

---

# Exceptional Education

## *Dr. Maggie Kyger, Department Head*

Phone: (540) 568-6317

E-mail: [kygermm@jmu.edu](mailto:kygermm@jmu.edu)

Web site: <http://coe.jmu.edu/deptofex.html>

### Professors

C. Beverly, D. Herr, R. Linn, K. Santos, M. Slade

### Associate Professors

L. Deportes, M. Kyger, S. Lopes-Murphy

### Assistant Professors

S. Blatz, R. Evans, M. Manning, B. Quinn

### Instructors

B. Fogus, S. Chappel, D. Yancey

## Mission

The mission of the James Madison University professional education unit is to prepare caring, knowledgeable, skilled and reflective educators who believe that all students can learn and succeed. Our candidates and faculty are committed to lifelong learning and aspire to meet educational needs in a changing, pluralistic and democratic society. The personal and professional development of candidates is accomplished by emphasizing excellence and continuous innovation in quality undergraduate, graduate and professional programs.

James Madison University's College of Education is distinguished through faculty and candidate achievements, academic rigor, excellence in teaching, candidate and faculty interactions and relationships, technological innovations, and national recognitions. The college maintains relevance through active and growing interactions with other colleges within the university and with local, state, regional, national and international communities.

The college is committed to providing:

- graduate programs that emphasize advanced knowledge in a specialty area and the development of effective leadership and professional skills for addressing the needs of a changing society.
- continuing professional development and service programs in cooperation with public and private schools and agencies, other colleges, institutions, and businesses.

The undergraduate and graduate teacher education programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Virginia State Board of Education.

The basic philosophy of the college is reflected in the following goals:

- To educate men and women for the multiple professions included in the college at both the undergraduate and graduate levels, not merely by transmitting skills and knowledge but by stimulating creativity, developing cognitive abilities, and encouraging the testing of hypotheses and reinterpretation of the human experience.

- To encourage a balanced faculty orientation toward teaching, research, scholarship, community service and professionalism that recognizes individual strengths and preferences of the college's faculty.
- To create an environment that fosters an atmosphere of open communication among candidates, faculty members and community.
- To anticipate societal needs and provide necessary resources for implementing effective on- and off-campus programs now and in the future.

## Admission Criteria

In addition to The Graduate School qualifications for admissions, potential candidates must meet the following requirements.

Admission criteria and the application process vary with the type of program or an individual's status. Requirements may include:

- GRE scores at the 25th percentile or higher for all sections or acceptable Praxis scores for applicants seeking licensure via the graduate degree program.
- Undergraduate grade point average of 2.75 or higher.
- Baccalaureate degree from a regionally accredited college/university.
- Professional resume.
- Two letters of reference.
- A two- to three-page written statement (double spaced) describing the applicant's professional background, the educational issues that the applicant would like to address in the master's program and the applicant's long-term professional goals.
- Completion of the teacher education application packet. Contact the James Madison University Education Support Center (<http://coe.jmu.edu/esc/index.shtml>) for specific requirements.

The special education program offers Master of Arts (M.A.T.) and Master of Education (M.Ed.) degree programs leading to professional licensure and area endorsement in Virginia. The licensure programs are designed to prepare resilient teachers who are advocates for children and youth with disabilities, are qualified for the complexity of their professional roles, and are reflective problem-solvers. The department also offers a non-teaching concentration in the Master of Education degree. Additionally, two graduate level add-on endorsement programs, one in Gifted Education and one in Teaching English as Second Language are offered.

Candidates working toward the completion of either the M.A.T. or the M.Ed. degree programs, or either of the add-on endorsements programs must obtain at least a letter grade of "B" in all graduate level required or elective courses. Candidates who receive a letter grade lower than "B" must repeat the course. Should a candidate receive a letter grade of "B-" or "C" in a required or elective course external to the special education program, the "B-" or "C" may be offset by a letter grade of "A" as stipulated in The Graduate School grading policy; however, the three "C" dismissal policy still applies. Exceptions to all program requirements must be approved in writing by the graduate program coordinator, the Exceptional Education department head and by the dean of The Graduate School. When exceptions relate to licensure, the approval of the dean of the College of Education is also required.

## Department Mission and Outcomes

The Exceptional Education Department at James Madison University is committed to excellence in teaching, scholarship and service that will influence policy and practice related to the education of individuals with exceptionalities. Our mission is to prepare exemplary professionals to generate, use and disseminate knowledge about teaching, learning and human development to solve critical educational and human service problems in a diverse global community. To that end, graduates of the program will be able to:

- Demonstrate knowledge of characteristics and issues surrounding those areas of exceptionality identified for services through federal and state legislative mandates.
- Demonstrate knowledge of historical, current and emerging perspectives on theory and practice.
- Demonstrate understanding of social, cultural and linguistic influences on children, youth and adults who are exceptional learners.
- Demonstrate an understanding of principles of learning and theoretical approaches for cognitive, physical and behavioral intervention.
- Demonstrate a level of skill competence sufficient to assure positive growth and development in those individuals served.
- Serve as reflective, resilient teachers or professional service providers who are advocates for individuals with exceptionalities.

## Program Descriptions

### *M.A.T. in Special Education*

The Master of Arts in Teaching degree program is designed to lead to initial licensure in special education with specific concentrations in Special Education–General Curriculum K-12 or Special Education–Early Childhood (birth - age 5). Candidates completing the program are prepared to serve as teachers of individuals with disabilities in a variety of educational placements. There are two programs of study for students wishing to pursue an M.A.T. in Special Education. The first (the fifth year program) is a continuation of the undergraduate, pre-professional program in Special Education–General Curriculum K-12 and Special Education–Early Childhood (birth-age 5). The second (initial licensure program) is designed for individuals who already hold a bachelor's degree and are interested in pursuing initial licensure to teach Special Education–General Curriculum K-12 or Special Education–Early Childhood (birth - age 5).

### *M.A.T.: Fifth Year Program*

The undergraduate, special education pre-professional program at JMU complements this professionally oriented master's degree program by providing the requisite course offerings and experiences that form an appropriate foundation for admission to the fifth-year Master of Arts in Teaching (M.A.T.) degree program. Candidates must have successfully completed the special education undergraduate pre-professional program and meet all graduate admission requirements including satisfactory scores on the Praxis 1 and an undergraduate GPA of 2.75. Candidates must also be admitted to teacher education at JMU. This M.A.T. program includes a minimum of 30 credit hours of professional education course work on the graduate level. At least half of a candidate's program of study must be taken at the 600 level. A comprehensive examination, written and/or oral, will be completed during the candidate's final semester of this particular M.A.T. program.

### *Fifth Year General Curriculum K-12 Program*

Completion of this concentration is required for licensure in Special Education–General Curriculum K-12. Candidates completing this professional licensure program must meet a set of content and endorsement-specific criteria that have been established by the Commonwealth of Virginia. In order to meet these requirements, candidates at the undergraduate level will have completed the Interdisciplinary Liberal Studies (IDLS) major or an approved alternative major concurrently with the pre-professional program. It is important for candidates 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 this M.A.T. initial licensure program. Additionally, candidates must be fully admitted into the Teacher Education Unit (including passing scores on PRAXIS I) and demonstrate satisfactory performance at each program evaluation point.

## Fifth Year General Curriculum K-12 Program

Minimum Requirements <sup>1</sup>	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
	30

### *Fifth Year ECSE Program*

Completion of the early childhood special education (ECSE) concentration is required for licensure and endorsement in Special Education—Early Childhood (birth - age 5). This concentration is also offered in conjunction with the undergraduate pre-professional program in special education. As with the K-12 concentration, candidates completing this program must meet a set of content and endorsement-specific criteria that have been established by the Commonwealth of Virginia. In order to meet these requirements, candidates at the undergraduate level will have completed the IDLS major or an approved alternative major concurrently with the pre-professional program. It is important that candidates 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. Additionally, candidates must be fully admitted into the Teacher Education Unit (including passing scores on PRAXIS I) and demonstrate satisfactory performance at each program evaluation point.

### **Fifth Year ECSE Program**

Minimum Requirements	Credit Hours
MSSE 630. Inquiry in Education	3
EXED 505. Service Delivery 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 670. Professional Practice Seminar	4
	31

### *M.A.T. Program: Initial Licensure Program*

Candidates admitted to this program must have earned a bachelor's degree from a regionally accredited college or university. Candidates who have not completed the JMU undergraduate pre-professional program are required to provide transcript evidence that they have completed liberal studies and specified subject matter courses deemed necessary for pursuing licensure in special education. Those candidates not having such course work will be required to complete undergraduate-level, general education and/or subject matter content courses under the terms of provisional admission to graduate study as a degree-seeking candidate.

The initial licensure M.A.T. degree program must contain at least 30 credit hours of professional education course work on the graduate level. The total number of credit hours, however, will vary depending upon the educational background of the student. For the K-12 concentration, 18 additional credit hours of supporting prerequisite courses may be needed and for the ECSE concentration, 15 additional credit hours of supporting prerequisite courses may be needed. At least half of a candidate's program of study must be taken at the 600 level. In some rare cases, depending on a candidate's prior academic preparation, other prerequisite course work may be needed for unconditional admission to this graduate program and to meet teacher licensure requirements. A comprehensive examination, written and/or oral, will be completed during the candidate's final semester of this particular M.A.T. program.

### **General Curriculum K-12 M.A.T. Program**

Minimum Requirements <sup>1</sup>	Credit Hours
EXED 503. Application of Ed Tech for Students with Disabilities	1
EXED 512. Behavior Management in the Classroom	3
EXED 520. Differentiation of Instruction and Collaboration in Special Education	3
EXED 607. Curriculum and Methods in Special Education	3
EXED 610. Practicum in Special Education Methods	2
EXED 612. Psychoeducational Assessment of Learning and Behavior Problems	3
EXED 613. Teaching Individuals with Learning and Behavior Problems	3
EXED 615. Transition Services for Students with Mild Disabilities	3
EXED 502. Nature: Issues of Mild Disabilities	3
EXED 510. Individual Behavioral Interventions	3
EXED 504. Individualized Reading Intervention	3
EXED 650. Student Teaching in Special Education	6
EXED 650. Student Teaching in Special Education	6
Electives (by advisement only)	
CSD 540. Language Disorders	
TESL 526. Concepts of Language Acquisition	
PSYC 614. Advanced Developmental Psychology	
EDUC 620. Changing Contexts of American School	
MIED 530. Teaching Mathematics in the Elementary and Middle Grades	

An approved reading course

<sup>1</sup> Other courses may be determined by the individual needs of the candidate and approved by the adviser.

Note. The K-12 program requires two student teaching experiences (i.e., at upper and lower grade levels across multiple areas of disability). For candidates who have completed other licensure programs, one student teaching experience may be sufficient.

## ECSE M.A.T. Program

Minimum Requirements <sup>1</sup>	Credit Hours
EXED 503. Application of Ed Tech for Students with Disabilities	1
CSD 540. Language Disorders	3
EXED 505. Service Delivery in Early Childhood Special Education	3
EXED 621. Nature and Issues of 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 ECSE	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	3
Electives (by advisement only)	
EXED 512. Systematic Behavioral Health	
PSYC 614. Advanced Developmental Psychology	
EDUC 620. Changing Contexts of American School	

An approved reading course

<sup>1</sup> Other courses may be determined by the individual needs of the candidate and approved by the adviser.

## *M.Ed. in Special Education*

The M.Ed. in Special Education offers a non-teaching program of study for individuals who already hold a professional teaching license or those wishing to work with individuals with exceptionalities in areas other than teaching. Candidates who pursue the M.Ed. program typically do so to advance their knowledge of particular exceptionalities and further develop specific areas of interest. Graduates of this program often find employment in administrative or consultative roles, vocational programs, residential programs or other alternative service settings.

The M.Ed. is a 30 credit hour program with a minimum of 18 hours in special education or discipline related graduate courses. The remaining 12 hours include courses that meet specific individual needs and career objectives. Although the program is not designed to meet Virginia requirements for teacher licensure or endorsement, one's program of study may include courses that could subsequently qualify the graduate for additional endorsements in gifted education or ESL provided the individual already holds a valid Virginia teaching license. Included in the 18-hour core is an internship that may occur as a formal placement by the university or as a result of supervised employment. Certificate programs may be completed in various areas such as autism, gifted education and behavior management.

Minimum Requirements	Credit Hours
Choose 18 credit hours from the following (with adviser's approval):	
EDUC 525. Cross Cultural Education	3
EXED 512. Behavior Management in the Classroom	3
EXED 560. The Nature and Needs of the Gifted Learner	3
EXED 520. Differentiation of Instruction and Collaboration in Special Education	3
EXED 501. Workshop in Special Education when topic is Nature: Issues of Mild Disabilities	3
EXED 601. Collaboration and Supervision to Support Exceptional Learners	3
EXED 653. Internship in Special Education: Non-teaching	6
EXED 615. Transition Services for Students with Disabilities	3
EXED 621. Nature and Issues of Early Childhood Special Education	3
EXED 625. Medical and Technological Aspects of ECSE	3
Selected courses from the autism, ESL and/or gifted programs	
Additional electives (by advisement only) <sup>1</sup>	12
	30

<sup>1</sup> Electives may typically be chosen from the areas of communication sciences and disorders, human resource development, psychology, secondary education, early childhood and middle education, and exceptional education. Acceptable courses are determined by the individual needs of the candidate and approval of the adviser.

## Graduation

All requirements for the degree must be completed by the course work completion deadline in the semester in which the degree is conferred to receive a diploma dated the day of graduation. Applications for graduation should be completed early in the term in which the candidate plans to graduate. Candidates who will satisfy all degree requirements in the summer may participate in the spring commencement ceremony if they have completed an Application for Graduation form signed by their adviser and program coordinator, and they must be pre-registered for summer classes prior to the May commencement ceremony. Candidates must be enrolled during the semester in which the degree is to be conferred. It should be noted that applicants actually graduate and receive their degrees only when all requirements are satisfied. Candidates who do not satisfy all requirements for graduation will be notified of deficiencies and must re-apply for a later graduation date.

## Graduate Add-on Endorsement Programs

### *Teaching English as a Second Language (TESL)*

The Teaching English as a Second Language (TESL) graduate program is designed to enable students to 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, candidates who are interested in second language acquisition may complete the TESL program without completing all of the teacher endorsement requirements. Candidates must complete requirements beyond those courses listed in the program in order to be recommended for TESL licensure. Candidates interested in teacher endorsement should consult with the program adviser.

The mission of the Teaching English as a Second Language program is 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. They will also serve to develop knowledge of cross-cultural education. The TESL program 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.

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 be exposed to the learning of at least one language other than English at the intermediate level 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.

Required Courses	Credit Hours
EDUC 525. Cross-Cultural Education	3
EDUC 501. Special Topics in Education	3
When topic is Linguistics for Language Teachers	
EDUC 501. Special Topics in Education	3
When topic is Literacy Instruction for English Language Learners	
EDUC 570. Methods of Language Teaching	3
TESL 526. Concepts in Second Language Acquisition	3
TESL 528. Assessment for Curriculum	3
Development in English as a Second Language	
Additional courses required for endorsement include:	
A Modern Foreign Language	6
	24

### *Gifted Education*

The Gifted Education program is designed to enable students to add the K-12 Gifted Education Endorsement to an existing approved initial license in education.

The mission of the Gifted Education program is to prepare educators who skillfully contribute to the common good of society through competence in teaching and educational leadership in gifted education. All children are entitled to educators who are knowledgeable, enlightened, and competent, including our advanced and gifted learners. Only competent and knowledgeable educators can provide the necessary environment for the realization of the unique potentials of preK-12 gifted students in all areas of academic, artistic, creative, and intellectual endeavors. Without educational leaders, counselors, teachers, specialists, and all other support personnel gifted learners do not reach their full potentials nor does the greater global society.

### Gifted Education Program Requirements

Required Courses	Credit Hours
EXED 560. The Nature & Needs of Gifted Learners	3
EXED 565. Instructional Methods in Gifted Education	3
EXED 660. Curriculum Design in Gifted Education	3
EXED 665. Trends and Issues in Gifted Education	3
EXED 570. Practicum in Gifted Education	3
	15

# Course Offerings

## *Exceptional Education*

**EXED 501. Workshop in Special Education.** 3 credits.

Designed to provide an intensive study of a particular topic in Special Education. *Prerequisite: EXED 200 or permission of instructor.*

**EXED 502. Nature and Issues of Mild Disabilities.** 3 credits.

This course will focus on the current research base and professional practices and understandings of the characteristics, and learning and behavioral supports needed for students with high-incidence disabilities who are accessing the general education curriculum, including but not limited to students with: learning disabilities, emotional disturbance, mental retardation, developmental delay, autism, other health impairment, traumatic brain injury and multiple disabilities. Content will include an in-depth exploration of current issues impacting students with high incidence disabilities including: age span issues, emotional and behavioral adjustment, social development, language development, cognitive functioning, medical aspects, and cultural/ethnic and socioeconomic factors. *Prerequisite: EXED 200 or permission of the instructor.*

**EXED 503. Application of Educational Technology for Students with Disabilities.** 1 credit.

An introduction to instructional technology for persons with disabilities. The role of assistive technology in the educational process is investigated. Federal and state guidelines, interdisciplinary team functioning, and program as well as equipment selection are addressed. *Prerequisite: EXED 200 or permission of the instructor.*

**EXED 504. Literacy Acquisition & Development: Specialized Reading Instruction for Special Needs Students.** 3 credits.

The content of this course will focus on the acquisition and development of reading skills for students with disabilities. Content will include: Characteristics of students with reading disabilities; informal assessment strategies, the relationship of oral language to reading; stage-development of reading skills; research-based instructional methods; principles of specialized reading instruction; scientifically-based reading programs for students with disabilities; and collaboration with parents to enhance students' reading skills.

**EXED 505. Service Delivery Systems in Special Education.** 3 credits.

This course offers the student detailed experience in the numerous ways in which educational services are made available to children with disabilities, ages 0 to 5. Particular emphasis is placed on working cooperatively with parents in the development of the IEP and IFSP. *Prerequisite: Permission of instructor.*

**EXED 506. Overview and Assessment of Autism Disorders.** 3 credits.

This course is designed to provide an overview of the current issues involved in working with children who have been identified as having a disability on the autism spectrum. Areas addressed will include learning characteristics, current research and factors involved in causation, assessment and diagnosis. We will briefly discuss positive behavioral supports; social skills development; sensory processing, motor planning and sensory integration; and communication and language development as these will be covered in-depth in subsequent courses. A range of instructional methodologies and techniques will be emphasized throughout the course.

**EXED 510. Systematic Behavioral Interventions.** 3 credits.

An application of various systematic behavioral interventions to the management of behavior and learning of individuals with disabilities. Approaches to teach social skills are also addressed.

**EXED 512. Behavior Management in the Classroom.** 3 credits.

An application of behavior modification techniques to the control of discipline problems in the classroom. The use of these principles as an aid in learning is also stressed.

**EXED 520. Differentiation of Instruction and Collaboration in Special Education.** 3 credits.

Understanding students with disabilities and making accommodations in the general education classroom is paramount for student success. This course will address collaboration as related to teacher roles, the interface between general and special education, and the creation of instructional opportunities that are differentiated for diverse learners.

**EXED 530. Characteristics of Students with Visual Impairments.** 1 credit.

This course focuses on understanding the nature and issues of visual impairments. It includes overview characteristics of and services to persons with visual impairments, including the impact of visual impairments on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. It provides a framework for considering the educational, conceptual, psycho-social, and physical implications of a visual impairment. This course is delivered via a distance education format.

**EXED 531. Assistive Technology for Individuals with Sensory Impairments.** 2 credits.

This course focuses on specific technology and resources available to enhance and improve the abilities of individuals with sensory impairments to succeed in school, daily living activities, and employment. Access and evaluation issues related to the use of assistive technology for individuals with sensory impairments will be explored. *Prerequisite or corequisite: EXED 435/530.*

**EXED 532. Braille Code.** 3 credits.

This course provides instruction in the development, use, application, and evaluation of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, and develop the competencies for designing related instructional methodologies for teaching children who are blind to read and write. Students will demonstrate skills in assessing appropriate use of Braille code and Braille curricula. This course is delivered via an online education format. *Prerequisite or corequisite: EXED 435/530.*

**EXED 533. Orientation and Mobility.** 2 credits.

This course provides the foundation for analyzing the components and essence of orientation and mobility. It establishes how the need for independent travel by individuals with visual impairments created the field of O&M; explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel; and addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. This course is delivered via a distance education format. *Prerequisite or corequisite: EXED 435/530.*

**EXED 534. Curriculum and Assessment of Students with Visual Impairments.** 3 credits.

This course provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing, planning, and evaluating the educational programs for students with visual impairments. Also covered in this course are assessment technologies for students with visual impairments; determination of learning needs and appropriate learning media; and the relationship of assessment, IEP development, and placement in working with individuals, their families, and educational and service providers. This course is delivered via a distance education format. *Prerequisite or corequisite: EXED 435/530.*

**EXED 541. Low-Tech Assistive Technology.** 2 credits.

This course will focus on functional applications of low-technology solutions within the areas of self-care; mobility and transfer; communication; stability and support; sports, recreation, and leisure; and academic and work environments. The course will include exploration and opportunities to design and create low-tech devices for children and adults. *Prerequisites: EXED 300 and EXED 503.*

**EXED 542. Assistive Technology Computer Applications.** 3 credits.

This course is designed to enhance students' awareness and understanding of computer technology and its implications for individuals with disabilities. It will examine the accessibility of standard computer hardware and software as well as explore available assistive technologies designed to enhance computer accessibility and the functional capabilities of individuals with disabilities. Laboratory and demonstration experiences will enable students to better utilize devices and software in a variety of settings. *Prerequisites: EXED 300 or EXED 503, and EXED 441 or EXED 541, or permission of the instructor.*

**EXED 543. Use of Assistive Technology in Instruction for Individuals with Disabilities.** 2 credits.

This course is designed to enhance students' awareness and understanding of the range of assistive technologies available and their instructional implications for individuals with disabilities. Laboratory and demonstration experiences will enable students to select and utilize devices and software in settings serving individuals with disabilities. *Prerequisites: EXED 300 or EXED 503.*

**EXED 560. The Nature and Needs of Gifted Learners.** 3 credits.

The course emphasizes the developmental nature of gifted learners and their related learning characteristics and needs. The origins and nature of varying conceptions of giftedness are explored in relationship to appropriate educational services via the differentiated education for gifted learners. This course introduces the historical and theoretical foundations of gifted education.

**EXED 565. Instructional Methods in Gifted Education.** 3 credits.

This course content includes an understanding of both the theoretical and practical implementation of the appropriate instructional approaches for gifted learners. Adaptations and modifications to general methods and strategies will be included. Emphasis will be placed on the specific instructional strategies that promote appropriate academic rigor and learner independence. *Prerequisite: EXED 560.*

**EXED 570. Practicum in Gifted Education.** 3 credits.

The practicum experience is designed to provide direct experiences with gifted education programming through participation in related services. A planned and coordinated field experience will consist of a minimum of 45 instructional hours of successful teaching experiences with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom. *Prerequisites: EXED 560, EXED 565, EXED 660 and EXED 665.*

**EXED 600. Instructional Methods in Special Education.** 3 credits.

A detailed study of specialized methods for teaching academic skills to individuals with disabilities. The course emphasizes special education instructional approaches, such as task analysis, direct instruction, diagnostic/prescriptive teaching and strategy training. Focus is on specific remedial methods for reading, math and writing. *Prerequisite: EXED 475; Corequisite: EXED 610.*

**EXED 601. Collaboration and Supervision to Support Exceptional Learners.** 3 credits.

Students in this course will gain knowledge and practice skills in consultation, case management, and collaboration with individuals, families, educators, related service providers and other human service professionals. Service coordination, interagency coordination, models for integration with peers representing diverse skills and abilities, transportation facilitation, and training, managing, and monitoring paraprofessionals will be studied. *Prerequisite: EXED 200 or equivalent.*

**EXED 602. Communication, Language and Sensory Issues of Autism.** 3 credits.

This course is designed to provide an in-depth study of the current issues involved in working with children who have been identified as having an autism spectrum disorder. We will review learning characteristics, current research and factors involved with causation, assessment and diagnosis, and positive behavioral supports to set the stage. The bulk of our time will be spent exploring social skills development; sensory processing, motor planning and sensory integration; and communication and language development. We will consider a range of instructional methodologies and techniques for providing instruction, support and generalization of skills in these areas. Prerequisite is the first course in the autism certificate program. *Prerequisite: EXED 506.*

**EXED 603. Challenging Behaviors, Positive Behavioral Supports, Functional Behavior Assessment and Behavioral Intervention Plans.** 3 credits.

This course is designed to provide an in-depth look at the behavioral challenges those with a disability in the autism spectrum might have and display. Areas addressed will include behavioral characteristics, current research and factors related to behavioral challenges in this population, positive behavioral supports, Functional Behavioral Assessment and Behavior Intervention Plan Development, implementation and monitoring. We will cover data collection in relation to assessment and monitoring behaviors. We will review only briefly social skills development; sensory processing, motor planning and sensory integration; and communication and language development as these will be covered in much greater depth in other courses. A range of instructional methodologies and techniques will be emphasized throughout the course. Prerequisites include the first two courses in the autism certificate program. *Prerequisites: EXED 506 and EXED 602.*

**EXED 604. Practical Experience in Autism.** 2 credits.

This course is designed to provide in-depth practical application of the knowledge and skills acquired during the preceding course work in autism. Students will apply skills in assessment, planning, implementation, and the review and revision of programming specifically developed to address the needs of student learners or clients with a disability along the autism spectrum. Areas addressed can include learning needs, self-care issues, communication and social skills needs, sensory planning, behavioral challenges, positive behavioral supports, Functional Behavioral Assessment and Behavior Intervention Plan Development, and overall program implementation and monitoring. Students will collect data, develop lessons and behavioral or self-care plans and work with team members to implement, monitor and revise plans. A range of instructional methodologies and techniques will be emphasized throughout the course. Prerequisites include the three courses in the autism certificate program. *Prerequisites: EXED 506, EXED 602 and EXED 603.*

**EXED 607. Curriculum and Methods in Special Education.** 3 credits.

A study of modifications needed in the school curriculum to fit the unique needs of the learners with disabilities. Procedures involved in individualized educational plans, and methods and materials for academic and school-related problems of individuals with disabilities are examined. *Prerequisites: EXED 200 or EXED 612.*

**EXED 610. Practicum in Special Education Methods.** 2 credits.

This course provides field experience opportunities to practice the skills in differentiating instruction in general education settings developed in EXED 520 and the special education instructional methods developed in EXED 600. *Corequisite: EXED 600.*

**EXED 612. Psychoeducational Assessment of Learning and Behavior Problems.** 3 credits.

A detailed study of psychoeducational assessment procedures and instruments used in determining eligibility, and planning and evaluating instruction for students with mental retardation, specific learning disabilities and emotional disturbance. The course emphasizes administration of formal and informal instruments, interpretation of results, and formulation of individual educational plans based on assessment findings. *Prerequisite: EXED 200 or permission of instructor.*

**EXED 613. Teaching Individuals with Learning and Behavior Problems.** 3 credits.

A detailed study of curriculum and methods for teaching individuals with learning and behavior problems. The course emphasizes a task analysis approach to developing academic, personal/social and functional life skills. *Prerequisite: EXED 607.*

**EXED 615. Transition Services for Students with Disabilities.** 3 credits.

A detailed study of transitional services needed for individuals with disabilities, ranging in ages from early childhood to adulthood, to achieve successful outcomes (academic and developmental). *Prerequisites: EXED 200 or EXED 502.*

**EXED 621. Issues and Trends in Early Childhood Special Education.** 3 credits.

This course is designed to provide the student with an introduction to educational programming for children with disabilities, ages 0 to 5. Particular attention is given to federal legislation, state procedures and practice, and the status of children served in early childhood special education and early intervention programs. *Prerequisite: Permission of instructor.*

**EXED 622. Assessment in Early Childhood Special Education.** (Cross-listed as PSYC 822.) 3 credits.

This course provides a student with exposure to screening, assessment, and diagnostic procedures used in the identification of children with disabilities, ages 0 to 5. A case study approach to diagnosis is emphasized. Family assessment is also an integral part of the course. *Prerequisites: Permission of instructor and EXED 200.*

**EXED 623. Programming in Early Childhood Special Education.** 3 credits.

This course is designed to acquaint students with curriculum, methods and materials related to establishing and maintaining programs for children with disabilities, ages 0 to 5. Attention is directed to designing developmentally appropriate environments in a variety of settings. *Prerequisites: Permission of instructor or EXED 622.*

**EXED 625. Medical and Technological Aspects of Early Childhood Special Education.** 3 credits.

This course is designed to give the early childhood special educator exposure to working with children with medical disabilities, ages 0 to 5, who may have significant medical complications. The role and function of early childhood special educators as team members are addressed. The role of technology will receive extensive attention as will issues of etiology and remediation. *Prerequisites: EXED 200 and permission of instructor.*

**EXED 626. Practicum: Infants and Toddlers with Disabilities.** 3 credits.

This is the introductory field experience with infants and toddlers with disabilities. Settings include medical centers, rehabilitation facilities and community-based programs. Students are expected to demonstrate competencies which have been developed in early childhood special education courses. *Prerequisites: Permission of instructor and EXED 623.*

**EXED 627. Practicum: Early Childhood Special Education.** 3 credits.

This is the introductory field experience with children with disabilities, ages 2 to 5. Settings include medical centers, rehabilitation facilities and community-based programs. Students are expected to demonstrate competencies which have been developed in early childhood special education courses. *Prerequisites: Permission of instructor and EXED 623.*

**EXED 631. Medical and Educational Implications of Visual Impairments.** 3 credits.

This course provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eyes, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. This course is delivered online. *Prerequisites: EXED 530.*

**EXED 632. Braille Reading and Writing.** 3 credits.

This course provides basic instruction on transcription of advanced Braille codes, including: music, foreign language, chemistry, computer Braille, and Nemeth Code (Braille math code). It introduced techniques for teaching skills in each code. It explores technology tools to create Braille and tactile materials in addition to other assistive technologies used for instruction in math and science. This course is delivered via a distance education format. *Prerequisites: EXED 435/530 and EXED 432/532.*

**EXED 633. Teaching Methods for Students with Visual Impairments.** 3 credits.

This course emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. It addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. It provides information on adaptations within various educational programs and adaption of general education classroom materials and procedures for use by children and youth with visual impairments. This course is delivered online. *Prerequisites: EXED 530.*

**EXED 635. Practicum with Students with Visual Impairments.** 3-6 credits.

This practicum is designed to provide students with direct experiences related to teaching students with visual impairments. Students will administer assessments, plan curriculum, offer Braille instruction, and utilize teaching methods and technology unique to students with visual impairments. Settings include inclusive and self-contained settings for students with visual impairments. Students are expected to demonstrate competencies developed in related course work. This practicum can be repeated. *Corequisites: EXED 434/534, EXED 632 and EXED 633.*

**EXED 650. Student Teaching in Special Education.** 6-12 credits.

Advanced, supervised teaching experiences in the areas of learning and behavior disorders enabling the student to develop and apply the knowledge, management, instructional skills, and professional dispositions acquired in previous course work and relevant field experiences. Students will receive developmental and evaluative feedback. Course graded on an S/U basis and may be repeated for credit. *Prerequisite: Permission of instructor.*

**EXED 653. Internship in Special Education: Non-teaching.** 3-6 credits.

A supervised non-teaching experience in a setting related to populations with disabilities in order to provide the student the opportunity to demonstrate competencies developed in previous course work. *Prerequisite: Permission of instructor.*

**EXED 660. Curriculum Design in Gifted Education.** 3 credits.

The course content includes the design and development of differentiated curriculum for gifted learners. The emphasis of the course is the adaptation and modification of existing curricula, as well as how to design new curricular materials for gifted learners. Content includes making decisions about the suitability of curricular materials for gifted learners. *Prerequisite: EXED 560.*

**EXED 665. Trends and Issues in Gifted Education.** 3 credits.

The course content focuses on the seminal and current issues related to the recognition and education of giftedness in individuals from birth through the life span. Participants will examine the critical issues facing the field of gifted education as well as future directions. Specific topics include: collaboration between gifted and general education; the psycho-social adjustment and guidance of gifted learners; the plight of underserved populations of gifted learners; educational programming models for gifted education; and the approaches used to measure and assess giftedness. *Prerequisite: EXED 560.*

**EXED 670. Professional Practice Seminar.** 4 credits.

A seminar designed to accompany the student teaching experience. Student teachers will have the opportunity to reflect on their skills, problem-solve school and classroom experiences, increase awareness of the need to continue career-long learning, and conduct individualized classroom-based inquiry project as a capstone activity in the M.Ed. program. *Corequisite: EXED 650.*

**EXED 680. Reading and Research.** 1-6 credits.

Provides the opportunity for directed reading and research in a student's area of concentration. This activity must be done in the major field of study. May be repeated for credit. *Prerequisite: Permission of adviser and program coordinator.*

**EXED 698. Comprehensive Continuance.** 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

## ***Teaching English as a Second Language***

**TESL 526. Concepts in Second Language Acquisition: Research and Application.** 3 credits.

This course provides students with a variety of assessment practices for assessing English language learners' abilities and for developing appropriate curriculum.

**TESL 528. Assessment and Curriculum Development in English as a Second Language.** 3 credits.

The course provides students with a variety of assessment practices for profiling non-native students' abilities and for developing appropriate curriculum.

