SPECIAL EDUCATION AND DISABILITY POLICY (SEDP)

SEDP 330. Survey of Special Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program as a legal document and the rights and responsibilities of parents, teachers and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial and ethical issues involved.

SEDP 492. Independent Study. 1-3 Hours.
Semester course; 1-3 lecture hours. 1-3 credits. Opportunities are provided for supervised independent study in selected areas. All work offered on an individual basis with the approval of instructor and department chair.

SEDP 501. Characteristics of Students with High Incidence Disabilities. 3 Hours.
Semester course, delivered online, face-to-face or hybrid; 3 lecture hours. 3 credits. Focuses on characteristics and identification of individuals with learning disabilities, emotional disturbance, intellectual disabilities, developmental delay, the less severe autism spectrum disorders, traumatic brain injury and other health impairments throughout the lifespan, as well as providing information on effective educational, psychosocial and behavioral interventions that serve as adaptations to the general curriculum. The possibilities of co-morbid or multiple conditions, coupled with cross-categorical instructional settings warrant a class that examines all eligibility categories of students served under the special education, general curriculum.

SEDP 502. Supervision Seminar I. 1 Hour.
Semester course; 1 lecture hour. 1 credit. This course emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parent and students with disabilities. Participants will examine the different roles of the special educator. Class members are encouraged to introduce topics for discussion based on their teaching experiences. Problem-solving strategies will be developed to address the issues raised during class. The course will provide the special educator with an understanding of the Individualized Education Program process from fostering consensus to developing the IEP. Emphasis will be placed on understanding the impact of the student's disability in accessing the general curriculum. Developing a data-driven IEP based on standards will also be emphasized.

SEDP 503. Supervision Seminar II. 1 Hour.
Semester course; 1 lecture hour. 1 credit. This course emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parent and students with disabilities. Participants will examine the different roles of the special educator. Class members are encouraged to introduce topics for discussion based on their teaching experiences. Problem-solving strategies will be developed to address the issues raised during class. The course will provide the special educator with an understanding of how to implement mandates in the classroom as related to the state assessment program. Participants will learn why there is an emphasis on the development of standards-based IEPs and how they are integrated in daily classroom instruction. Participants will also learn about the different SOL participation options and how to use criteria to determine the appropriate option.

SEDP 505. Theory and Practice of Educating Individuals with Special Needs. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Not for certification or endorsement in special education. In-depth study of past and current philosophies and approaches to serving students with special needs in educational settings. Attends to specific ways school services and classroom practices of general education teaching can assist in meeting these needs in today's schools through collaboration and inclusion.

SEDP 531. Educational Foundations for Collaboration and Universally Designed Learning. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Delivered as online, face-to-face or hybrid course. Focuses on providing candidates with the knowledge of the foundation for educating students with disabilities, as well as the principles and processes for collaboration and consultation with educational colleagues, community professionals and families. Covers the historical, philosophical and sociological foundations underlying the role, development and organization of public education in the U.S. Discussions and readings will focus on creating and maintaining inclusive schools, effective communication strategies for building successful collaborative teams and universally designed instructional strategies to use in co-taught classrooms.

SEDP 532. Understanding Autism Spectrum Disorder. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course presents an introduction to autism spectrum disorder. The course will include a discussion of the core behavioral and secondary characteristics and how they impact the individual across the lifespan, from infancy through adulthood. Family concerns and considerations will be discussed in the context of age, development and need for support. The course will also describe the qualities of intervention strategies and will outline ways to evaluate practices and make sound intervention decisions.

SEDP 533. Educational Assessment of Individuals with Diverse Learning Needs. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Delivered as online, face-to-face or hybrid course. Focuses on current assessment theory, procedures and instruments used to evaluate students with high incidence disabilities in grades K through 12. The examination of both formal and informal assessment and their application in an educational setting and the designing of IEPs will be emphasized. Course will include the historical, philosophical and sociological foundations of the instructional design based on assessment data (relationships among assessment, instruction and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance).

SEDP 600. Language/Communication Intervention for Young Children and Individuals with Severe Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of instructor. An intensive study of the developmental sequence of language/communication acquisition and intervention strategies for individuals with severe language delays or deficits, severe intellectual disabilities and/or other severe multiple disabilities.
SEDP 601. Methods I: Teaching Students in Special Education - General Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Delivered as online, face-to-face or hybrid course. Provides an introduction to instructional strategies and organization of activities, including curriculum, media, materials and physical environment for children in grades K-12 with high incidence disabilities. Candidates will develop skills to plan and deliver instruction in a variety of educational settings such as inclusive classrooms, resource rooms, self-contained classes and residential programs.

SEDP 602. Methods II: Teaching Students in Special Education - General Education. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Delivered as online, face-to-face or hybrid course. Prerequisites: SEDP 601 and acceptance for teacher preparation if in the M.Ed. program. Provides a study of instructional strategies and organization of activities with focus on elementary and secondary students with high incidence disabilities (in grades K-12) including curriculum, media, materials and physical environment. Candidates will use the foundation from Methods I as a context for developing skills necessary to provide the most effective classroom instruction for secondary students. A continued focus will be on assessing and monitoring student performance, adapting instructional interventions based upon students’ response to intervention, and selecting evidence-based practices that have the greatest likelihood of success.

SEDP 603. Theories, Assessment and Practices in Reading for Students With High Incidence Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Delivered as online, face-to-face or hybrid course. Prerequisite: TEDU 561. Designed to prepare special education teachers to instruct students with high incidence disabilities who exhibit reading deficits. Strategies, techniques and methods will be analyzed for their appropriate use with different types of reading/language problems. The course includes assessment practices and use of instruments that form the basis for instructional planning.

SEDP 604. Characteristics of Students With Severe Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students who have been admitted to the Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum. Examines nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics and educational implications.

SEDP 610. Teaching Strategies for Students With Severe Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is designed to provide instruction in teaching methods for individuals with severe behavior, learning or emotional disabilities. Emphasis will be placed on instructional program development, task analysis and methods of precision teaching.

SEDP 611. Secondary Education and Transition Planning. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Delivered as online, face-to-face or hybrid course. Explores the literature, research, issues and trends that are relevant to high school-aged students with high incidence disabilities as they prepare for their transition to life after high school. Focus is on providing candidates with the ability to prepare their students and work with their families to promote successful student transitions throughout the educational experience including postsecondary training, employment and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations. The full range of functioning is addressed in the areas of education, employment, social/emotional functioning, personal and daily living issues.

SEDP 612. Assessment and Curriculum for Students with Severe Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Addresses functional assessment strategies, IEP development, and curriculum organization and implementation for students with severe disabilities. Emphasizes educating learners in the least restrictive environment using a transdisciplinary team approach.

SEDP 616. Introduction to Disability Studies, Community Services and Business Networks. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines disability history, theory and current thinking in the field of disability studies. Changes in philosophy, legislation and policy over the past four decades will be examined to trace the paradigm shift that led to our current conceptualization of disability. Students will investigate the community services and resources available to support adults with disabilities, as well as new trends in business partnerships and employment service models that promote the economic self-sufficiency of adults with disabilities.

SEDP 619. Multicultural Perspectives in Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Designed to enhance cultural competence in diverse classrooms and schools. Major considerations include race, ethnicity, linguistic, gender, abilities and sexual orientation differences. Key concepts include structural, curricular and instructional facets of working successfully in diverse educational settings. Personal and theoretical constructs of race, ethnicity, culture, disability and other related concepts are explored. This course is delivered online. Crosslisted as: TEDU 619.

SEDP 621. Applied Behavior Analysis: Principals, Procedures and Philosophy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Designed to provide an overview of the basic principles and procedures of applied behavior analysis. Factors and principles that contribute to improved performance as well as development of interfering behaviors are identified. Further procedures that can be used to minimize interfering behavior, improve performance, teach new behaviors and increase the probability of behaviors occurring under appropriate circumstances are described.

SEDP 622. Ethics and Professional Conduct for Behavior Analysts. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: SEDP 621. Provides an overview of the professional conduct standards consistent with the practices of applied behavior analysis and outlines how to provide ethical and responsible behavioral programming. The Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board’s Guidelines for Responsible Conduct and Disciplinary Standards, as well as the Association for Positive Behavior Supports Standards of Practice are reviewed and used to guide course content. A focus is placed on developing and implementing ethical behavioral programming that promotes the improvement as well as the dignity of the person receiving intervention. Ethical conduct as it relates to colleagues, the field of ABA and society also is discussed.

Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: SEDP 621. Provides information on the basic content of applied behavior analysis and how to implement the core principles in real-life situations. Participants will be instructed on how to implement behavioral procedures and develop behavioral programs for individuals who may need to increase positive skills or reduce interfering behavior. Participants also will be instructed on single-subject design, the research methodology used in the field of ABA and its applications in real-life situations.
SED 624. Applied Behavior Analysis: Applications. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: SEDP 621. Discusses the various applications of the field of applied behavior analysis and expands the capability to deal with more complex behavioral situations, enabling the ability to relate to more sophisticated professional issues and environments. Specifically, the course demonstrates how ABA is applied in real-world situations to make socially significant changes by minimizing interfering behavior, improving performance, teaching new behaviors and increasing the probability of behaviors occurring under appropriate circumstances. This course also provides a foundation for giving appropriate support to those implementing the behavior plan.

SED 625. Applied Behavior Analysis: Assessments and Interventions. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: SEDP 621. Expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for individuals with fundamental socially relevant behavioral needs. In this course, participants will learn how to implement behavioral assessments, select and develop intervention procedures, and compose instructions for implementation.

SED 626. Applied Behavior Analysis: Verbal Behavior. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: SEDP 621. Further expands the participant’s capability to use applied behavior analysis in complex behavioral situations and enables students to apply principles to sophisticated issues through analysis of language development. The course will provide information on verbal behavior and basic verbal operants and how to develop intervention procedures to teach diverse learners.

SED 630. Trends in Special Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Includes an overview of legislation and case law pertaining to special education, characteristics of individuals with and without exceptionalities including growth and development from birth through adolescence, mainstreaming, integration/inclusion, transition, and classroom adaptations for educating students with disabilities in least restrictive environments. Candidates will become familiar with the general characteristics of children with and without exceptionalities relative to age, varying levels of severity and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social or emotional functioning.

SED 631. Classroom Management and Behavior Support for Students with Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Delivered as online, face-to-face or hybrid course. Provides an in-depth analysis of theoretical models, research and strategies for supporting positive behavior of students with various disabilities. Emphasis is on developing, implementing and evaluating behavior management programs in special education programs including functional assessment of behavior. This course will help develop a candidate’s ideas about examining the behaviors of students with special needs in school settings, including an understanding and application of classroom and behavior management techniques and individual interventions. Techniques and approaches taught will promote skills that are consistent with norms, standards and rules of the educational environment and will be diverse based upon behavioral cognitive, affective, social and ecological theory and practice. As part of the course requirements, candidates complete approved modules in child abuse and neglect recognition and intervention.

SED 632. Transition Strategies for Students with Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Designed to provide knowledge of the special educator’s role in preparing students with disabilities for post-secondary educational and vocational environments. Emphasis is placed on designing and modifying high school curricula involving students and their families in transition planning and helping students acquire the services needed to be successful in adult life.

SED 634. Assessment, Curriculum and Teaching Methods for Autism Spectrum Disorder. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: SEDP 532. Students will review assessment techniques and curriculum design, as well as the major methodologies to teach individuals with autism spectrum disorder from early intervention through transition to adult services in inclusive and specialized educational settings. This course will focus on scientifically based interventions that address the communication development and academic needs of the individual with autism spectrum disorder. Participants will be required to demonstrate knowledge of course goals by integrating content with students with autism spectrum disorder.

SED 635. Supporting Behavior and Social Skills for Autism Spectrum Disorder. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: SEDP 532. Students will review major methodologies needed to create a positive social and emotional learning environment for individuals with autism spectrum disorder from early intervention through transition to adult services in inclusive and specialized educational settings. This course will address the individual’s social, behavioral and sensory needs by focusing on the emerging best-practice interventions needed to teach social understanding and shape appropriate social behavior, build play and leisure skills, teach anger and stress management, procure sensory motor modulation, conduct functional behavior assessments, and provide positive behavior support. Participants will be required to demonstrate knowledge of course goals through integration with students with autism spectrum disorder.

SED 636. Instructional Design and Field Experience for Autism Spectrum Disorder. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: SEDP 532, 634 and 635. Students will focus on the integration of theoretical and practical concepts related to supporting individuals with autism spectrum disorder from early intervention through transition to adult services in educational settings. It provides the opportunity to apply knowledge of assessment, curriculum design, teaching methodologies and environmental and technological supports while working collaboratively with caregivers and educational teams to develop individualized programming. This course has a 20-hour field-based experience that is to take place in an educational setting. The field-based experience will be coordinated with the course instructor.

SED 641. Independent Study. 1-3 Hours.
Semester course; variable hours. 1-3 credits. Prerequisite: permission of instructor. An individual study of a specialized issue or problem in education.

SED 651. Topics in Education. 1-3 Hours.
Semester course; 1-3 credits. May be repeated for 9 credits. Check with department for specific prerequisites. A course for the examination of specialized issues, topics, readings or problems in education.
SEDP 658. Educating Students with Physical and Sensory Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines the educational, social, physical, and health care needs of students who possess both cognitive and physical/sensory disabilities. Focuses on specific strategies for positioning and handling students, assessing skills and developing goals collaboratively. Emphasizes techniques for meeting the needs of students with deaf-blindness and students with special health-care needs.

SEDP 700. Externship. 1-6 Hours.
Semester course; 1-6 lecture hours. 1-6 credits. The externship experience for M.Ed. candidates requires the study and integration of theory with practice in a clinical setting supervised by an approved professional and university faculty member. This externship includes planned site visits by the university faculty member (at least four of the visits will be observations of the student in a teaching situation). During the semester-long externship, students are in classrooms with a set amount of hours spent supervised by a fully licensed, experienced teacher in direct teaching activities. Any other externship configuration can only be done with the permission of the severe disabilities program coordinator. The supervision provided emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parents and students with disabilities.

SEDP 705. Seminar on Disability Policy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Discussion and examination of key federal and state issues that affect disability policy and program management. Includes an in-depth examination of IDEA, ADA and the Rehabilitation Act of 1973.

SEDP 706. Personnel Development in Special Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prepares individuals to effectively design, provide and evaluate personnel development programs that prepare professionals to maximize the developmental, educational, emotional and employment outcomes of individuals with disabilities.

SEDP 707. Critical Issues in Special Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Discussion and examination of controversial and/or critical issues in special education, as well as current IDEA definitions, referral and assessment methods and instructional models.

SEDP 708. Grant Writing in Special Education and Other Social Sciences. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines conceptual, empirical and practical issues in the preparation of grant proposals and in the conduct of interdisciplinary research in the social sciences that focuses on education and related issues in youth development, with a specific emphasis on youth with disabilities. Students will develop practical skills in establishing interdisciplinary research teams; interdisciplinary research design and grant proposal development; matching research questions to funding agencies and their priorities; working with community agencies and relevant stakeholders to secure their involvement in the research process; writing research or training grant proposals.

SEDP 709. Literature Reviews in Special Education and Other Social Sciences. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Provides in-depth, advanced instruction in the conducting of systematic literature reviews; instruction in how to create and refine a research question; instruction in defining and refining search terms; instruction in critically analyzing identified literature; and instruction in the writing and structure of a literature review.

SEDP 711. Doctoral Seminar in Single Subject Design. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is intended to provide an overview of strategies for designing and conducting single subject studies that are relevant to education, special education, psychology and other related fields of inquiry. Its purpose is to provide doctoral students or advanced graduate students who are interested in applied research designs with an opportunity to acquire competencies related to planning, implementing and analyzing such research. The content of the course will focus on applications and interpretations of single-case research designs and the analysis of human behavior in educational and community settings. This course is designed as an initial course in single research design.

SEDP 771. Research Internship. 1-3 Hours.
Semester course; 1-3 research hours. 1-3 credits. May be repeated for a total of 3 credits. Enrollment requires prior approval of adviser. The research internship is designed to provide doctoral students with an opportunity to demonstrate competence at designing and conducting a pilot research study and disseminating research findings. Graded as S/U/F.

SEDP 772. Teaching Internship. 1-3 Hours.
Semester course; 1-3 internship hours. 1-3 credits. Enrollment requires prior approval of adviser. The teaching internship is designed to provide doctoral students with an opportunity to demonstrate competence in the activities related to the preparation of teachers of students with disabilities at the university level. Graded as S/U/F.

SEDP 773. Service/Policy Internship. 1-2 Hours.
Semester course; 1-2 hours of internship. 1-2 credits. Enrollment requires prior approval of adviser. The service competency is met through an internship that is designed to give doctoral candidates an intensive experience in which they can become actively involved in professional service to the field of special education and, in particular, in the development and implementation of local, state or national policy. Graded as S/U/F.

SEDP 890. Dissertation Prospectus Preparation. 1 Hour.
Semester course; 1 lecture hour. 1 credit. Prerequisite: SEDP 709 Students will receive guidance in the preparation of their dissertation prospectus, describing their plan for conducting an original research study as the final requirement for their Ph.D. in Special Education and Disability Policy. Graded S/U/F.

SEDP 899. Dissertation. 1-9 Hours.
Semester course; variable hours. Variable credit. May be repeated. A minimum of 9 semester hours required. Prerequisite: Successful completion of comprehensive examinations and approval of student’s doctoral prospectus. Dissertation work under direction of dissertation committee. Graded as S/U/F.