candidacy requirements. (<http://bulletin.vcu.edu/graduate/>) Graduation Requirements

As graduate students approach the end of their academic programs and the final semester of matriculation, they must make a formal application to graduate. No degrees will be conferred until the application to graduate has been finalized. Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist. Visit the Graduate study section for additional information on graduation requirements. (<http://bulletin.vcu.edu/graduate/>)

## State and National Accreditation Standards

All initial programs School of Education courses are aligned to the InTASC Model Core Teaching Standards (InTASC) Appendix ( J). Course content, instruction, and relevant clinical experiences all align to state and national standards. For further information, please see:

Virginia Department of Education

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/>

More details are provided in Appendix H.

See also

InTASC [https://ccsso.org/sites/default/files/201712/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/201712/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

These agencies have presented "a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. More importantly, these Model Core Teaching Standards articulate what effective teaching and learning look like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real-world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching (InTASC, 2011, p. 3).

Appendix H shares the InTASC core teaching standards. For additional information on the Standards, Performances, Essential Knowledge, and Critical Dispositions for new and experienced teachers, please visit:

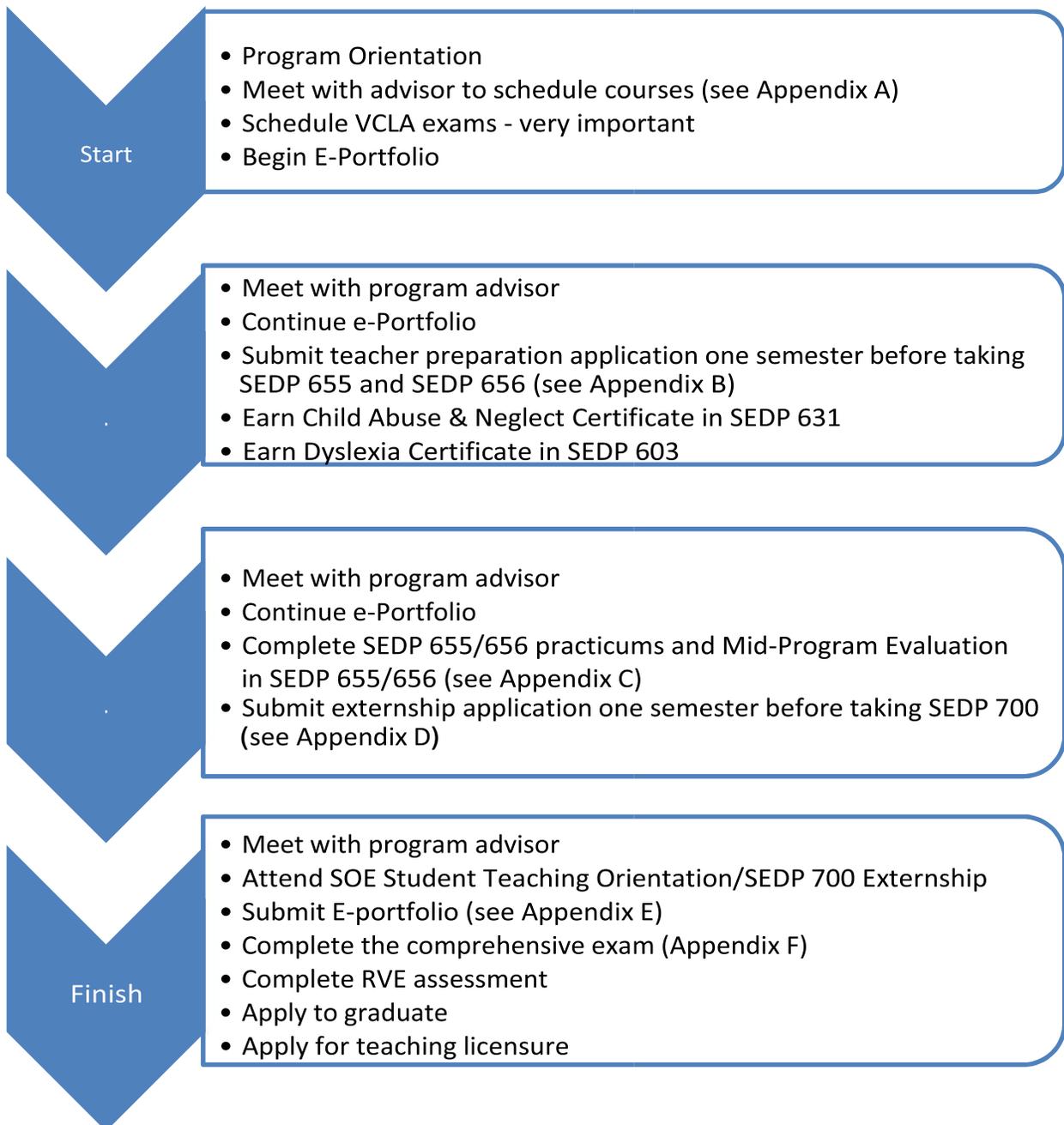
[https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

Further, program standards include those advocated by the Council for the Accreditation of Educator Preparation (CAEP). The Common Standards For Educator Preparation by The Council for the Accreditation of Educator Preparation is located in Appendix H. For more information, please see [www.teac.org/wp-content/uploads/2011/03/CAEP-standards.pdf](http://www.teac.org/wp-content/uploads/2011/03/CAEP-standards.pdf)

Additionally, all of VCU's special education programs are Accredited by the Council of Exceptional Children. The professional standards are found in Appendix I.

## Special Education-General Education

### Program Map



## Special Education-General Education

### Degree Requirements

In addition to general VCU graduate school graduation requirements, candidates are required to complete course work in core and elective courses.

1. Credit hour requirements: Candidates are required to complete a minimum of 37 credits.
2. Grade requirements: Receipt of a grade of C or below in two courses constitutes automatic dismissal from the program. Courses with a grade below C cannot be used to satisfy degree requirements.
3. Candidates have six years from the date of admission to graduate studies to complete the degree program and graduate. No courses older than five years at the time of graduation will be counted in a degree program. This academic rule applies to credit from VCU as well as credit from other institutions.

### Curriculum Requirements

Note: Candidates not having a provisional or professional collegiate teaching license in special education must take SEDP 630 Trends in Special Education as a prerequisite course.

Foundation course		
EDUS 607 (or EDUS	Advanced Educational Psychology for Elementary Teachers 617)	3
Research course		
EDUS 660	Research Methods in Education	3
Core courses		
SEDP 501	Characteristics of Students with High Incidence Disabilities	3
SEDP 531	Educational Foundations for Collaboration and Universally Designed Learning	3
SEDP 533	Educational Assessment of Individuals with Exceptionalities	3
TEDU 561	Reading Foundations: Sociological/Psychological Perspectives	3
SEDP 601	Methods I: Teaching Students in Special Education - General Education	3
SEDP 603	Theories, Assessment, and Practices in Reading for Students With High Incidence Disabilities	3
SEDP 611	Secondary Education and Transition Planning	2
SEDP 631	Classroom Management and Behavior Support for Students with Disabilities	3
SEDP 651	Math Methods and Online Instruction	3
SEDP 655	Practicum A: For Special Education in Elementary General Education Environment	1
SEDP 656	Practicum B: For Special Education in a Secondary General Education Environment	1
SEDP 700	Externship	3
Total Hours		37

## Special Education-General Education

### Virginia Department of Education Testing Requirements

(Note. For the special education-general program, individuals are expected to complete the exam by the time they complete the first nine credit hours of coursework (1<sup>st</sup> semester). You will want to discuss with your advisor/Student Services your plan for completing this exam to be certain of requirements.

#### Virginia Communication and Literacy Assessment (VCLA)

This assessment is composed of two areas—reading and writing. The test measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community. Individuals are asked to demonstrate comprehension and analysis of readings; development of ideas in essay form on specific topics, outlining and summarizing; interpreting tables and graphs; mastery of grammar and mechanics; vocabulary; and writing.

Individuals should complete the VCLA and Praxis Math in combination, for admission into the Teacher Preparation Program. For the special education-general program, individuals are expected to complete the VCLA exam by the time they complete the first nine credit hours of coursework (1<sup>st</sup> semester). You will want to discuss with your advisor/Student Services your plan for completing this exam to be certain of requirements.

#### Certificate Requirements

##### 1. Child Abuse and Neglect Certificate

Students, working toward the M.Ed., must receive training on child abuse and child abuse laws. SEDP 631 Classroom Management and Behavior Supports for Students with Disabilities fulfills this requirement. Candidates will complete a Child Abuse and Neglect Certificate ([http://www.doe.virginia.gov/teaching/licensure/child\\_abuse\\_training.shtml](http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml)) while enrolled in this course. Candidates should print a copy of this document, and maintain a copy in their e-Portfolio for later submission for graduation/licensure.

##### 2. Dyslexia Certificate

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. To meet the requirements, VDOE has developed an online Dyslexia Awareness Training Module (<http://www.doe.virginia.gov/teaching/licensure/dyslexiamodule/story.html>). Candidates in SEDP 603: Theories, Assessment, and Practices in Reading, will complete this training. Candidates should print a copy of this document, and maintain a copy in their e-Portfolio for later submission for graduation/licensure.

##### 3. Crisis Prevention Certificate

Effective July 1, 2020, Virginia Legislation (House Bill 894) requires education preparation programs offered by public institutions of higher education and private institutions of higher

## Special Education-General Education

education to ensure that, as a condition of degree completion, each student enrolled in the education preparation program receives instruction on positive behavior interventions and supports; crisis prevention and de-escalation; the use of physical restraint and seclusion, consistent with regulations of the Board of Education; and appropriate alternative methods to reduce and prevent the need for the use of physical restraint and seclusion. Candidates enrolled in SEDP 631 Classroom Management and Behavior Supports for Students with Disabilities will complete a series of modules online. Upon completion of the modules, candidates will be able to print a certificate of completion. The certificate must be included in your E-portfolio.

### Teacher Preparation and Externship Requirements

#### 1. Teacher Preparation Program (See Appendix B)

The School of Education, in cooperation with the College of Humanities and Sciences, offers extended teacher preparation programs in special education. All initial licensure programs require clinical experiences throughout the program. During the initial stages of a program, these experiences occur as practica in varied placements in K-12 education relevant to the candidate's program. Each program also requires a capstone clinical experience in the form of student teaching (externship). Teacher candidates are required to complete practicum experiences in SEDP 602: Methods II. , Admission into the Extended Teacher Preparation Program is required prior to enrolling in this course. For more information about the Extended Teacher Preparation Program and admission requirements and the deadline for application, please schedule a time to meet with Student Services and/or confer with a program advisor.

#### 2. SEDP 655 and SEDP 656 Practicum Experiences

The practicum is that component of an M.Ed. Special Education-General program in which the prospective teacher participates in observations and guided instructional opportunities under the supervision of a special education classroom teacher in a public school. This is often the first time candidates participate in a school setting in a role other than that of the student. Candidates will enroll in SEDP 655 and SEDP 656 and will be required to complete a total of 60 hours (30 hours per practicum) of observation and guided instructional opportunities under the supervision of a classroom teacher. SEDP 655 will be an elementary school experience, and SEDP 656 will be in a secondary school experience. Students must be admitted into the Extended Teacher Preparation Program prior to enrolling in SEDP 655 and SEDP 656.

The goal of the practicum is to provide an experience involving observations and participation in classroom settings composed of students with high-incidence disabilities. More specifically, during the practicum, the student will:

- Be provided opportunities to observe developmental patterns and behavioral characteristics of students with cognitive disabilities;
- Be provided opportunities for observing teaching methods, collaboration, and the implementation of various behavior management strategies;

## Special Education-General Education

- Be provided gradually increasing participation in non-teaching, school-related activities which they will be expected to perform as student teachers;
- Be provided opportunities for observing the role and relationship of the teacher to all other people involved in the school program: i.e., other teachers, students, parents, administrators, related service providers, etc.;
- Be provided with opportunities as a professional to interact with students; ○ Be provided with opportunities to learn the philosophy, purpose, and organizations of the school and school district
- Begin to develop professional knowledge and dispositions.

### 3. Mid-Program Disposition Evaluation (See Appendix C)

Candidates who enroll in SEDP 655/656 will work with their instructor to complete the mid-program disposition evaluation.

### 4. Student Teaching Externship Applications (See Appendix D)

Candidates are required to submit Student Teaching Externship Application the semester prior to taking student teaching. Students will confer with Student Services (<https://ssc.vcu.edu/>) and their advisor on completing the application and deadlines for submission.

### 5. SEDP 700 Externship

All students who have enrolled in SEDP 700: Externship will be required to attend a School of Education student teaching orientation at the start of their final semester.

Students should review the Student Services (<https://ssc.vcu.edu/>) website and be on the lookout for email notification for details about the meeting date and location. Externship (or Internship)/ student teaching is the culminating activity for all of the programs offered in the School of Education and gives students an opportunity to demonstrate what they have learned during their professional academic preparation. Every teacher is a unique individual, and each of you brings uniqueness to your teaching. There are, however, requirements that all externs and student teachers must meet to successfully complete their program. Therefore teacher candidates will receive a Student Teaching Handbook during orientation that will describe the externship process and provide the extern/student teacher, the cooperating teacher, and the university supervisor with an understanding of the common expectations for externship/student teaching. All externs or student teachers receive academic credit for the externship experience. E-Portfolio Requirement (See Appendix E)

The Special Education electronic portfolio is one of the culminating program evaluations for teacher candidates in the M.Ed. program. The e-Portfolio will reflect the teacher candidate's expertise in lesson planning, student assessment, academic creativity, and professional progress that will be developed over the course of their program. Candidates will demonstrate mastery of knowledge, skills, and dispositions that are aligned with the VCU School of

## Special Education-General Education

Education, Special Education-General Education program, and state and national standards that maximize educational opportunities for students with disabilities.

Each semester candidates are required to upload key assignments to their e-Portfolio, provide reflection, and link content to associated standards. E-portfolio checks will be held each semester to be certain students are maintaining components of their e-Portfolio. For additional e-Portfolio requirements and for information on creating the e-Portfolio, please see Appendix E.

Candidates will need to submit their final e-Portfolio for evaluation. Please see the ePortfolio handbook (Appendix E) for the grading rubric and other specifics about submission.

### Comprehensive Exam

Teacher candidates will need to complete the comprehensive exam in their final semester of the program prior to graduation. Further information about this requirement will be provided.

### Graduation Application

At the beginning of each semester, all matriculated graduate students will receive an email reminder from the Office of Records and Registration/Graduation Office to initiate the application-to-graduate process for the current semester. The email notification will be sent to the official VCU student email address and will include submission deadlines and guidelines. Students planning to graduate in the current semester should proceed as follows: (please see the link, <http://bulletin.vcu.edu/academic-regs/grad/graduation-info/>, for detail)

- Complete the application to graduate procedure on eServices. The VCU application to graduate will be provided during this process.
- Complete the VCU application to graduate according to the instructions provided. A separate application to graduate is required for each program from which the student intends to graduate.

### File for Licensure

Those pursuing the M.Ed. in the special education-general curriculum should obtain and file the needed forms, including required signatures, through the Student Services Center for Virginia teaching licensure.

## Special Education-General Education

### Advising Program

#### Faculty Advisors

## Special Education-General Education

A Special Education faculty will be assigned to assist teacher candidates who are admitted into graduate school for the special education-general program. Individuals must schedule a meeting to meet with advisors each semester to review the program of study. Individuals can confer with advisors at any mutually convenient time, but particularly before registering for any courses. It is especially important that meetings with advisors are held to review the program of study and to develop contractual agreements. Contact with advisors should be maintained until degree requirements are completed. Below please see the contact information.

Colleen Thoma Professor Email: <a href="mailto:cathoma@vcu.edu">cathoma@vcu.edu</a> Phone: 804-827-2651 Office: Oliver Hall, 4055	Chin-Chih Chen Associate Professor Email: <a href="mailto:ccchen@vcu.edu">ccchen@vcu.edu</a> Phone: 804-827-1239 Office: Oliver Hall 4046
Kevin Sutherland Professor Email: <a href="mailto:kssuther@vcu.edu">kssuther@vcu.edu</a> Phone: (804) 827-2652 Office: Oliver Hall, 4053	Serra T. De Arment Assistant Professor Email: <a href="mailto:dearmentst@vcu.edu">dearmentst@vcu.edu</a> Phone: (804) 828-7783 Office: Oliver Hall, 4048

VCU School of Education, Student Services Center

Teacher candidates should also access the VCU School of Education Student Services Center for questions regarding general advising, information on programs of study or requirements for graduation, or for general advice regarding continuation in a current program. Please find a link to the VCU School of Education, Student Services center by clicking the link: [Student Service Center \(https://ssc.vcu.edu/\)](https://ssc.vcu.edu/)

## Special Education-General Education

### Course Descriptions

The Special Education-General Education concentration is a 37 credit-hour master's degree program that can be completed either full time (9 credit hours or more) or on a part-time basis.

1. Prerequisite course (Note: Candidates not having a provisional or professional collegiate teaching license in special education must take SEDP 630 Trends in Special Education as a prerequisite course. Meets minimal requirement for a provisional license)

SEDP 630 Trends in Special Education (Semester course, 3 credits)

Includes an overview of legislation and case law pertaining to special education, characteristics of individuals with and without exceptionalities including growth and development from birth through adolescence, mainstreaming, integration/inclusion, transition, and classroom adaptations for educating students with disabilities in the least restrictive environments. Candidates will become familiar with the general characteristics of children with and without exceptionalities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning.

2. Foundations course

*EDUS 607 (or EDUS 617) Advanced Educational Psychology (Semester course; 3 credits)*

Application of the principles of psychology to the teaching-learning process in the elementary classroom. The discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the educator and administrator.

3. Research course

*EDUS 660 Research Methods in Education (Semester course; 3 credits)*

Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures, and processes appropriate for use in basic, applied, and developmental research. Includes developing skills in critical analysis of research studies. Analyzes the assumptions, uses, and limitations of different research designs. Explores methodological and ethical issues of educational research. Students either conduct or design a study in their area of educational specialization.

4. Core courses

*SEDP 501 Characteristics of Students with High Incidence Disabilities (Semester course; 3 credits)*

Focuses on characteristics and identification of individuals with learning disabilities, emotional disturbance, intellectual disabilities, developmental delay, the less severe autism spectrum disorders, traumatic brain injury and other health impairments throughout the lifespan, as well as providing information on effective educational, psychosocial and behavioral interventions that serve as adaptations to the general curriculum. The possibilities of co-morbid or multiple

## Special Education-General Education

conditions, coupled with cross-categorical instructional settings, warrant a class that examines all eligibility categories of students served under the special education, general curriculum.

### *SEDP 531 Educational Foundations for Collaboration and Universally Designed Learning (Semester course; 3 credits)*

Focuses on providing candidates with the knowledge of the foundation for educating students with disabilities, as well as the principles and processes for collaboration and consultation with educational colleagues, community professionals, and families. Covers the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the U.S. Discussions and readings will focus on creating and maintaining inclusive schools, effective communication strategies for building successful collaborative teams, and universally designed instructional strategies to use in co-taught classrooms.

### *SEDP 533 Educational Assessment of Individuals with Exceptionalities (Semester course; 3 credits)*

Focuses on current assessment theory, procedures, and instruments used to evaluate students with high incidence disabilities in grades K through 12. The examination of both formal and informal assessment and their application in an educational setting and the designing of IEPs will be emphasized. The course will include the historical, philosophical and sociological foundations of the instructional design based on assessment data (relationships among assessment, instruction and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance).

### *TEDU 561 Reading Foundations (Semester course; 3 credits)*

The purpose of this course is to provide a basic understanding of the theories, processes, and methodologies of reading instruction. Multidisciplinary, multicultural aspects of reading instruction are stressed. Topics of particular importance to the classroom teacher are emphasized.

### *SEDP 601 Methods I: Teaching Students in Special Education General Education (Semester course; 3 credits)*

Provides an introduction to instructional strategies and organization of activities, including curriculum, media, materials, and physical environment for children in grades K-12 with high incidence disabilities. Candidates will develop skills to plan and deliver instruction in a variety of educational settings such as inclusive classrooms, resource rooms, self-contained classes, and residential programs.

### *SEDP 603 Theories, Assessment, and Practices in Reading for Students with High Incidence Disabilities (Semester course; 3 credits)*

## Special Education-General Education

Prerequisite: TEDU 561. Designed to prepare special education teachers to instruct students with high incidence disabilities who exhibit reading deficits. Strategies, techniques, and methods will be analyzed for their appropriate use with different types of reading/language problems. The course includes assessment practices and the use of instruments that form the basis for instructional planning.

### *SEDP 611 Secondary Education and Transition Planning (Semester course; 2 credits)*

Explores the literature, research, issues, and trends that are relevant to high school-aged students with high incidence disabilities as they prepare for their transition to life after high school. Focus is on providing candidates with the ability to prepare their students and work with their families to promote successful student transitions throughout the educational experience including postsecondary training, employment and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations. The full range of functioning is addressed in the areas of education, employment, social/emotional functioning, personal and daily living issues.

### *SEDP 631 Classroom Management and Behavior Support for Students with Disabilities (Semester course; 3 credits)*

Provides an in-depth analysis of theoretical models, research, and strategies for supporting the positive behavior of students with various disabilities. Emphasis is on developing, implementing, and evaluating behavior management programs in special education programs, including a functional assessment of behavior. This course will help develop a candidate's ideas about examining the behaviors of students with special needs in school settings, including an understanding and application of classroom and behavior management techniques and individual interventions. Techniques and approaches taught will promote skills that are consistent with norms, standards, and rules of the educational environment and will be diverse based upon behavioral cognitive, affective, social, and ecological theory and practice. As part of the course requirements, candidates complete approved modules in child abuse and neglect recognition and intervention. They will also complete modules in Crisis Prevention.

### *SEDP 651 Math Methods and Online Instruction (Semester course; 3 credits)*

Students will be introduced to current theory and best practices of mathematical instruction from K-12. They will be able to relate their learned knowledge of number and number sense; computation and estimation; measurement and geometry; probability and statistics; patterns, functions, and algebra to their instruction. Students will identify the risk factors associated with mathematics disabilities and learn intervention strategies to address the needs of students with disabilities.

### *SEDP 655 Practicum A: For Special Education in Elementary General Education Environment (Semester, 1 credit)*

M.Ed. Candidates will participate in 30 hours of supervised practicum activities within the public schools at the elementary level. The goal of this course is to provide special education candidates with real-world experience developing, implementing, and monitoring progress of

## Special Education-General Education

special education students within the general education environment. As part of the course, special education candidates will develop and implement an inclusive Universal Design for Learning Unit plan within the academic (reading or mathematics) curriculum. The unit will include ties to the Virginia Standards of Learning, plan for collaboration with general education teachers, five traditional lesson plans, an online lesson, and a unit assessment. and an Individual Education Program (IEP) using collaboration with parents, general education teachers, and the student. Additionally, the special education candidates will reflect on the effectiveness of the unit plan for students with special needs or other students at-risk.

*SEDP 656 Practicum B: For Special Education in a Secondary General Education Environment (Semester course; 1 credit)*

M.Ed. candidates will participate in 30 hours of supervised practicum activities within the public schools at the secondary level. The goal of this course is to provide special education candidates with real-world experience developing, implementing, and monitoring progress of special education students within the general education environment. As part of the course, special education candidates will develop and implement an inclusive Universal Design for Learning Unit plan within the academic (reading or mathematics) curriculum. The unit will include ties to the Virginia Standards of Learning, plan for collaboration with general education teachers, 5 traditional lesson plans, an online lesson, and a unit assessment, and an Individual Education Program (IEP) using collaboration with parents, general education teachers, and the student. Additionally, the special education candidate will reflect on the effectiveness of the unit plan for students with special needs or other students at-risk.

*SEDP 700 Externship (Semester course; 3 credits)*

The externship experience for M.Ed. candidates require the study and integration of theory with practice in a clinical setting supervised by an approved professional and university faculty member. This externship includes planned site visits by the university faculty member (at least four of the visits will be observations of the student in a teaching situation). During the semester-long externship, candidates are in classrooms full time for a minimum of 300 hours with at least 150 hours spent supervised by a fully licensed, experienced teacher in direct teaching activities within the special education, general curriculum. The supervision provided emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parents, and students with disabilities.

**Special Education-General Education**

**Course Offering and Rotation**

Course Offering

The Department cannot guarantee that every course will be offered as planned. Candidates are asked to meet with their advisors for orientation at the start of the program and during each semester for a specialized sequence of courses.

For course offerings, each semester, visit <http://www.pubapps.vcu.edu/scheduleofclasses/>.

Course Rotation

Below is a sequence of courses that candidates can follow and register for in the order that is given.

<b>Summer Start (part-time)</b>
<b>Summer</b>
SEDP 501 SEDP 533
<b>Fall</b>
SEDP 531 TEDU 561
<b>Spring</b>
SEDP 603 EDUS 607
<b>Summer</b>
SEDP 611 SEDP 631
<b>Fall</b>
SEDP 601 SEDP 655 SEDP 656 SEDP 607
<b>Spring</b>
EDUS 660 SEDP 700

<b>Fall Start (part-time)</b>
<b>Fall</b>
SEDP 501 SEDP 531
<b>Spring</b>
SEDP 533 TEDU 561
<b>Summer</b>
SEDP 611 SEDP 631
<b>Fall</b>
SEDP 607 SEDP 601 SEDP 655 SEDP 656
<b>Spring</b>
SEDP 603 EDUS 607
<b>Summer</b>
EDUS 660
<b>Fall</b>
SEDP 700

<b>Post-bac/COVE Fall Start</b>
<b>Fall</b>
EDUS 607 EDUS 660
<b>Spring</b>
SEDP 607 SEDP 700

**Appendices**

Appendix A. Graduate Program Student Agreement

Appendix B. Teacher Preparation Application Form

Appendix C. Mid-Program Evaluation

Appendix D. Externship Application Form

Appendix E. e-Portfolio prior to Fall of 2019 & Beyond

Appendix F: e-Portfolio Fall of 2019 & Beyond

Appendix G: Comprehensive Exam Study Guide

Appendix H: VDOE Alignments

Appendix I: CEC Alignments

Appendix J: InTASC alignments