

# Department of Exceptional Education

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The Department of Exceptional Education offers programs in special education, ESL and gifted education.

## Special Education

### Master's Level Licensure Program

The undergraduate, pre-professional program in special education complements a professionally oriented master's degree program designed to prepare special education teachers. This program provides the requisite course offerings and experiences that form the foundation for admission to the Master of Arts in Teaching (M.A.T.) degree program in special education. Completion of the M.Ed. program is required for licensure in special education: general curriculum K-12 or licensure in special education early childhood (birth-age 5). Candidates completing the special education early childhood program will also be eligible for early childhood preK-3rd grade licensure.

Teacher candidates completing the professional licensure program must meet a set of content and specific teaching area criteria that has been established by the Commonwealth of Virginia as well as most other states. In order to meet these requirements, students are advised to major in a liberal arts or science major. The Interdisciplinary Liberal Studies (IDLS), a major that provides students in the pre-professional program extended breadth and integration across the content areas of English/language arts, history/social studies, mathematics and the natural sciences is recommended though other majors may be selected with the approval of the special education program.

The special education pre-professional program enables one to become knowledgeable about the characteristics, diagnosis and remediation of children with developmental delays, learning and behavior problems. Students completing the five year licensure program are prepared to serve as teachers of students with disabilities in a variety of educational placements. The licensure program is designed to prepare resilient educators who are advocates for children and youth with disabilities, are qualified for the complexity of their professional roles and are reflective problem-solvers. The program includes extensive field experiences.

Students should consult with the department head or undergraduate coordinator early during the first year or as soon thereafter as possible to obtain information concerning General Education, IDLS or other liberal arts or science majors, and special education requirements as well as the requirements for admission to Teacher Education.

The IDLS major is assigned two advisers. One adviser is the adviser for the education pre-professional licensure program who will guide the student through the licensure program requirements. The other adviser is the IDLS adviser who will guide the student through the IDLS major requirements. Students should plan on consulting both advisers regularly. Typically, the education adviser is assigned when the student meets with the head of his or her licensure program and elects the licensure program. This may be as early as the first semester of the first year. The IDLS adviser is assigned when the first year student advising folders are transferred to the IDLS office (second semester, first year). Students are required to check with advisers regularly to ensure timely graduation.

It is important for students to understand that they must meet the requirements for a baccalaureate degree and successfully complete all undergraduate pre-professional courses and experiences prior to being fully admitted to the M.A.T. program. Students must complete the M.A.T. program satisfactorily in order to be recommended for a teaching license in special education through JMU.

Students should note that prerequisites and corequisites are required for many of the courses included in the pre-professional special education program. Exceptions to meeting those requirements must be approved by the Exceptional Education department head.

Students should also be aware that program requirements may change at any time reflecting changes in teacher licensure enacted by the Virginia Department of Education or other accrediting agencies after the catalog copy is approved. Therefore, it is especially important for students to confer with their advisers and the program coordinator on a regular basis.

### Special Education Non-Teaching Minor

The special education program also offers an 18 credit hour non-teaching, undergraduate minor. This minor is intended for students who wish to acquire professional knowledge related to assisting individuals with disabilities but who do not want to pursue a Virginia teaching licensure.

### Gifted Education

The Department of Exceptional Education offers an add-on endorsement in gifted education at the graduate level only. See the graduate catalog for information.

## Special Education Licensure Program Requirements

Completion of the five-year professional program may lead to eligibility for a Virginia teaching license for the following areas: special education general curriculum K-12 or special education early childhood birth through age five.

Assessment occurs each semester and performance will be reviewed at each assessment gate. Candidates must demonstrate satisfactory performance before moving on to the next semester. Satisfactory performance includes a "C" or better in course work, demonstration of professional behaviors, and acceptable performance in practicums and on key assessments.

To be recommended for licensure, all students must meet the following requirements:

- Complete General Education and IDLS/liberal arts or science major requirements.
- Complete the special education pre-professional program as it corresponds to the related teaching track.
- Meet all admission and retention criteria for teacher education.
- Meet admission requirements for the special education M.A.T. program.
- Complete the graduate portion of the licensure program.

The following courses are included for all candidates enrolled in the pre-professional (undergraduate) program in special education:

	Credit Hours
GPSYC 160. Life Span Human Development	3
EXED 200. Nature and Issues of Disabilities	3
EDUC 360. Foundations of American Education	3
EXED 300. Educational Technology for Students with Disabilities	1
EXED 341. Characteristics of High Incidence Disabilities	4
EXED 340. Classroom Observation in Special Education	1
EXED 443. Assistive Technology Use for Individuals with Disabilities	2
EXED 485. Systematic Behavioral Interventions	3
TESL 426. Concepts in First and Second Language Acquisition	3
	23

### Additional course work required for ECSE Track:

	Credit Hours
ECED 371. Practicum in Early Childhood Education	1
ECED 372. Introduction to Early Childhood Education	3
ECED 401D. Diversity and Differentiation	3
ECED 412. Nature and Social Sciences for Young Children	3
ECED 441. Practicum in Child Development	1
ECED 442. The Young Child	3
ECED 443. Practicum in Early Childhood Education	1
ECED 444. Children and Mathematics	3
EXED 465. Perspectives in Early Childhood Special Education	3
EXED 471. Practicum in Integrated Primary Special Education	1
READ 366. Early Literacy Development and Acquisition	3
READ 436. Literacy in Learning in the Elementary Classroom	3

### Additional course work required for the K-12 Track:

Credit Hours

READ 430. Development, Assessment and Instruction of Literacy	3
MAED 430. Teaching Math in K-12 Grades	3
EDUC 310. Teaching in a Diverse Society	3
EXED 312. Field Experience in Special Education and Diversity	1
EXED 350. Psychoeducational Assessment of Learning and Behavior Problems	3
EXED 440. Classroom Management & Professional Collaboration	3
EXED 450. Principles of Specialized Reading Instruction	3
EXED 455. Collaborative Teaching for Learners with Disabilities	3
EXED 470. Directed Practicum in Special Education	3
EXED 475. Individualized Education Programs and Curriculum-Based Assessment	3

Candidates beginning the graduate portion of the program must meet all Graduate School requirements and criteria for admission; it is expected that students will complete the admission process early in their senior year. In addition, candidates must meet all graduate level graduation requirements. See the Graduate Catalog for additional details. The following courses are included in the graduate portion of the licensure program in special education. Note that courses relate to either the special education general curriculum K-12 track or the special education early childhood birth through age five track.

ECSE (Birth-Five) Track	Credit Hours
ELED 632. Inquiry in Elementary Education	3
ELED 680. Reading and Research	1
EXED 505. Service Delivery Systems in Early Childhood Special Education	3
EXED 622. Assessment in Early Childhood Special Education	3
EXED 623. Programming in Early Childhood Special Education	3
EXED 625. Medical and Technological Aspects of Early Childhood Special Education	3
EXED 626. Practicum: Infants and Toddlers with Disabilities	3
EXED 627. Practicum: Early Childhood Special Education	3
EXED 650. Student Teaching in Special Education	6
EXED K-12 Track	Credit Hours
MSSE 630. Inquiry in Education	3
EXED 520. Differentiation of Instruction and Collaboration in Special Education	3
EXED 600. Instructional Methods in Special Education	3
EXED 610. Practicum in Special Education Instructional Methods	2
EXED 615. Transition Services for Students with Disabilities	3
EXED 650. Student Teaching in Special Education	6
EXED 650. Student Teaching in Special Education	6
EXED 670. Professional Practice Seminar	4
ECED 501. Workshop in Early Childhood Education Internship	3

## Recommended Schedule for Special Education (based on IDLS major)

First Year	Credit Hours
Cluster One: Skills for the 21st Century	12
General Education courses/IDLS	21
	33
Second Year	Credit Hours
GPSYC 160. Life Span Human Development	3
EXED 200. Nature and Issues of Disabilities	3
EXED 312. Field Experience in Special Education and Diversity	1
EDUC 310. Teaching in a Diverse Society	3
EDUC 360. Foundations of American Education	3
General Education courses/IDLS	17
	30

Third Year (K-12)	Credit Hours
EXED 300. Educational Technology for Students with Disabilities	1
EXED 340. Classroom Observation in Special Education	1
EXED 341. Characteristics of High Incidence Disabilities	4
EXED 350. Psychoeducational Assessment of Learning and Behavior Problems	3
MAED 430. Teaching Math in K-12 Grades	3
READ 430. Development, Assessment and Instruction of Literacy: K-12	3
Major requirements	14
	<hr/> 29

Third Year (ECSE)	Credit Hours
EXED 300. Educational Technology for Students with Disabilities	1
EXED 340. Classroom Observation in Special Education	1
EXED 341. Characteristics of High Incidence Disabilities	4
EXED 465. Perspectives in Exceptional Education	3
ECED 371. Practicum in Early Childhood Education	1
ECED 372. Introduction to Early Childhood Education	3
ECED 441. Practicum in Child Development	1
ECED 442. Child Development	3
Major requirements	12
	<hr/> 29

Fourth Year (K-12)	Credit Hours
TESL 426. First and Second Language Acquisition	3
EXED 440. Classroom Management and Professional Collaboration	3
EXED 450. Principles of Specialized Reading Instruction	3
EXED 455. Collaborative Teaching for Learners with Disabilities	3
EXED 470. Directed Practicum in Special Education	3
EXED 475. IEP and Curriculum-Based Assessment	3
EXED 485 Systematic Behavioral Intervention	3
Major requirements	9
	<hr/> 30

Fourth Year (ECSE)	Credit Hours
TESL 426. First and Second Language Acquisition	3
READ 366. Early Literacy Development and Acquisition	3
READ 436. Literacy in Learning in the Elementary Classroom	3
ECED 401D. Diversity and Differentiation	3
ECED 412. Natural and Social Science for Young Children	3
ECED 443. Practicum in Early Childhood Education	1
ECED 444. Children and Mathematics	3
EXED 471. Practicum in Integrated Primary Special Education	1
EXED 485 Systematic Behavioral Intervention	3
Major requirements	9
	<hr/> 31

## Teaching English as a Second Language

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The Teaching English as a Second Language (TESL) program is designed to enable students to complete the minor and add the TESL teaching area to another area in which they are licensed to teach. Although the focus of the program is on satisfying the requirements for teaching English as a Second Language, teacher candidates and students enrolled in other majors who are interested in second language acquisition may complete the TESL minor without completing all of the teacher licensure requirements.

College of Education: Department of Exceptional Education 183

Candidates must complete requirements beyond those courses listed in the minor in order to be recommended for TESL licensure. Candidates interested in teacher licensure should consult with the program adviser.

The mission of the minor in Teaching English as a Second Language is to prepare students to work effectively in promoting English language acquisition by children and adults who have not used English as their primary language. The minor will also serve to develop knowledge of cross-cultural education. The TESL minor draws heavily upon theories of linguistics, research on social and cultural variables that influence second language acquisition, and the knowledge required to facilitate second language learning.

Required Courses	Credit Hours
SCOM 248. Intercultural Communication or another course in the field of diversity and multiculturalism	3
TESL 425/525. Cross-Cultural Education	3
TESL 426/526. Concepts in First and Second Language Acquisition	3
TESL 428/528. Assessment for Curriculum Development in English as a Second Language	3
EXED 401. Issues in Exceptional Education when topic is Linguistics for Language Teachers	3
READ 430. Development, Assessment and Instruction of Literacy	3
	<hr/> 18

## Licensure to Teach ESL

### PreK-12

Through the state approved program at James Madison University, individuals who have completed requirements for an initial teaching license and for the TESL minor can complete the additional requirements to add English as a Second Language (ESL) to the license to teach in the public schools of Virginia. Candidates currently enrolled in initial teaching licensure programs may complete the TESL minor and licensure requirements in conjunction with completing their other preparation program or complete the additional teaching license requirements as post-baccalaureate students.

Individuals who complete the program are prepared to design activities to accommodate the linguistic and social needs of ESL students in PreK-12 and to serve as resource persons for classroom teachers.

The requirements for adding the ESL teaching endorsement are:

- Completion of teacher licensure requirements in another teaching area prior to completing this program.
- Completion of course work in a language other than English with proficiency at the intermediate level or above as determined by the JMU Foreign Language Department.
- Completion of the 18 credit hour minor in TESL (outlined above) and the 12 hours of professional courses given below.

Additional Requirements for Licensure	Credit Hours
A Modern Foreign Language	6
EDUC 381. Field Experience in English as a Second Language	3
EDUC 570. Methods of Language Teaching	3
	12

The ESL teacher preparation program is based upon three major assumptions:

- ESL teachers need to develop theories of teaching and learning, understand the nature of teacher decision-making in working with non-native language speakers, and develop their personal strategies for self-awareness and self-evaluation.
- ESL teachers should have proficiency at the intermediate level in at least one language other than English and possess a broad range of knowledge that provides the cultural context for teaching students from differing cultural backgrounds.
- ESL teachers must be reflective decision-makers based upon professional preparation that develops critical thinking and problem-solving skills.

The primary mission of the Teaching English as a Second Language program is the preparation of ESL teachers for the public schools of Virginia. The teachers will have knowledge and experiences designed to help them serve in educational settings as resource personnel to help accommodate the linguistic and social needs of ESL students; assess the quality of curricular and teaching practices for non-native students in regular classrooms; and contribute to the development and improvement of ESL and content-based education to students of other languages.

## Non-Teaching Minor Requirements

### Special Education Non-Teaching Minor

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The non-teaching minor program in special education is designed for students in other major fields who wish to acquire professional knowledge related to assisting individuals with disabilities but who do not want to pursue Virginia teaching licensure. All students seeking to complete the minor must meet with the non-teaching program adviser to develop an approved program of study. The completion of 18 credit hours of course credit is required for the minor.

Required Courses	Credit Hours
EXED 200. Nature and Issues of Disabilities	3
EXED 440. Classroom Management and Professional Collaboration	3
Choose two of the following	
EXED 310. Survey of Emotional/Behavioral Disorders	2
EXED 320. Survey of Learning Disabilities	2
EXED 330. Survey of Mental Retardation	2
EXED 375. Overview of Autism	3
	12

Electives (select six credits from the following):	6
EXED 202. Field Experiences in Special Education	
EXED 300. Educational Technology for Students with Disabilities	
EXED 306. Lifespan Issues for Individuals with Disabilities	
EXED 401. Issues in Exceptional Education	
EXED 465. Perspectives of Early Childhood Special Education.	
EXED 490. Special Studies in Special Education (requires permission of instructor)	
CSD 420. Introduction to Sign Language	
CSD 421. Sign Language II	
TESL 426. First and Second Language Acquisition	
	18