

# SPECIAL EDUCATION AND DISABILITY POLICY (SEDP)

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## **SEDP 200. Characteristics of Individuals With Disabilities. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course focuses on characteristics and identification of individuals with learning disabilities, emotional and behavioral disorders, intellectual disabilities, developmental delay, the less severe autism spectrum disorders, traumatic brain injury, deaf-blindness, visual impairment and other health impairments, and knowledge of characteristics throughout the lifespan, as well as providing information on effects of 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 201. Teaching Individuals With Mild and Moderate Disabilities. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course provides an understanding and application of learning principles and methodologies for instructing, communicating and enhancing student learning that will reflect culturally responsive curriculum and pedagogy. An introduction to instructional strategies and organization of activities, including curriculum, media, materials and physical environment for children in grades K-12; studies of students with high-incidence disabilities in inclusive classroom environments are included. 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 202. Preparing Diverse Learners From Multicultural and Global Perspectives. 3 Hours.**

Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course is designed to enhance cultural competence of students through exploration of diversities from multicultural aspects and global perspectives. Students enrolled in the course will have multiple opportunities to increase their cultural awareness individually, reciprocally and socially. Throughout the course, students will explore diverse cultures and contexts within and outside of the U.S. Students will learn to view the relationship between the U.S. and the rest of the world as a dynamic and reciprocal interconnected unit instead of separate units. Topical areas centering on the main theme of multicultural and global perspectives include race, ethnicity, socioeconomic status, linguistic, gender, abilities, urban youth and sexual orientation differences. Key concepts include cultural beliefs, values, equity, diversity and inclusion. Personal and theoretical constructs of these key concepts are explored. Through lectures, readings, group projects, community activities, videos and class discussions, students will identify factors that have an impact on diverse learners and explore innovative approaches leading to the success of all learners.

## **SEDP 203. Special Education Law. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course provides an overview of historical and current federal and state litigation and legislation, including those pertaining to special education and related services. Throughout this course, students will have various opportunities to learn federal and state statutes that address the educational rights of children/students with disabilities and their parents. Students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act. Specifically, students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individualized education program, free appropriate public education, and least restrictive environment. Additional federal laws that are discussed include the Rehabilitation Act of 1973: Section 504 and the Americans with Disabilities Act. Students are also expected to read and discuss selected issues in Virginia special education law and selected passages from the state statutes and the relevant administrative and case laws.

## **SEDP 204. Trends in Special Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course provides an understanding of the historical, philosophical and sociological foundations of public education in the United States, as well as standards for Virginia education and teaching professionals and ethical and accepted professional standards. The course will cover general knowledge of the foundations of educating students with disabilities, including a general 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; medical aspects of disabilities; family systems and culture; collaboration; integration/inclusion; transition; and classroom adaptations for educating students with disabilities in the least restrictive environments.

## **SEDP 216. Families and Professional Partnerships. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course is designed to increase the knowledge, skills and dispositions that are important for collaborating and communicating effectively with families of young children with special needs. This course will also emphasize understanding the role and responsibilities of community agencies and providers, and how understanding the role of members of the collaborative team can impact families in the education and transition of their children with disabilities to include education, training, employment, self-determination and other skills. During this course, students will explore the dimensions of family-centered services and person-centered planning, as well as the familial, ecological and cultural factors affecting young children with disabilities and their caregivers. Students will learn about theory, general principles and procedures for fostering collaborative partnerships among families, professionals and other stakeholders that lead to outcomes of individual and mutual empowerment.

## **SEDP 250. Special Education Elementary Supervision. 2 Hours.**

Semester course; 1.5 lecture and .5 field experience hours. 2 credits. Enrollment is restricted to students with a minimum of 30 hours (sophomore, junior or senior standing). The purpose of this field experience is to provide teacher candidates with practical experiences within the classroom. The teacher candidate will be observed and evaluated based on demonstration of their knowledge and ability to meet performance standards measured by the Virginia Standards of Learning in any of the following areas: curriculum and instruction, assessment, classroom and behavior management, collaboration, professional and ethical behavior, characteristics, IEP development and implementation, instruction for reading, writing and mathematics, and transition.

**SEDP 282. Multicultural Perspectives in Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course is designed to enhance cultural competence in diverse classrooms and schools. Major considerations include race, ethnicity, socio-economic status, linguistic abilities, and gender 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. Through lectures, readings, group projects, class activities, videos and class discussions students will explore the impact of institutional "isms" on both Anglo students and students from culturally and linguistically diverse backgrounds.

**SEDP 311. Secondary Education and Transition Planning. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course explores the literature, research, issues and trends that are relevant to children and youth with high-incidence disabilities (learning disabilities, emotional disabilities and/or mild intellectual 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 transitions throughout the educational experience, including post-secondary training, employment and independent living, which address an understanding of long-term planning, transition assessments, 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 and development, and personal and daily living issues. The overriding goal of this course is to provide candidates with the wherewithal for critical reflection in their professional practice to help individuals with disabilities develop, implement and achieve self-determined transition goals for their post-school years.

**SEDP 315. Classroom Management and Behavior Support for Students With Disabilities. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course will provide an in-depth analysis of theoretical models, research and strategies for supporting positive behavior of students with disabilities. Emphasis is on developing, implementing and evaluating behavior management programs in special education, including applied behavior analysis, functional assessment, positive behavioral supports and related classroom strategies. 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 school crisis management and safety plans, classroom and behavior management techniques, and individualized behavioral interventions. Techniques and approaches taught will promote skills that are consistent with norms, standards and rules of the educational environment and will be culturally diverse and responsive based upon developmental (e.g., students' ages and classroom management), cognitive, behavioral, social and ecological theory and practice. Students will learn to evaluate students' behavior and environments, as well as reflect on their own role in contributing to mitigating behavior problems. Candidates will also learn strategies to prevent and/or intervene in those factors to students' problematic behavior and facilitate their positive behavior.

**SEDP 320. Development and Implementation of Positive Behavior Support Plans. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course is designed to provide pre-service teachers with the opportunity to acquire advanced skills for effective planning, implementing and evaluating behavior strategies and supports. It will also present strategies available for management, communication and discipline at the introductory level. Students will examine a cross section of theories, models and legal and ethical variables relevant to orchestrating learning across school settings where individuals with disabilities are receiving instructional, social, behavioral and transition life-skill services. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies. Students will also learn the process used to develop and monitor behavior support plans.

**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 350. Special Education Middle School Supervision. 2 Hours.**

Semester course; 1.5 lecture and .5 field experience hours. 2 credits. Prerequisite: SEDP 250. Enrollment is restricted to students with a minimum of 60 hours (junior or senior standing). The purpose of this field experience is to provide teacher candidates with practical experiences within the classroom. The teacher candidate will be observed and evaluated based on demonstration of their knowledge and ability to meet performance standards measured by the Virginia Standards of Learning in any of the following areas: curriculum and instruction, assessment, classroom and behavior management, collaboration, professional and ethical behavior, characteristics, IEP development and implementation, instruction for reading, writing and mathematics, and transition.

**SEDP 378. Teaching Math to Students With Disabilities. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course is designed for prospective teachers in the special education program and addresses mathematics pedagogy for students with disabilities. The course will focus on selecting appropriate mathematics curricula and instructional methodologies; learning how to assess students and develop appropriate goals, including Virginia Standards of Learning across grades K-12; understanding of application of mathematics service delivery, curriculum and instruction of students with disabilities, including alternate ways to teach and adapt math content to students accessing the general curriculum across K-12 environments; and planning and integrating appropriate and evidence-based math strategies into students' programming based on assessment data.

**SEDP 379. Assessment Practices in Autism and Developmental Disabilities. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course creates a structure for understanding and designing effective social interactions and communication strategies, social-emotional development, and behavior interventions for children with autism spectrum disorder and other developmental disabilities. The course focuses on the application of empirically validated social interaction/communication and behavioral interventions that are consistent with principles of ABA in designing the interventions.

**SEDP 380. Teaching Reading to Students With Disabilities. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course provides empirically validated instructional procedures to address reading for students with disabilities. The focus will be on understanding state and national reading curriculum, pedagogy and assessments of students' reading skills; planning and implementing appropriate instructional procedures; and monitoring students' progress. Development of age-appropriate language acquisition, reading and writing is included. Curriculum development that includes scope and sequence, lesson plans, instructional methods based on access to the general curriculum and Virginia standards, including alternate ways to teach reading and writing content, is applied.

**SEDP 389. IEP and Due Process in Special Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course is designed to provide educational personnel with knowledge of the eligibility process and legal regulatory requirements for IEP development. Participants will apply knowledge of content standards, assessment and evaluations throughout the K-12 grades to construct IEPs; make decisions about student progress, instruction, program, accommodations, placement, teaching methods and transition; and complete hands-on IEP writing experiences that will address academic and functional needs of students with disabilities. Participants will engage in debate regarding due process and other regulatory requirements and measures, including the least restrictive setting for students with special needs, timelines and team member responsibilities.

**SEDP 401. Assessment in Diverse Settings. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: TEDU 413 or SEDP 378. Enrollment is restricted to students admitted to a B.S. in Education program. This course explores all aspects of assessment that a teacher encounters in preK-12 educational settings. The course will cover current assessment theories, approaches and instruments used to measure the performance of the children and students representing the diverse learners in today's classrooms – including students with and without disabilities, English language learners and students representing a range of cultural backgrounds. Assessments at all stages of instruction (before, during and after), including formal and informal assessments and their applications in an inclusive educational setting, will be addressed. Particular attention is paid to the ways in which teachers can gather and use assessments to make data-informed decisions for effective instruction and intervention leading to optimal child development and student achievement. Specifically, the course will explore the relationships among content standards, instruction and assessment as well as ways to use a variety of assessments to monitor student progress. The course emphasizes making valid inferences from assessments in a variety of formats; understanding the legal and policy context of assessment; and the implications for appropriate grading practices and decision-making. Course content and assignments will promote critical-thinking and problem-solving skills. Crosslisted as: EDUS 401.

**SEDP 402. Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course will provide students with foundational ideas and concepts regarding the selection and use of assistive technology and augmentative and alternative communication for students with disabilities. Students will recognize and plan for the uses of technology that will aid the student in their education, work and independent living. This course emphasizes the selection and use of AT and AAC in general and special education settings (K-12) for students across the continuum of disability.

**SEDP 404. Methods in Teaching Science and Social Studies for Students With Disabilities. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to juniors or seniors with a minimum of 60 credits. This course combines a process approach of science programs drawn from biological, earth and physical sciences with the study of social studies curriculum, materials and selected instructional strategies for teaching students with disabilities. An understanding of vocabulary development and comprehension skills in science and history will cultivate strategies for students to ask effective questions, summarize and retell both verbally and in writing strategies to impart an understanding of science and history standards of learning. The first half of this course will be dedicated to encouraging effective science instruction for diverse students, with the second half dedicated to encouraging effective social studies/science instruction.

**SEDP 405. Collaborative Practices and Co-teaching in Inclusive Schools. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to juniors or seniors with a minimum of 60 credits. This course is designed to help prospective general and special educators develop an understanding of collaborative and communication strategies, models and techniques to meet the educational needs of children with disabilities. Skills in consultation, case management and collaboration, including coordination of service delivery with related services providers, general educators, administrators, parents, students and other professions (e.g., paraprofessionals, community agencies) in collaborative work environments will be understood. Class activities, discussions and projects will concentrate on appropriately meeting the needs of children with disabilities within the context of the general education setting. Students will also study and practice a variety of instructional and organizational techniques for adapting the general classroom environments in order to address the needs of children with disabilities in the general education classroom.

**SEDP 410. Building a Community of Learners: Classroom Management. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: EDUS 301, PSYC 301 or PSYC 304 with a minimum grade of C. The course is designed to encompass pre-K through grade 12 classroom management theory and application, motivation theory and application, diversity, socio-emotional development, trauma-informed care, and restorative justice for regular education and special education students. Crosslisted as: TEDU 410.

**SEDP 415. Action Research in Education and Special Education: Capstone Project. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to seniors with a minimum of 90 credits. This course will prepare students to be reflective practitioners by connecting theory, research and practice through the exploration of action research. The course will consist of three components that promote students' capacity for putting research into action related to their direct work with children and youth with disabilities and their families. Students will first be guided to investigate a research-based instruction/intervention strategy or approach to teaching children and youth with disabilities or developmental delays through a structured literature review. Students will then develop a research plan to be implemented during one of their externships based on the results of the literature review. Finally, students will present their literature review summary and research plan via an online and/or face-to-face poster presentation format. Ongoing, interactive reflections from students are essential components throughout the course.

**SEDP 420. Special Education Leadership for Inclusive Schools. 3 Hours.** Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students with a minimum of 90 credits (senior standing). This course will introduce participants to issues involved in leadership for creating inclusive environments in schools. These systems are aimed to fully include students with disabilities and ensure positive outcomes for students both academically and in functional skills needed for participation in the education environment, community, employment and for post-secondary success. Students will be challenged with assessing their own leadership styles, professional and ethical standards, personal integrity, and how beliefs and values shape actions. Students will also explore strategies to promote the importance of inclusive education as well examine Virginia standards and CEC standards for inclusive schools. Students will have a chance to see the impact of teacher leadership on special education and understand how to promote self-advocacy in students.

**SEDP 450. Special Education High School Supervision. 2 Hours.** Semester course; 1.5 lecture and .5 field experience hours. 2 credits. Prerequisite: SEDP 350. Enrollment is restricted to students with a minimum of 60 hours (junior or senior standing). The purpose of this field experience is to provide teacher candidates with practical experiences within the classroom. The teacher candidate will be observed and evaluated based on demonstration of their knowledge and ability to meet performance standards measured by the Virginia Standards of Learning in any of the following areas: curriculum and instruction, assessment, classroom and behavior management, collaboration, professional and ethical behavior, characteristics, IEP development and implementation, instruction for reading, writing and mathematics, and transition.

**SEDP 460. Specialized Reading and Writing Interventions for Students With Disabilities. 3 Hours.** Semester course; 3 lecture hours. 3 credits. Prerequisite: SEDP 380. This course will cover the complex nature of language and literacy to include assessment strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students with reading and/or writing disabilities. Skills in the area of phonemic awareness, sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, syntax and semantics will be developed. Students will learn teaching skills, remediating deficits, utilizing research/evidence-based interventions, providing explicit reading and writing instruction, implementing and evaluating individual and group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills across ages and developmental levels. The course will focus on how, as a teacher, one participates in tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction.

**SEDP 461. Specialized Math Interventions for Students With High Incidence Disabilities. 3 Hours.** Semester course; 3 lecture hours. 3 credits. Prerequisite: SEDP 378. This course focuses on interventions for students with high incidence disabilities who may need additional instruction beyond their core mathematics class. The course is designed to increase student understanding and achievement by increasing time and intensity on grade-level standards. Strategies used in the intervention course should be different than strategies used in the core math course and are inclusive of all student populations, including general education, special education or English language learners. When done appropriately, this course will both build student confidence and reduce the likelihood of them repeating their core mathematics course. In addition, students will explore research and evidence-based interventions. The class will be designed around the seven principles of effective intervention for students with mathematics disabilities.

**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 495. Universal Design for Learning and Transition. 3 Hours.** Semester course; 3 lecture hours. 3 credits. The purpose of this course is to provide students with evidence of each of the components of universal design for learning within access to the general academic curriculum – multiple means of representation, expression and engagement. Students will engage in an understanding of theories of learning and development, including cognitive and learning processes, social-emotional development, practices for culturally and linguistically diverse learnings, such as English learners, gifted and talented students and students with disabilities, in individual and universal contexts. Additional focus is placed on UDL components linked to effective transition planning embedded within academic instruction targeting successful transitions to postsecondary educational settings. Emphasis is placed on beginning research on the use of this approach and its promising practice for addressing academic and transition goals as well as increasing student motivation and self-determination.

**SEDP 499. Student Teaching. 6 Hours.** Semester course; 6 field experience hours. 6 credits. The major goal of this course is to provide student teachers a challenging, relevant and rewarding experience, which will allow them to acquire professional competence. Student teachers will learn to respect and work effectively with students of varying backgrounds and disabilities; assume the various responsibilities of the classroom teacher; plan instruction and learning experiences that recognize the individual needs and differences of students; organize and manage the classroom environment to maximize learning; and practice being a reflective teacher.

**SEDP 501. Characteristics of Individuals with Disabilities. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course prepares candidates to understand how exceptionalities can interact with multiple domains of human development to influence an individual's learning in home, school, community and throughout life. Candidates will gain an understanding of the characteristics between and among individuals with and without exceptionalities. Course content focuses on the identification and characteristics of individuals with exceptionalities as defined under the Individuals with Disabilities Education Improvement Act. This course also provides information on educational, psychosocial and behavioral interventions that serve as adaptations to the general curriculum and/or home/social expectations. Candidates gain an understanding of the impact of related medical conditions and differentiated evidence-based interventions on the development and learning of young children and/or students with or at risk for disabilities. In addition, candidates gain understanding of child abuse recognition and prevention, with particular focus on issues and strategies unique to working with young children and students with disabilities. Throughout this course, candidates will consider beliefs, traditions and values across and within cultures that influence relationships among and between young children, students and their families. Further, this course will emphasize the importance of interdisciplinary collaboration for promoting the well-being of individuals with exceptionalities across a wide range of settings and collaborators. This course is offered in multiple sections to accommodate specific program requirements across the concentrations offered in the M.Ed. in Special Education.

**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 (delivered online, face-to-face or hybrid). 3 credits. 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. Assessment of Individuals with Disabilities. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course is designed to provide knowledge and practical applications of screening and assessment of young children and students at risk for and with disabilities/delays. Teacher candidates will be prepared to make professional decisions regarding the screening, assessment and ongoing evaluation of young children and students with disabilities. Teacher candidates will gain knowledge of measurement principles and practices to administer assessments and interpret results. This course will emphasize examination of both formal and informal assessments and their use in data-driven decision-making related to educational placement, intervention planning and IEP/IFSP development. This course is offered in multiple sections to accommodate specific program requirements across the concentrations offered in the M.Ed. in Special Education.

**SEDP 600. Language/Communication Intervention for Young Children and Individuals With Severe Disabilities. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment requires permission of the 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. Instructional Methods and Programming for Individuals with Disabilities. 3 Hours.**

Semester course; 3 lecture hours (delivered as online, face-to-face or hybrid course). 3 credits. This course provides the knowledge, skills and methods necessary to plan and deliver effective instruction to individuals with disabilities. Course content is focused on how to collaborate with families and other professionals to deliver instruction that improves the outcomes of young children and students. Teacher candidates will develop skills to plan and deliver instruction in a variety of educational settings and learning environments. This course builds teacher candidates' cultural competence and emphasizes the use of recommended practices and evidence-based interventions to support the social, emotional and/or academic growth of individuals with disabilities. This course is offered in multiple sections to accommodate specific program requirements across the concentrations offered in the M.Ed. in Special Education.

**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 Literacy Development for Individuals with Exceptionalities. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course is designed to prepare teacher candidates to instruct and support individuals with exceptionalities in developing necessary skills for lifelong literacy. Teacher candidates will understand literacy development, including emergent literacy skills, and the impact of disabilities and delays on learning and progress in this domain. This course will emphasize assessment as the basis for designing instruction and interventions. A variety of strategies, methods and supports will be discussed, analyzed and applied to address a variety of reading, language and/or communication needs. This course is offered in multiple sections to accommodate specific program requirements across the concentrations offered in the M.Ed. in Special Education.

**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 607. Math Methods and Online Education. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Prerequisites: SEDP 531 and SEDP 533. Students will be introduced to current theory and best practices of mathematical instruction from K-12. They will be able to relate their learned knowledge of number and number sense; computation and estimation; measurement and geometry; probability and statistics; and patterns, functions and algebra to their instruction. Students will identify the risk factors associated with mathematics disabilities and learn intervention strategies to address the needs of students with disabilities.

**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 (delivered online, face-to-face or hybrid). 2 credits. 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.

**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.

**SEDP 623. Applied Behavior Analysis: Empirical Bases. 3 Hours.**

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.

**SEDP 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.

**SEDP 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.

**SEDP 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.

**SEDP 630. Trends in Special Education. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 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.

**SEDP 631. Behavior Support of Individuals with Disabilities. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course will provide an in-depth analysis of theoretical models, research and strategies for supporting positive behaviors of young children and students with exceptionalities. Emphasis is on developing, implementing and/or structuring environments and interventions to encourage adaptive behaviors and the social/emotional development of individuals with exceptionalities, and directly teach them to adapt to the expectations of differing environments. Course content focuses on conducting formal and informal assessments of behavior and environments to individualize and implement strategies to support the growth and development of individuals with exceptionalities. This course will help develop a candidate's ability to examine the behaviors of students with special needs in a variety of settings, including an understanding and application of behavior management techniques and individualized behavioral interventions. Techniques and approaches taught will promote skills that are consistent with developmental milestones and/or standards and rules of a variety of educational environments, and will be diverse based upon developmental, cognitive, behavioral, social and ecological theory and best practice. Candidates will learn to integrate results of assessments to develop long- and shorter-term goals and objectives and integrate these into individualized service and behavior change plans. Focus will also be on how to consult and collaborate with colleagues and families to implement individualized plans across a variety of environments. Candidates will learn to evaluate young children's and/or students' behavior and environments, as well as reflect on their own role in contributing to and mitigating challenging behaviors. Candidates will also learn strategies to prevent and/or intervene safely with children who exhibit challenging behavior, as well as to facilitate positive behavior. As part of the course requirements, candidates will also complete approved modules in child abuse and neglect recognition and intervention if not already completed. This course is offered in multiple sections to accommodate specific program requirements across the concentrations offered in the M.Ed. in Special Education.

**SEDP 632. Transition Strategies for Students with Disabilities. 3 Hours.** Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 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.

**SEDP 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.

**SEDP 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.

**SEDP 638. 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.

**SEDP 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.

**SEDP 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 655. Practicum A: Special Education in an Elementary Education Environment. 1 Hour.**

Semester course; 1 practicum hour. 1 credit. Prerequisites: SEDP 531 and SEDP 533. Special education candidates will participate in 30 hours of supervised practicum activities within the public schools at the elementary level. The goal of this course is to provide special education candidates with real-world experience developing, implementing and monitoring progress of special education students within the general education environment. As part of the course, candidates will develop and implement an inclusive Universal Design for Learning unit plan within the academic (reading or mathematics) curriculum. The unit will include ties to the Virginia Standards of Learning, plan for collaboration with general education teachers, five traditional lesson plans, an online lesson, a unit assessment and Individual Education Program using collaboration with parents, general education teachers and the student. Additionally, the special education candidates will reflect on the effectiveness of the unit plan for students with special needs or other at-risk students. This course includes site-based requirements.

**SEDP 656. Practicum B: Special Education in a Secondary Education Environment. 1 Hour.**

Semester course; 1 practicum hour. 1 credit. Prerequisites: SEDP 531 and SEDP 533. Special education candidates will participate in 30 hours of supervised practicum activities within the public schools at the secondary level. The goal of this course is to provide special education candidates with real-world experience developing, implementing and monitoring progress of special education students within the general education environment. As part of the course, special education candidates will develop and implement an inclusive Universal Design for Learning unit plan within the academic (reading or mathematics) curriculum. The unit will include ties to the Virginia Standards of Learning, plan for collaboration with general education teachers, five traditional lesson plans, an online lesson, a unit assessment and an Individual Education Program using collaboration with parents, general education teachers and the student. Additionally, the special education candidate will reflect on the effectiveness of the unit plan for students with special needs or other at-risk students. This course includes site-based requirements.

**SEDP 658. Individualized Supports and Specialized Care of Students With Significant Disabilities. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Provides an understanding of the unique physical, sensory, communication, and health and medical needs of students with significant disabilities; how these needs impact the educational program; how special education and related services are delivered; and how to design academic, functional and behavioral instruction and adaptations to meet those needs.



**SEDP 700. Externship. 1-6 Hours.**

Semester course; 1-6 field experience 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. M.Ed. candidates already teaching on a provisional license can do those field experience hours in their own classrooms, supported by a mentor special educator and the university faculty member. The supervision provided emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parents and students with disabilities. This course includes site-based requirements.

**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.