
Education - Special Education (M.A.T.)

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[Print Version of Catalog](#)

Department of Educational Foundations and Exceptionalities

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](#) or [Miller Analogies Test](#) (MAT) with scores at the 25th percentile or higher for the Masters of Arts (M.A.T.) and a GRE score at the 25th percentile or higher for all sections for the Masters of Education (M.Ed.)
- 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](#) for specific requirements.

The [Department of Educational Foundations and Exceptionalities](#) offers Master of Arts (M.A.T.) and Master of Education (M.Ed.) degree programs. The M.A.T. leads to professional licensure in Virginia while the Master of Education (M.Ed.) degree programs may lead to a certificate or endorsement in Virginia but is not an initial licensure program. The programs are designed to prepare resilient teachers and other allied professionals who are advocates for children and youth with disabilities, are qualified for the complexity of their professional roles, and are reflective problem-solvers.

Graduate level preparations are available in autism, gifted education, special education K-12 accessing the general education curriculum, early childhood special education, inclusive early childhood education, vision impairments, equity and cultural diversity, and teaching English as second language.

Candidates working toward the completion of either the M.A.T. or the M.Ed. degree programs, or the add-on endorsement 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 director, the Educational Foundations and Exceptionalities 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.

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.

Department Mission and Outcomes

The [Department of Educational Foundations and Exceptionalities](#) 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

Graduate Programs in Special Education

M.A.T. in Special Education

The Master of Arts in Teaching degree program is designed to lead to initial licensure in special education. 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. Both programs require candidates to apply to Teacher Education.

After you have been admitted to the Graduate School and have received your student ID, you should apply for admission to Teacher Education. Your application to Teacher Education through JMU's Education Support Center (ESC) is the first step in the process of obtaining your Virginia State Teaching License.

Required for application:

- Undergraduate grade point average of 2.75 or higher
- Passing scores on Praxis I
- Completion of online application form: <http://www.jmu.edu/coe/esc/admissions/>
- Adviser's signature on printed copy of application. Bring the printed form to your adviser and return signed form to the Education Support Center (ESC)
- Complete registration and pay for TK20
- Completion of additional requirements for admission to teacher education may be found at <http://www.jmu.edu/coe/esc/admissions/>.

If you are not a JMU graduate, you must provide a copy of your final undergraduate transcript to the Education Support Center after you have submitted your application. Submit transcripts of all additional content courses, those specified as "conditions" in your Graduate letter of acceptance, to the Education Support Center.

Post-Baccalaureate M.A.T. Program: Initial Licensure Program

The post-bac M.A.T. (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 K-12, Early Childhood Special Education or Visual Impairments. Candidates excepted into the M.A.T. program must be admitted to teacher education at JMU and obtain passing scores on the Praxis I. It is your responsibility to let your adviser know when you have passed the Praxis I.

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.

Applicants must submit a professional resume, a two-to-three page written statement discussing why they are pursuing a M.A.T., two letters of recommendation (one from an individual who can speak of your potential as a graduate student and another who can comment on your professional dispositions). Applicants are required to take the GRE or MAT and receive a score in the 25th percentile. Candidates fully accepted into the M.A.T. post-baccalaureate program must be admitted to teacher education and obtain passing scores on the Praxis I. It is your responsibility to let your adviser know when you have passed the Praxis I and met all other conditions to acceptance.

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 accessing the general education curriculum concentration, 18 additional credit hours of supporting prerequisite courses may be needed, for the Early Childhood Sepcial Education (ECSE) concentration, 15 additional credit hours of supporting prerequisite courses may be needed, and for the vision concentration 12 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 as part of the M.A.T. program for the K-12 accessing the general education curriculum and ECSE concentrations. A midpoint and final portfolio will be completed by candidates in the visual impairments concentration.

Teacher Licensure Competencies

These courses may be needed by advisement.

- Human Growth and Development Birth through Adolescence ([PSYC 160](#))
- Foundations of Education ([EDUC 300/620](#))
- Reading ([TESL 426/626](#) or [CSD 540](#) or [READ 430](#))

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

Minimum Requirements¹

Teaching Methods Courses

	Credit Hours
EXED 503 . Application of Educational Technology for Students with Disabilities	1
EXED 504 . Individualized Reading Intervention	3
EXED 510 . Individual Behavioral Interventions	3
EXED 520 . Differentiation of Instruction and Collaboration in Special Education	3
EXED 613 . Teaching Individuals with Learning and Behavior Problems	3
EXED 615 . Transition of Learners with Disabilities into New Environments and Functions	3

Nature and Issues Courses

EXED 502 . Nature and Issues of Mild Disabilities	3
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Professional Studies Courses

EXED 607 . Programming	3
EXED 612 . Psychoeducational Assessment of Learning and Behavior Problems	3

Field Experience/Internship Courses

EXED 501 . Practicum	2
EXED 610 . Practicum in Inclusive Settings	3
Student Teaching Courses	
EXED 650 . Student Teaching in Special Education	4
EXED 650 . Student Teaching in Special Education	4
Other professional competencies required for licensure (by advisement only)	
EXED 200/508 . Foundations of Exceptional Education	
MIED 530 . Teaching Mathematics in the Elementary and Middle Grades	
READ 566 . Literacy Acquisition in Young Readers	

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

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.

Early Childhood Special Education M.A.T. Program

Minimum Requirements¹	Credit Hours
Teaching Methods Courses	
EXED 503 . Application of Educational Technology for Students with Disabilities	1
EXED 505 . Service Delivery Systems in Special Education	3
IECE 614 . Behavior Intervention for Young Children	3
Nature and Issues Courses	
ECED 508 . Observation and Study of Young	3
EXED 509 . Nature and Issues of Severe Disabilities	3
EXED 621 . Nature and Issues of Early Childhood Special Education	3
EXED 625 . Medical and Technological Aspects of ECSE	3
Professional Studies Courses	
EXED 622 . Assessment in Early Childhood Special Education	3
EXED 623 . Programming in Early Childhood Special Education	3
Field Experience/Internship Courses	
EXED 626 . Practicum: Infants and Toddlers with Disabilities	3
EXED 627 . Practicum: Early Childhood Special Education	3
Student Teaching Courses	
EXED 650 . Student Teaching in Special Education	6
Additional Required Courses	
CSD 540 . Language Development and Disorders for School Personnel	3
Graduate elective or research project	3
Other professional competencies required for licensure (by advisement only) ¹	
EXED 200/508 . Foundations of Exceptional Education	

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

Visual Impairments M.A.T. Program

Courses in the visual impairments concentration are offered through the [Virginia Consortium for Teacher Preparation in Visual Impairments](#). In addition to the aforementioned application criteria, students must be accepted into the [Virginia Consortium for Teacher Preparation in Visual Impairments](#). All courses specific to vision impairments are offered in a distance education format. For more information, see http://kihd.gmu.edu/teacher_prep_program/.

Minimum Requirements¹

	Credit Hours
Teaching Methods Courses	
EXED 504 . Individualized Reading Intervention	3
EXED 510 . Systematic Behavioral Interventions	3
EXED 531 . Assistive Technology for Individuals with Sensory Impairments	2
EXED 532 . Braille Code	3
EXED 533 . Orientation and Mobility for students with Visual Impairments	2
EXED 601 . Collaboration and Supervision to Support Exceptional Learners	3
EXED 615 . Transition of Learners with Disabilities into New Environments and Functions	2-4
EXED 632 . Braille Reading and Writing	3
EXED 633 . Teaching Methods for Students with Visual Impairments	3
Nature and Issues Courses	
EXED 530 . Characteristics of Students with Visual Impairments	2
EXED 631 . Medical and Educational Implications of Visual Impairments	3
Professional Studies Courses	
EXED 534 . Curriculum and Assessment for Students with Visual Impairments	3
Field Experience/Internship Courses	
EXED 635 . Practicum with Students with Visual Impairments	3-6
Electives (by advisement only) ¹	

¹ Other courses as determined by the individual needs of the candidate and upon approval of the adviser.

Fifth Year Programs M.A.T. Programs

Fifth Year M.A.T Program

The fifth year MAT program is a continuation of the undergraduate, pre-professional program in Special Education or Inclusive Early Childhood Education. Alternative criteria to GRE are used for admission to the 5th year M.A.T. programs. In addition, applicants must submit two letters of recommendation (from a cooperating teacher and/or professional who can attest to professional dispositions).

General Curriculum K-12 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. 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 at JMU.

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. Candidates must have successfully completed the special education undergraduate pre-professional program and demonstrate satisfactory performance at each program evaluation point. Additionally, candidates must meet all graduate admission requirements including satisfactory scores on the Praxis I (to be admitted into the Teacher Education Unit and an undergraduate GPA of 2.75. 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 as approved by the graduate program director will be completed as part of this particular M.A.T. program.

Fifth Year General Curriculum K-12 Program

Minimum Requirements¹

	Credit Hours
EXED 507 . Supporting Access to the General Education Curriculum	3
EXED 510 . Systematic Behavioral Observations	3
EXED 520 . Differentiation of Instruction and Collaboration in Special Education	3
EXED 605 . Trends and Issues in Educational Foundations and Exceptionalities	3
EXED 610 . Practicum in Inclusive Settings	3
EXED 615 . Transitions of Learners with Disabilities into New Environments and Functions	2 - 4
EXED 650 . Student Teaching in Special Education	4 - 6
EXED 650 . Student Teaching in Special Education	4 - 6
EXED 670 . Professional Practice Seminar for Special Education	1-3

1 Other courses as determined by the individual needs of the candidate and upon approval of the adviser.

Inclusive Early Childhood Education

The inclusive early childhood program draws heavily from research and theories in child development, family systems, special education, differentiated teaching and learning. Through course work and extensive field experiences, the teacher candidate is prepared to design activities that have an interdisciplinary focus, reflect an understanding of the individual child's development and learning, recognize the importance of family and developmental influences, support the young child in constructing knowledge about self and the world, and involve parents in supporting the child's growth and development.

The Master of Arts in teaching (M.A.T.) program in inclusive early childhood education is a continuation of the undergraduate IECE program. For more information, see <http://www.jmu.edu/coe/eere/iecemat.shtml>.

Fifth Year Inclusive Early Childhood Education Program Requirements

Minimum Requirements ¹	Credit Hours
Fall Semester, First Graduate Year	
IECE 612 . Effective Teaching in Inclusive Early Childhood Education	3
IECE 613 . Advanced Practicum in Inclusive Early Childhood Education II	3
IECE 614 . Individualized Behavior Intervention for Young Children	3
IECE 632 . Creativity and Play	3
EXED 625 . Medical and Technological Aspects of Early Childhood Special Education	3
Spring Semester, First Graduate Year	
IECE 620 . Seminar in Inclusive Early Childhood Education Student Teaching	3
IECE 680 . Student Teaching in Inclusive Early Childhood Education	12
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1 Other courses as determined by the individual needs of the candidate and upon approval of the adviser.

Post-Baccalaureate Master of Arts in Teaching (M.A.T.) with a Concentration in Adaptive Behavior

Post-Baccalaureate Programs in Special Education

M.A.T. in Special Education

The Master of Arts in Teaching degree program is designed to lead to initial licensure in special education. 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. Both Programs require candidates to apply to Teacher Education.

Post-Baccalaureate M.A.T. Program: Initial Licensure Program

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 early childhood special education, K-12 special education, K-12 adaptive curriculum or visual impairments. Candidates accepted into the M.A.T. program must be admitted to teacher education at JMU and obtain passing scores on the Praxis Core, unless exempted by the ACT/SAT scores as listed in the Teacher Education Handbook. It is your responsibility to let your adviser know when you have passed the Praxis Core.

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.

In each program some supporting prerequisite courses are required. 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 as part of this particular M.A.T. program for the K-12 general

curriculum and ECSE concentrations. A midpoint and final portfolio will be completed by candidates in the K-12 adaptive curriculum and visual impairments areas.

K-12 Adaptive Curriculum

Required Courses	Credit Hours
Natures and Issues courses	9
EXED 509 . Nature and Issues of Severe Disabilities	
EXED 625 . Medical Aspects	
READ 533 . Literacy Acquisition and Development of the Young Reader	
Teaching Methods courses	15
EXED 507 . Collaboration in Teaching	
EXED 510 . Individual Behavior Interventions	
EXED 584 . Adaptive Curriculum Methods	
EXED 602 . Communication, Language and Sensory	
EXED 615 . Transition Services for Students with Disabilities	
Professional Studies courses	3
EXED 612 . Psycho-educational Assessment	
Field Experiences/Internships	6
EXED 610 . Practicum in Supporting Inclusion	
EXED 638 . Practicum in Adaptive Curriculum	
Student Teaching courses	8
EXED 650 . Student Teaching in Special Education	
EXED 607 . Program Development: IEP	3
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Post-Baccalaureate Master of Arts in Teaching (M.A.T.) with a Concentration in Teaching English to Speakers of Other Languages (TESOL)

The M.A.T. with a concentration in TESOL program is designed for individuals who have earned a bachelor's degree in a liberal arts discipline closely associated with a teaching area (e.g., biology, history, mathematics, psychology, chemistry, English, etc. but not business administration, nursing, engineering, etc.) and want to complete teacher licensure.

The degree requires the following:

- [PSYC 160](#). Human Development Across the Life Span
- [ENG 308](#). Introduction to Linguistics
- [EDUC 300](#). Foundations of American Education
- [READ 366/READ 566](#). Early Literacy Development and Acquisition (with a 1 credit practicum, [TESL 384/TESL 553](#))
- Foreign language proficiency (6 credits at intermediate level)
- 39 graduate hours of TESOL course work

Applicants' undergraduate transcripts are reviewed to identify necessary prerequisite course work and to verify content knowledge requirements.

Application for the M.A.T. with a concentration in Teaching English to Speakers of Other Languages Initial Licensure Program is a three-step process.

Step 1: Transcript Review and Interview

Schedule a meeting with a TESOL adviser to review your undergraduate transcripts, discuss your interest/goals in completing the M.A.T. in Education with a Concentration in TESOL, and review your resume to determine eligibility and any prerequisite courses needed. Candidates may need to complete prerequisite competencies required by the Commonwealth of Virginia for licensure.

Bring the following items:

- Undergraduate transcripts to show earned baccalaureate degree from a regionally accredited college/university (unofficial transcripts are sufficient for initial review process)
- Undergraduate grade point average of 2.75 or higher
- A professional resume

Step 2: Apply to Graduate School

Complete the online application for obtaining the graduate degree Master of Arts in Teaching with a concentration in TESOL (M.A.T. in Education with a concentration in TESOL).

Required for application:

- The [Graduate Record Exam](#) (GRE) or [Miller's Analogy Test](#) scores at the 25th percentile or higher for both verbal and quantitative sections
- Official transcripts from all colleges or universities attended
- An undergraduate GPA of 2.75 or higher
- Two-three page essay which describes relevant work, life experiences and professional goals related to TESOL and assisting English language learners.
- Two professional references
- Professional resume

Your application to [The Graduate School](#), if accepted, will likely be "conditionally" accepted. After all conditions have been met, including acceptance into Teacher Education (Step 3), your status can be upgraded to "unconditional." Conditions are specified in your acceptance letter. It is your responsibility to let your adviser know when you have been accepted.

Print the Graduate Status Change Request, add your name and student ID number, and bring it to your adviser/program coordinator for a signature.

Step 3: Apply to Teacher Education

After you have been admitted to the Graduate School and have received your student ID, you should apply for admission to Teacher Education. Your application to Teacher Education through JMU's Education Support Center (ESC) is the first step in the process of obtaining your Virginia State Teaching License.

Required for application:

- Undergraduate grade point average of 2.75 or higher
- Passing scores on Praxis CORE
- Completion of online application form: <http://www.jmu.edu/coe/esc/>
- Adviser's signature on printed copy of application. Bring the printed form to your adviser and return signed form to the Education Support Center (ESC)
- Completion of additional requirements for admission to teacher education may be found at <http://www.jmu.edu/coe/esc/admissions/>.

If you are not a JMU graduate, you must provide a copy of your final undergraduate transcript to the Education Support Center after you have submitted your application. Submit transcripts of all additional content courses, those specified as "conditions" in your Graduate letter of acceptance, to the Education Support Center. Candidates need to show completion with a grade of C or above in [PYSC 160](#), [ENG 308](#), and [EDUC 300](#), [READ 366/READ 566](#) with practicum or equivalent courses. Candidates must demonstrate modern foreign language proficiency at the intermediate level by completion of six credits of course work at that level with a grade of "C" or above or by successful completion of a foreign language examination approved by program faculty.

Master of Arts in Education with a Concentration in Teaching English as a Second Language Requirements

Degree Requirements

	Credit Hours
Professional Education Courses	
EXED 512 . Behavior Management in the Classroom	3
EDUC 540 . Educational Technology	3
TESOL Courses	
TESL 525 . Cross Cultural Education	3
TESL 615 . Integrated Language and Content Instruction (corequisite TESL 550)	3
TESL 626 . First and Second Language Acquisition (corequisite TESL 551)	3
TESL 628 . Assessment & Curriculum Development for TESOL	3
READ 635 . Literacy Development and Instruction for English Language Learners (co-requisite TESL 552)	3
TESL 680 . Instructional Strategies for TESOL	3
Licensure Field Experience in TESOL	
TESL 550 . Practicum in TESOL Instructional Strategies	3
TESL 551 . Practicum in TESOL 1st/2nd Language Acquisition	1
TESL 552 . Practicum in TESOL Literacy Development	1
TESL 681 . Student Teaching (2-8 week blocks at PreK-12 levels)	6
TESL 682 . Professional Development, Partnership and Advocacy	1
Research	
LTLE 695 . Applied Research	3
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Consult with the academic adviser or [Dr. Stephanie Wasta](#), coordinator of the graduate TESOL program, to ensure awareness of any changes to requirements. Refer to the College of Education website for additional program information at <http://www.jmu.edu/coe/>.

Master of Education (M.Ed.) in Special Education

The M.Ed. in special education offers a 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 will be prepared for advanced positions in Educational Foundations and Exceptionalities, such as school-based department chair, program specialist, RTI specialist, behavior specialist or instructional coach. Candidates may choose to pursue a certificate in autism or an endorsement in gifted education.

The M.Ed. is a minimum 30-credit hour program. The M.Ed. includes field experiences integrated into courses, which may occur as a formal placement by the university or as a result of supervised employment. All candidates complete a final portfolio or an action research project, which serves as their comprehensive assessment.

Although the program is not designed to meet Virginia requirements for teacher licensure or endorsement, the M.Ed. can lead to an additional endorsement in gifted education provided the individual already holds a valid Virginia teaching license. Candidates can also earn a certificate in autism. The final portfolio option has been designed to support candidates who wish to apply for National Board Certification for teaching.

Minimum Requirements

COE Core Courses

	Credit Hours
EDUC 630 . Inquiry in Learning (3 credits)	3
EDUC 641 . Learning Theories and Practice (3 credits)	3
EDUC 642 . Curriculum Theory and Issues (3 credits)	3

EXED Core

EXED 605 . Trends and Issues in Educational Foundations and Exceptionalities ¹	3
Choose one of the following:	3
EXED 608 . Educational Foundations and Exceptionalities Portfolio (2-4 credits)	
EXED 609 . Research in Educational Foundations and Exceptionalities (1-4 credits)	

Concentrations

Students select one of the following concentrations and must complete all courses required

Gifted Education Concentration (online)	15
EXED 560 . Nature and Needs of Learners	
EXED 565 . Instructional Methods in Gifted Education	
EXED 570 . Practicum in Gifted Education	
EXED 660 . Curriculum Design in Gifted Education	
EXED 665 . Trends and Issues in Gifted Education	
Autism Concentration	12
EXED 506 . Overview and Assessment of Autism Disorders	
EXED 602 . Communication, Language and Sensory Issues in ASD	
EXED 603 . PBS, FBA and BIP	
EXED 604 . Practical Experience in Autism	
Instructional Specialist Concentration (<i>not offered at this time</i>)	
EXED 616 . Data Based Decisions	

EXED 617 . Strategies for Inclusive Classrooms	
EXED 618 . Evidence-Based Instruction and Curriculum Review	
Electives (by advisement only) ²	0-8
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Total Minimum Hours	30

1 Students in the gifted concentration will take [EXED 665](#) in lieu of [EXED 605](#).

2 The number of elective credits is determined based on the student's selected concentration and professional interests. Acceptable courses are determined by the individual needs of the candidate and upon approval of the adviser.

Master of Education (M.Ed.) with a Concentration in Behavior Specialist

The following program of study is designed to allow students admitted to the M.Ed. behavior specialist concentration to take the EXED courses required for the Master of Education degree, with the concentration courses meeting the course work requirements to sit for the Board Certified Behavior Analyst (BCBA) exam.

Master of Education with a Concentration in Behavior Specialist Degree Requirements

Degree Requirements	Credit Hours
College of Education Core	6
EDUC 630 . Inquiry in Education	
EDUC 641 . Learning Theory and Instructional Models	
Educational Foundations and Exceptionalities Core	6
EXED 609 . Research in Exceptional Education (twice)	
Electives	3
One approved elective related to a student's specialty area	
Concentration Courses	19
EXED 501 . Behavioral Assessment	
EXED 510 . Systematic Behavioral Interventions	
PSYC 601 . Special Topics: Ethics	
PSYC 610 . Applied Behavior Analysis	
PSYC 690 . Experimental Analysis of Behavior	
PSYC 805 . Single Case	
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Master of Education (M.Ed.) with a Concentration in Equity and Cultural Diversity

The Master of Education degree (M.Ed.) with a concentration in equity and cultural diversity provides current educators or other professionals programming in educational theory and practice that emphasize diversity. Core courses examine educational

research, learning theory, curriculum development and contemporary issues in education, enabling participants to critically analyze policies, practices and procedures in American K-12 schools with an understanding of the cultural, social and political context of these institutions.

The cultural diversity core courses emphasize language diversity and explore the intersection of language and culture in theory and practice. Understanding second language acquisition, socio-cultural variables that impact student learning and factors that shape immigrants' learning experiences will aid participants in creating effective school programs and educational services to meet the needs of culturally diverse individuals. The cultural diversity core includes a practicum at the College of Education Career Development Academy assisting and interacting with first generation immigrant adult learners and their family members. To provide some flexibility in meeting individual candidate goals, the program also offers electives to be selected by the student with advisor approval. These courses must aid the candidate in his or her understanding of diversity and may be courses within or outside of the College of Education at the 500 or 600 level. By giving candidates course options, they can shape their program of study to assist them in multiple career options such as diversity leadership positions in academic institutions, public schools, and federal and state agencies.

Admission Criteria

All criteria are considered with reviewing the candidates for admission to this Master of Education degree program. However, no one criterion will be the sole reason for lack of admission to the program. Criteria include:

- [GRE](#) or [Miller's Analogy Test](#) scores at the 25th percentile or higher for both verbal and quantitative sections.
- Undergraduate grade point average of 2.75 or higher.
- Bachelor's degree from an accredited college/university.
- Professional resume.
- 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 applicant long-term professional goals.
- Evidence of the candidate's skills or experiences that may help promote and affirm cross-cultural learning or awareness.
- Informal interview with at least one of the program's faculty members to ensure the applicant understands the goals and requirements of the M.Ed. in Education with a concentration in Equity and Cultural Diversity.
- Two professional reference letters.

Admission Steps

Meet or talk with a program adviser to discuss your interests and goals in earning the M.Ed. in Education with a concentration in Equity and Cultural Diversity.

Apply to [The Graduate School](#) by completing the online application for obtaining the graduate degree-Master of Education with a concentration in Equity and Cultural Diversity. Required documents include [GRE](#) or [Miller's Analogy Test](#) scores, official transcripts from all colleges and universities attended, written statement, two professional references, and professional resume.

Master of Education with a Concentration in Equity and Cultural Diversity Degree Requirements

Degree Requirements	Credit Hours
Professional Core	9
EDUC 630 . Inquiry in Education	
EDUC 641 . Learning Theory and Instructional Models	
EDUC 642 . Curriculum Theory and Issues	
Cultural Diversity Core	15
TESL 525 . Cross-Cultural Education	
EDUC 620 . Changing Contexts in American Schools	
TESL 626 . Concepts of 1st/2nd Language Acquisition	
TESL 628 . Assessment and Curriculum Development for TESOL	
LTLE 648 . Immigration and Education	
Research Requirements (3-6 credits)	3-6
LTLE 695 . Applied Research or LTLE 700 . Thesis	
Electives (6 credits) Selected with an adviser's approval.	6
Examples may include:	
EDUC 625 . Evaluation in Education	
ADSU 641 . School Law	
or other 500 or 600 TESL courses or English Literature and History courses that add to the student's understanding of our diverse society (with Instructor approval)	

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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 Programs

Autism Spectrum Disorders Certificate

This certificate is designed to enable those in the field to increase their knowledge and understanding of students with a disability on the autism spectrum, including those with Asperger syndrome. The courses will engage participants in the practice of assessing, planning and implementing programming for this population. A course sequence has

been developed to provide solid practice recommendations for this quickly growing need in the area of special education. Planning for the certificate programs has been based on competencies compiled by a committee of Virginia statewide stakeholders with a variety of backgrounds and perspectives. This is not an endorsement in Virginia.

Gifted Education

The Gifted Education program is designed to enable students to add the Virginia 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 and 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

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Course Offerings

Educational Foundations and Exceptionalities

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 507. Supporting Access to the General Curriculum. 3 credits.

This course is a detailed study of specialized methods in supporting inclusion and access to the general K-12 curriculum for individuals with disabilities. The course emphasizes evidence based instructional approaches that promote successful integration of students with disabilities with their nondisabled peers in a general education classroom. This course will cover procedures to develop, deliver, accommodate, support, and evaluate instructional methods for teaching grade-level content to individuals with disabilities.

EXED 508. Nature and Issues of Exceptionalities. 3 credits.

This course is designed to support study of the historical perspectives, models, theories, philosophies, and trends that provide the basis for exceptional education practice. The status of persons with exceptionalities, legislative and judicial mandates and current regulation related to individuals with exceptionalities will be stressed. The role of culture, environment, family education, and government on exceptionalities will be explored.

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 Assessment To Meet The Needs Of Diverse Learners. 3 credits.

This course is designed explore and address the instructional and assessment needs of students with diverse learning needs in the general curriculum classroom. Focus will be on identifying, prioritizing, using and monitoring instructional and assessment opportunities that are differentiated for diverse learners will be covered. Students will also learn to consider student learning characteristics when making differentiation decisions. *Prerequisite:* [EXED 200](#), [EDUC 310](#). *Students accepted into the EXED pre-professional program will also have prerequisites of* [READ 430](#), [MAED 430](#), [EXED 484](#).

EXED 530. Characteristics of Students with Visual Impairments. 2 credits.

This course addresses the nature and issues of visual impairments. It covers overview characteristics of and services to persons with visual impairments, including the impact of visual impairment on infant/child growth and development, child/adolescent social emotional development, and family interaction patterns. It provides a framework for considering the educational, conceptual, psychosocial, and physical implications of a vision impairment. Course delivery in 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](#) or [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.

This course is designed to provide knowledge in consultation, coaching, case management, co-teaching 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, transition 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 605. Trends and Issues in Exceptional Education. 3 credits.

This course investigates current issues and controversies in the field of exceptional education. This course is designed to support student's understanding of the contributions of history, policy, and research to the current trends and issues affecting the field. It will also challenge students to apply this knowledge to their practice. Topics covered in this course will change as issues surrounding exceptional education change.

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 502](#) and prerequisite/corequisite [EXED 612](#) or permission of the instructor.

EXED 608. Portfolio in Exceptional Education. 2-4 credits.

This course provides an opportunity for students to develop a portfolio demonstrating their professional competencies through classroom practices. Portfolio requirements have been aligned with the National Board for Professional Teaching Standards. This course is designed to support students who would like to apply for National Board Certification, but submission of materials to National Board for Professional Teaching Standards for review is not a component of the course.

EXED 609. Research in Exceptional Education. 1-4 credits.

This course provides students with an opportunity for detailed study of single-subject research designs, the logic behind these designs, and the application of these designs to classroom-based research with all students. *Prerequisite:* [EDUC 630](#).

EXED 610. Practicum in Inclusive Settings. 3 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 507](#). *Corequisite:* [EXED 507](#). *Prerequisite:* [EXED 520](#).

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 502](#) 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 of Learners with Disabilities into New Environments and Functions. 2-4 credits, repeatable twice.

This course was designed to provide a detailed study of the transitions throughout the educational experience of persons with disabilities; including transitions between IDEA Part C and Part B services, elementary – middle school, middle – high school, and high school – post-secondary environments. Focus is given to the services and skills needed to support successful integration into and functioning within the routines and activities of these settings. *Prerequisites:* [EXED 200/508](#) and [EXED 341/502](#) or *instructor's approval*.

EXED 616. Data-Based Decision Making. 3 credits.

This course will prepare practitioners to successfully use data-based decision making at the individual, class, and school-wide levels. Specific topics will include: (a) principles of measurement theory; (b) selecting and implementing ongoing progress monitoring with a specific focus on reliable and valid curriculum-based measurement tools; (c) process of using curriculum-based measurement; and (d) using data to make targeted instructional decisions. *Prerequisites:* [EDUC 630](#).

EXED 617. Strategies for Inclusive Classrooms. 3 credits.

The content of this course will focus on evidence-based strategies for inclusive classrooms. Specific topics covered will include: (a) inclusive classroom models; (b) strategies to increase active student engagement; (c) instructional design principles appropriate for whole-class instruction; (d) peer-mediated learning; and (e) effective modification and accommodation practices. *Prerequisites:* [EXED 616](#).

EXED 618. Evidence-Based Practices. 3 credits.

This course will focus on issues related to identifying, selecting, implementing, and monitoring the use of evidence-based practices for students who have disabilities or are at risk for academic failure (K-12). Specific topics include: (a) scientifically-based research; (b) access to evidence-based practices and programs; (c) analysis of practices and curricula across content areas, grade levels, and disability characteristics; (d) implementation of evidence-based practices. *Prerequisites:* [EXED 616](#).

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.

EXED 622. Assessment in Early Childhood Special Education. 3 credits.

(Cross-listed as [PSYC 822](#)). 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* or [EXED 502](#).

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:* [EXED 622](#) or *permission of instructor*.

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. *Prerequisite/corequisite:* [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. *Prerequisite/corequisite:* [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 adaptation of general education classroom materials and procedures for use by children and youth with visual impairments. This course is delivered online. *Prerequisites:* [EXED 435/530](#).

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 for Special Education. 1-3 credits, repeatable twice.

Designed to accompany EXED student teaching. Provides opportunity to reflect on skills, problem-solve school and classroom experiences, increase awareness of the need to continue career-long learning, discuss linkages between program coursework and student teaching experience, explore skill level and plan for on-going professional development. Seminars have differentiated content designed to link with the curriculum being covered in that semester, as well as to the student teacher's experience. *Corequisite: [EXED 650](#). Prerequisite: [EXED 605](#) or permission of the department.*

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 525. Cross Cultural Education. 3 credits.

The course provides students with knowledge of the effects of socio-cultural variables in an instructional setting.

TESL 526. Concepts of First and Second Language Acquisition. 3 credits.

This course addresses theory and research of success and failure in first, second and subsequent language acquisition, classroom language learning and teaching, major methodologies, theories of bilingualism, interlanguage theory, the Monitor Model, acculturation/pidginization theory, cognitive/connectionist theory, and Universal Grammar.

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.

TESL 550. Practicum in TESOL Instructional Strategies. 3 credits.

This experience provides practice in the integrated teaching of content and language related to the concurrent [TESL 680](#) course. Pre-service teachers will gain experience observing and instructing English language learners in elementary and middle/secondary classrooms dividing their 90-hour practicum between both groups. The seminar sessions provide opportunities to explore issues related to the practices, methods, and issues of teaching English Language learners.

TESL 551. Practicum in TESOL 1st/2nd Language Acquisition. 1 credit.

This one credit practicum provides an opportunity for students to work directly with English language learners under the supervision of a mentor teacher and a University Supervisor to identify and recognize principles of first and second language acquisition as evident in classroom contexts. Content of the practicum will directly correlate with topics covered in [TESL 626](#), First and Second Language Acquisition.

TESL 552. Practicum in TESOL Literacy Development. 1 credit.

This one credit practicum provides an opportunity for students to work directly with English language learners under the supervision of a mentor teacher and a University Supervisor to plan and implement oral language, reading, and writing strategies in language arts and content instruction that are directly related to topics covered in the [READ 635](#) course.

TESL 553. Practicum in Literacy Development. 1 credit.

This practicum has pre-service teachers work directly with students in grades PreK-12 (as determined by the READ 566 instructor) on literacy development under the supervision of a mentor teacher and a University Supervisor to plan and implement literacy strategies in language arts and content instruction that are directly related to topics covered in the [READ 566](#) course. Most pre-service teachers will assist PreK-5 students.

TESL 570. Instructional Strategies for Teaching English as a Second Language. 3 credits.

This course is designed to provide pre-service ESL teachers with experiences in designing and implementing instructional strategies to meet the linguistic needs of English Language Learners and utilizing assessment instruments to evaluate student progress. For ESL minors who are enrolled in a teacher licensure program.
Prerequisites: All required TESL courses.

TESL 615. Integrated Language and Content Instruction. 3 credits.

The Sheltered Instruction Observation Protocol (SIOP) Model used in planning and implementing instruction for English language learners (ELLs) is studied. Theory and research behind the model is presented and application of the model in varied

educational settings occurs, cultivating professional relationships and partnerships for the acquisition of academic English, advocacy for ELLs and instructional leadership in educational settings.

TESL 626. Concepts of First and Second Language Acquisition. 3 credits.

This course addresses theory and research of success and failure in first, second and subsequent language acquisition, classroom language learning and teaching, major methodologies, theories of bilingualism, interlanguage theory, the Monitor Model, acculturation/pidginization theory, cognitive/connectionist theory, and Universal Grammar.

TESL 628. 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.

TESL/READ 630. Development, Assessment and Instruction of Literacy, K-12. 3 credits.

This course is designed to provide preservice teachers with a foundation of literacy development. Instructional strategies and assessment techniques, which support the acquisition and development of literacy in diverse classrooms across the curriculum in grades K-12. *Prerequisite:* [CSD 300](#).

TESL 680. Instructional Strategies for TESOL. 3 credits.

This course is designed to provide pre-service ESL teachers with experiences in designing and implementing instructional strategies to meet the linguistic needs of English Language Learners and utilizing assessment instruments to evaluate student progress.

TESL 681. Student Teaching (2-8 week blocks at PreK-12 levels). 6 credits.

Enables students to apply skills and attitudes acquired in all components of their professional education preparation. Students design and implement instructional activities under the guidance of teaching professionals. *Prerequisites:* [EXED 512](#), [EDUC 540](#) and TESOL courses.