The Department of Counseling and Special Education blends top-tier, accredited programs in counselor education and special education and disability policy to create a unique, interdisciplinary academic environment for students and faculty. The department’s primary mission is to prepare graduates to be leaders, ready to make a difference in people’s lives. Courses emphasize applicable learning, incorporating the practical tasks and situations students will be faced with on the job.

The nationally recognized faculty members provide guidance and support, allowing students to fully explore their areas of interest. The department provides the tools that help students examine, refine and challenge current methods and scholarship and to use evidence-based research. Learn more by visiting the Department of Counseling and Special Education webpage. • Special Education and Teaching, Bachelor of Science in Education (B.S.Ed.) • Special Education and Teaching, Bachelor of Science in Education (B.S.Ed.) with a concentration in early childhood • Disability Studies, Certificate in (Undergraduate certificate) • Early intervention and early childhood special education, minor • Special education, minor in • Counselor Education (CLED) (p. 1) • Early Childhood Special Education (ECSE) (p. 1) • Interdisciplinary Developmental Disability Studies (IDDS) (p. 3) • Special Education and Disability Policy (SEDP) (p. 3)

Counselor education

CLED 200. The Science of Resilience and Holistic Health. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course brings together wellness concepts based on literature in health psychology, spirituality, health and wellness counseling, stress research and other disciplines to introduce students to the growing field of holistic wellness, including the practical application of theoretically and empirically supported wellness models and interventions to enhance social, emotional, mental, physical and spiritual well-being.

CLED 340. Marriage and Intimate Relationships. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examination of the dynamics of intimate relationships, dating, courtship, cohabitation and challenges of establishing a stable and satisfying marriage/long-term relationship, impact of separation or divorce, premarital preparation, and marital education.

CLED 405. A Survey of Career Counseling. 3 Hours. Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course provides a broad overview of career counseling. Focus will be on current issues and problems facing individuals as they choose and manage careers during the lifespan. Students will also be introduced to the major career theories including how values, diversity, skills and interests shape career choices and development.

CLED 440. Family Dynamics. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course provides a study of the family as a system and an introduction to a variety of issues confronting the family, including child abuse, partner interpersonal violence and others that produce more than usual stress in the family. Available community resources for helping families will be examined.

Early childhood special education

ECSE 201. Infants and Young Children With Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course focuses on the foundations for early intervention and education, with emphasis on inclusive environments, typical and atypical development, family and community contexts for development, professional standards and current policy issues.

ECSE 202. Social-Emotional Development in Early Childhood. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course examines typical and atypical social-emotional development of young children, as well as risk factors impacting social-emotional development. Students learn techniques for supporting positive behavior (to prevent inappropriate behavior) and strategies for building children’s social competence.

ECSE 250. Infant/Toddler Fieldwork. 2 Hours. Semester course; 1.5 lecture and .5 field experience hours. 2 credits. Prerequisite: ECSE 201. Corequisite: ECSE 302. Enrollment is restricted to students enrolled in the B.S.Ed. in Special Education and Teaching with a concentration in early childhood program who have been admitted to teacher preparation. This field-based course provides an in-depth experience in working with infants and toddlers with disabilities and their families. Students may be placed in settings that provide home-based or community-based services.

ECSE 301. Developmental Assessment for Young Children. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this course is to equip early childhood professionals with strong foundational knowledge and application skills in screening and assessment of young children birth through age 8 in inclusive settings. The focus of the course is to introduce formal and informal developmental assessment through a variety of formats and approaches. Students will also learn structured and unstructured observations of young children with or without disabilities in inclusive settings. Survey, review and critique of standardized and non-standardized tests as well as the use of test data in planning instruction will be covered. This course provides experiences to increase awareness of, and knowledge about, a variety of assessment procedures appropriate for use with children birth through age 8. Students completing the course will be prepared to make professional decisions regarding the screening, assessment and ongoing evaluation of typically developing children and children with or at risk for disabilities.
ECSE 302. Early Intervention for Infants and Toddlers With Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: ECSE 201. Enrollment is restricted to students with a minimum of 30 hours (sophomore, junior or senior standing). This infant-toddler early intervention class focuses on the provision of family-centered services as discussed in Part C of the Individuals with Disabilities Education Act. Students learn various relationship-based approaches for providing services that support the development of very young children with disabilities and their families.

ECSE 303. Behavior Support in Early Childhood Special Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: ECSE 201 and ECSE 202. Enrollment is restricted to students with a minimum of 30 hours (sophomore, junior or senior standing). This course will provide an introduction to theoretical models, research and strategies for supporting positive behaviors and reducing challenging behaviors of young children. Emphasis is on developing, implementing and/or structuring environments and interventions to encourage adaptive behaviors in young children. 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 challenging behavior.

ECSE 304. Communication and Language Development in Early Childhood. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students with a minimum of 30 hours (sophomore, junior or senior standing). This course emphasizes how children learn to communicate and how to facilitate communication development. The course includes examination of language development, language differences and disorders, language facilitation, and relationship of language to literacy. Course content and assignments include information about evidence-based practices and promote critical reflection and problem-solving skills.

ECSE 350. Preschool Fieldwork. 2 Hours.
Semester course; 1.5 lecture and .5 field experience hours. 2 credits. Prerequisites: ECSE 201 and ECSE 250. Corequisite: ECSE 410. Enrollment is restricted to students in the B.S.Ed. in Special Education and Teaching with a concentration in early childhood program who have been admitted to teacher preparation. This field-based course provides an in-depth experience in working with preschool-aged children with disabilities. Students may be placed in school- or community-based settings.

ECSE 351. Topics in Early Childhood Special Education. 1-3 Hours.
Semester course; 1-3 lecture hours. 1-3 credits. May be repeated with different topics for a maximum of nine credits. A course on selected topics in early childhood special education. Generally, the content will relate to infant and toddler development, parent-child relationships, and strategies to support young children with or at-risk for disabilities and their families.

ECSE 401. Medical Aspects of Early Childhood Special Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: ECSE 201. Enrollment is restricted to students with a minimum of 60 credit hours (junior or senior standing). This course focuses on the nature and characteristics of major disabling and at-risk conditions for infants and young children. Emphasis is given to the medical aspects of young children with disabilities and the management of neurodevelopmental and motor disabilities. Specific strategies for positioning and handling, facilitating movement, and developing self-care skills are provided. Review of adaptive equipment and its safe use, and selection and implementation of appropriate assistive technology will be covered.

ECSE 410. Play-based Instruction for Inclusive Settings. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Registration requires permission of the instructor. This course is designed to introduce students to the sources, concepts, theory and integrated approaches to play-based instruction for young children with or without disabilities from diverse backgrounds, and including school, home and community settings. Young children's development and learning are viewed as integral components of play. Various approaches to formal and informal play will be addressed through a hybrid format of course delivery that includes face-to-face lectures, online discussions and reflections, onsite observations, and case-based inquiries. This course particularly values the critical role of families in child development, therefore emphasizing family involvement in play-based instructions across all settings.

ECSE 450. ECSE Consultation/Itinerant Fieldwork. 2 Hours.
Semester course; 1.5 lecture and .5 field experience hours. 2 credits. Prerequisites: ECSE 201, ECSE 250 and ECSE 350. Corequisite: SEDP 405. Enrollment is restricted to students in the B.S.Ed. in Special Education and Teaching with a concentration in early childhood program who have been admitted to teacher preparation. This field-based course provides an in-depth experience in providing consultation or itinerant services for young children with disabilities. Students may be placed in school- or community-based settings.

ECSE 499. Student Teaching in Early Intervention/Early Childhood Special Education. 6 Hours.
Semester course; 6 field experience hours. 6 credits. Prerequisites: ECSE 250, ECSE 350 and ECSE 450. Corequisites: SEDP 415 and SEDP 420. Enrollment is restricted to students in the B.S.Ed. in Special Education and Teaching with a concentration in early childhood program with a minimum of 90 credit hours (senior standing). The student teaching experience is designed to provide in-depth practical experience within a school, community-based program serving young children (birth to age 5) and their families, from a variety of cultural backgrounds, who are at risk for or have developmental disabilities. Through readings, community-based learning and face-to-face and online collaboration, the student will gain an understanding of the early intervention/early childhood special education requirements and practices. To demonstrate their abilities to critically reflect on their effectiveness, students will demonstrate problem-solving and critical-thinking skills as they apply the competencies gained through course work within the student teaching experience. These competencies are based on DEC-CEC standards and include participation in the assessment, planning and implementation of intervention programs; collaboration on an interdisciplinary team; use of family-centered principles; and development of professional relationships with families and other professionals in the student teaching setting.
**Interdisciplinary developmental disability studies**

**IDDS 200. Disability History and Culture. 3 Hours.**
Semester course; 3 lecture hours. 3 credits. This course provides an interdisciplinary exploration of disability within American society and internationally throughout history. It examines how disability studies, as a field of study, views disability as a social, political, historical and cultural phenomenon. The class examines cultural attitudes about disability and how they influence policies that are designed to address disability.

**IDDS 201. Disability, Diversity and Human Rights. 3 Hours.**
Semester course; 3 lecture hours. 3 credits. This course is an exploration of diverse populations and the variety of ways in which people learn and identify themselves, and how they interact with and connect with the world at large. Includes intersections between disability rights and human rights by examining legal and social contexts of disability law in the United States and around the world.

**IDDS 300. Applications of Disability Studies. 3 Hours.**
Semester course; 3 seminar hours. 3 credits. Prerequisite: IDDS 201. This course provides students the opportunity to apply material from previous courses in disability studies to their own disciplinary major. Students will engage with faculty and community professionals in a seminar format and will intensively research a specific topic and complete a project relevant to their disciplinary field.

**Special education and disability policy**

**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 exceptionality, 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.
SEDPA 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.

SEDPA 250. Special Education Elementary Supervision. 2 Hours.
Semester course; 1.5 lecture and .5 field experience hours. 2 credits.
Corequisite: SEDP/EDUS 401. Enrollment is restricted to students
enrolled in the B.S.Ed. in Special Education and Teaching program who
have been admitted to teacher preparation. 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.

SEDPA 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.

SEDPA 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.

SEDPA 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.

SEDPA 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.
SEDPS 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.

SEDPS 350. Special Education Middle School Supervision. 2 Hours.
Semester course; 1.5 lecture and .5 field experience hours. 2 credits. Prerequisite: SEDP 250. Corequisite: SEDP 460. Enrollment is restricted to students enrolled in the B.S.Ed. in Special Education and Teaching program who have been admitted to teacher preparation. 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.

SEDPS 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.

SEDPS 379. Assessment Practices in Autism and Developmental Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: SEDP/EDUS 401 or permission of instructor. 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.

SEDPS 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.

SEDPS 389. IEP and Due Process in Special Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: SEDP 203. 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.

SEDPS 401. Assessment in Diverse Settings. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: TEDU 413 or SEDP 201. Enrollment is restricted to students enrolled in a B.S.Ed. 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.

SEDPS 402. Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students enrolled in the B.S.Ed. in Special Education and Teaching program who have been admitted to teacher preparation. 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.
SEDPA 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 students enrolled in the B.S.Ed. in Special Education and Teaching program who have been admitted to teacher preparation. 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.

SEDPA 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.

SEDPA 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.

SEDPA 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.

SEDPA 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.

SEDPA 450. Special Education High School Supervision. 2 Hours.
Semester course; 1.5 lecture and .5 field experience hours. 2 credits. Prerequisite: SEDPA 350. Corequisite: SEDPA 405. Enrollment is restricted to students enrolled in the B.S.Ed. in Special Education and Teaching program who have been admitted to teacher preparation. 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.

SEDPA 460. Specialized Reading and Writing Interventions for Students With Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. 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. Corequisite: SEDP 415. 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.