SPECIAL EDUCATION, MASTER OF EDUCATION (M.ED.) WITH A CONCENTRATION IN ADAPTED CURRICULUM

Program goal

The Master of Education in Special Education program prepares graduates for work in one of three areas: early childhood, adapted curriculum or general education. Applicants who do not already hold a teaching license must meet both licensure and degree requirements prior to the awarding of the Master of Education degree unless exempted as a professional from another discipline. Students should plan carefully with their adviser to ensure that the appropriate courses and experiences are completed. This program is available in an online format.

The Master of Education in Special Education adapted curriculum concentration is designed to prepare teachers to work with students in grades K-12 in public school settings. Throughout the program, emphasis is placed on person-centered planning, school and community inclusion, transdisciplinary teamwork and the role of the family. Successful completion of the degree program leads to licensure endorsement in special education, adapted curriculum K-12.

Courses address physical and medical management issues, functional assessment strategies, longitudinal curriculum planning, systematic instruction, augmentative and alternative communication systems, assistive technology, transition from school to adulthood, positive behavioral supports and the special needs of students with physical, sensory and health-related disabilities, including autism spectrum disorder.

Courses are offered through the Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum: Supporting Students with Significant Disabilities and Autism. Core courses are accessed through VCU. Students enrolled in the program complete a field-based externship in their school (if they currently serve students in adapted curriculum classrooms) or in one of the many public schools in the Richmond area. A total of six credit hours of externship experience is spread throughout the course of study and is designed to meet the students' needs for professional development.

All candidates are required to submit a final portfolio as the capstone requirement of the program. Successful completion of the 37-credit-hour program results in eligibility for Virginia endorsement in special education, adapted curriculum in addition to the Master of Education degree.

Student learning outcomes

Special education core outcomes

1. **Learner and learning:** Understand human development and learning theories appropriate to the age group they will teach and acquire an awareness of the diversity of the school-age populations' cultural backgrounds, learning strengths and needs
2. **Instructional practice:** Demonstrate an ability to plan and implement effective teaching and measure student learning in ways that lead to sustained development and learning

3. **Professional responsibility:** Develop an understanding of purposes for education and a defensible philosophical approach toward teaching and demonstrate professional dispositions

Adapted curriculum concentration-specific outcome

1. **Content:** Demonstrate knowledge of the subjects they will teach as an adapted curriculum special education teacher

VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs

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

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the **Graduate School website** and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines.

Visit the academic regulations section for additional information on academic regulations for graduate students.

Degree candidacy requirements

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

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

Visit the academic regulations section for additional information on degree candidacy requirements.

Graduation requirements

As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

Visit the academic regulations section for additional information on graduation requirements.

Apply online today. (https://www.vcu.edu/admissions/apply/graduate/)

Admission requirements

Degree:	Semester(s) of entry:	Deadline dates:	Test requirements:
M.Ed.	Fall	Mar 15	
	Spring	Nov 1	
	Summer	Mar 15	

In addition to the general admission requirements of the VCU Graduate School (https://bulletin.vcu.edu/graduate/study/admission-graduate-study/admission-requirements/), the following requirements represent the minimum acceptable standards for admission:

1. Bachelor's degree
2. Three letters of recommendation addressing the student's potential for graduate study in education
3. Statement of intent
4. Transcripts of all previous college work
5. Interview

Additionally, there are several tests that students must pass for admission to teacher preparation, admission to student teaching and licensure in Virginia. Students should consult the Teacher Preparation page (https://soe.vcu.edu/admission/teacher-preparation-application/) on the School of Education website for current testing requirements.

Applicants who do not have a provisional or professional collegiate teaching license in special education must take SEDP 630 as a prerequisite course.

Admission to clinical experiences in schools requires a background check and fingerprinting.

Please visit the School of Education website (https://soe.vcu.edu/academics/masters-programs/med-special-education/) for further information.

Degree requirements

In addition to general VCU Graduate School graduation requirements (https://bulletin.vcu.edu/academic-regs/grad/graduation-info/), students are required to complete course work in core and elective courses.

1. Credit hour requirements: Students are required to complete a minimum of 37 credit hours.
2. Grade requirements: Receipt of a grade of C or below in two courses constitutes automatic dismissal from the program. Courses with a grade below C cannot be used to satisfy degree requirements.
3. Initial licensure milestone requirements: Students must successfully complete all **initial licensure milestone requirements**. Those not able to complete the requirements may pursue the non-licensure option.

Curriculum requirements

Licensure option

Course	Title	Hours
Core courses		
EDUS 660	Research Methods in Education	3
EDUS 607	Advanced Educational Psychology	3
SEDP 501	Characteristics of Individuals with Disabilities: ____	3
SEDP 533	Assessment of Individuals with Disabilities: ____	3
SEDP 601	Instructional Methods and Programming for Individuals with Disabilities: ____	3
SEDP 603	Theories, Assessment and Practices in Literacy Development for Individuals with Exceptionalities: ____	3
SEDP 631	Behavior Support of Individuals with Disabilities: ____	3
Concentration courses		
IDDS 600	Teamwork in Serving Persons With Developmental Disabilities	3
SEDP 600	Language/Communication Intervention for Young Children and Individuals With Severe Disabilities	3
SEDP 632	Transition Strategies for Students with Disabilities	3
SEDP 658	Individualized Supports and Specialized Care of Students With Significant Disabilities	3
SEDP 700	Externship: ____	4
Successful completion of SEDP 630 if candidate does not hold eligibility for a Virginia provisional special education teaching license		
Successful completion of portfolio requirement		
Total Hours		**37**

The minimum number of graduate credit hours required for this degree is 37.

Non-licensure option

Course	Title	Hours
Core courses		
EDUS 607	Advanced Educational Psychology	3
EDUS 660	Research Methods in Education	3
SEDP 501	Characteristics of Individuals with Disabilities: ____	3
SEDP 533	Assessment of Individuals with Disabilities: ____	3
SEDP 601	Instructional Methods and Programming for Individuals with Disabilities: ____	3
SEDP 603	Theories, Assessment and Practices in Literacy Development for Individuals with Exceptionalities: ____	3
SEDP 631	Behavior Support of Individuals with Disabilities: ____	3
Concentration courses		
IDDS 600	Teamwork in Serving Persons With Developmental Disabilities	3
SEDP 600	Language/Communication Intervention for Young Children and Individuals With Severe Disabilities	3
SEDP 632	Transition Strategies for Students with Disabilities	3
SEDP 651	Topics in Education [1]	1-3

SEDP 658	Individualized Supports and Specialized Care of Students With Significant Disabilities	3
Successful completion of SEDP 630 if candidate does not hold eligibility for a Virginia provisional special education teaching license		
Successful completion of portfolio requirement		
Restricted electives		
Select 1-3 credits from list below, in consultation with an advisor. [2]		1-3
ADMS 622	Understanding Diversity and Leading for Social Justice	
ADMS 630	Understanding and Engaging School Communities	
ADMS 655	Student-Centered Policy and Collaboration	
ADMS 656	Human Dimensions of Leadership: Empathy, Trust and Care in Organizations	
ADMS 658	Community-Based Action Research for Education Stakeholders	
ECSE 500	Language/Communication Intervention for Young Children with Disabilities	
ECSE 542	Family/Professional Partnerships	
ECSE 641	Interdisciplinary Methods in Early Intervention	
SEDP 798	Thesis	
TEDU 531	Media Literacy in the K-12 Classroom	
TEDU 561	Literacy Foundations and Language Acquisition	
TEDU 615	Curriculum Development	
TEDU 652	Methods for Teaching Multilingual Learners	
SEDP 641	Independent Study	
Total Hours		**37**

[1]

Students should consult with an advisor to determine how many credits of SEDP 651 to take.

[2]

Students may choose another elective not on this list in consultation with an advisor.

The minimum number of graduate credit hours required for this degree is 37.

Students who complete the above requirements will receive a Master of Education in Special Education.

Contact

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Additional contact

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Program website: soe.vcu.edu/academics/masters-programs/med-special-education (https://soe.vcu.edu/academics/masters-programs/med-special-education/)