

# SPECIAL EDUCATION (EDSE)

## 100 Level Courses

**EDSE 115:** *American Sign Language (ASL) I.* 4 credits.

Focuses on introduction of American Sign Language (ASL) and Deaf culture. Teaches basic person-to-person conversational signing. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Laboratory, Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 116:** *American Sign Language (ASL) II.* 4 credits.

Focuses on expanding basic skills in American Sign Language (ASL) and Deaf culture. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 115<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Laboratory, Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

## 200 Level Courses

**EDSE 201:** *Introduction to Special Education.* 3 credits.

Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Includes historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals with disabilities having needs for intervention ranging from mild to severe. Includes the impact of disabilities on academic, social, and emotional performances. Offered by Graduate School of Education. Limited to three attempts. Equivalent to EDSE 401.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 203:** *Disability in American Culture.* 3 credits.

Examines disability, past and present, in American culture through changes in historical, political, legal, and societal responses to people with disabilities. Analyzes the disability experience through social and behavioral science perspectives, including diversity, bioethical and human rights conceptualizations/constructs of disability. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 204:** *Disability in a Global Society.* 3 credits.

Examines disability in a global context through political, legal, and societal responses to people with disabilities. Analyzes the global

disability experience through social and behavioral science perspectives, including diversity, bioethical and human rights conceptualizations/constructs of disability. Assesses how the growing political, economic, and social gaps that exist between the global north and south impact people with disabilities. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 219:** *American Sign Language (ASL) III.* 4 credits.

Focuses on intermediate level skills in American Sign Language (ASL) and Deaf culture. Increases competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 116<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Laboratory, Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 241:** *Characteristics of Students with Disabilities: High-incidence.* 3 credits.

Examines the academic, social, and behavioral characteristics of individuals with high-incidence disabilities such as learning disabilities, emotional/behavioral disorders, intellectual disability, autism, and attention deficit disorder. Focuses on etiology, contributing factors, impact on life and family, the challenges of identifying students with disabilities, and the need for intensive instruction, accommodations, and support. Offered by Graduate School of Education. Limited to three attempts. Equivalent to EDSE 440.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 251:** *Classroom Management and Positive Behavior Supports.* 3 credits.

Focuses on describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. Explores classroom and behavior management including technology, social skills, and effective teaching behaviors. Emphasizes developing school and classroom behavior management plans. Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

## 300 Level Courses

**EDSE 311: *Characteristics of Students with Blindness and Visual Impairments.*** 3 credits.

Provides an overview of the characteristics of and services to persons with blindness and visual impairments, including the impact of blindness and visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psychosocial, and physical implications of a visual impairment. Offered by Graduate School of Education. Limited to three attempts. Equivalent to EDSE 411.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 315: *American Sign Language (ASL) IV.*** 3 credits.

Focuses on strengthening expressive and receptive communication in American Sign Language (ASL) through the development of narrative and storytelling skills. Explores the importance of these skills within the Deaf Community. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 219<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 341: *Language Acquisition and Reading Development.*** 3 credits.

Examines language and reading skills for typical and atypical students and describes language and reading instruction for students with disabilities who access the general curriculum. Explores emergent literacy skills, sound and symbol relationships, spelling development, phonemic awareness, phonics, vocabulary development, and comprehension. Analyzes informal assessment methods to monitor students' reading progress. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 351: *Technology Integration for Specialized Instruction.*** 3 credits.

Reviews applications of recent educational and assistive technology for instruction. Evaluates strategies for effective integration of mainstreamed instructional technology to promote student learning, successful implementation of individualized assistive technology to access general education curriculum, and delivery of accessible online and blended instruction to all learners through technology-based innovations and Universal Design for Learning. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 352: *Assessment.*** 3 credits.

Offers knowledge and learning activities related to assessment of students with varying degrees of disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 353: *Individualized Behavior Supports.*** 3 credits.

Focuses on identifying, recording, evaluating, and developing comprehensive plans for changing social and academic behaviors of individuals with disabilities. Emphasizes analyzing the function of individuals' behaviors and developing responsive behavior intervention plans. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 354: *Consultation and Collaboration.*** 3 credits.

Provides professionals in special education, general education, and related fields with knowledge and skills necessary for collaboration with a wide variety of stakeholders. Emphasizes developing and implementing individualized education programs for individuals with disabilities using a team approach. Demonstrates active listening, group process, and problem-solving strategies. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 361: *Characteristics of Students with Severe Disabilities.*** 3 credits.

Examines the academic, social, medical and behavioral characteristics of individuals with severe disabilities such as intellectual disability, autism, traumatic brain injury, and severe/multiple cognitive, physical and/or sensory disabilities. Focuses on etiology, contributing factors, impact on life and family, the challenges of identifying students with disabilities, and the need for intensive instruction, accommodations, and support. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 362: *Communication with Severe Disabilities.*** 3 credits.

Provides an overview of augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. Addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction aimed at motivating, building, and expanding communication, choice-making, and social interaction. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 381: *Exploratory Field Experience in Special Education*. 3 credits.** Introduces students to the role of the special educator in academic and non-academic environments with students across disability areas. Facilitates observation and understanding of the professional work of special educators in K-12 schools, specifically in instruction, behavior management, and data collection. Provides exposure to special education at the transition and community-based levels as well as at the policy and leadership levels. Initiates critical reflection focused on examining special education theory and research in application through practice in school and community-based settings. Includes a 2-hour weekly seminar and a total of 20 field experience hours. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 201<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Undergraduate Regular scale.

## 400 Level Courses

**EDSE 401: *Introduction to Special Education*. 3 credits.** Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances. Offered by Graduate School of Education. Limited to three attempts. Equivalent to EDSE 201.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 402: *Classroom Management and Applied Behavior Analysis*. 3 credits.** Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management, including use of technological advances. Emphasizes developing classroom and individual behavior management plans. Note: Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 403: *Language Development and Reading*. 3 credits.** Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Recommended Prerequisite:** EDSE 401 and EDSE 440.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 410: *Deaf History*. 3 credits.** Studies the history of the Deaf people in Europe and its influence on the Deaf people in the United States. Explores the Deaf people's experience as an oppressed minority similar to the experience of many oppressed populations. Applies knowledge to understanding the attitudes toward Deaf people today. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 315\*<sup>C</sup>.

\* May be taken concurrently.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 411: *Characteristics of Students with Visual Impairments*. 2 credits.** Provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psychosocial, and physical implications of a visual impairment. Notes: Course delivered online. Offered by Graduate School of Education. Limited to three attempts. Equivalent to EDSE 311.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 412: *Braille Code*. 3 credits.** Provides understanding of the literary code of Braille and its implications for educational/literacy programs for students with a visual disability. Enables students to better understand the Braille code and how to teach it to students with a visual disability. Notes: Delivered online. Offered by Graduate School of Education. Limited to three attempts.

**Recommended Prerequisite:** EDSE 311. Concurrent enrollment is also permitted.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 413: *Medical and Educational Implications of Blindness and Visual Impairments*. 3 credits.** Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Covers anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Offered by Graduate School of Education. Limited to three attempts.

**Recommended Prerequisite:** EDSE 311, which may be taken concurrently.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 414: *Orientation and Mobility for Students with Blindness and Visual Impairments.*** 2 credits.

Provides the foundation for understanding the components and essence of orientation and mobility (O&M). Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility, including cane instruction, dog guides, and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Emphasizes motor and concept skill development. Offered by Graduate School of Education. Limited to three attempts.

**Recommended Prerequisite:** EDSE 311, which may be taken concurrently

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 417: *Teaching Methods for Students with Blindness and Visual Impairments.*** 3 credits.

Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth. Offered by Graduate School of Education. Limited to three attempts.

**Recommended Prerequisite:** EDSE 311, which may be taken concurrently

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 418: *Curriculum and Assessment of Students with Blindness and Visual Impairments.*** 3 credits.

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Provides practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Notes: Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Recommended Prerequisite:** EDSE 311, which may be taken concurrently

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 419: *Braille Reading and Writing.*** 3 credits.

Provides basic instruction on transcription of advanced Braille codes, including music, foreign language, chemistry, computer Braille, and Nemeth code (Braille math code). Introduces techniques for teaching skills in each code. Explores technology tools used to create Braille and tactile materials in addition to other assistive technologies used for

instruction in math and science. Notes: Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisites:** EDSE 311<sup>C</sup> and 412<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 420: *Deaf Culture.*** 3 credits.

Studies the cultural practices, ideology, power, identity, and heritage of Deaf people in the United States. Analyzes Deaf community as a part of societal diversity. Emphasizes issues of multiculturalism, linguistic code-switching, and language dominance. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 410<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 428: *Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum.*** 3 credits.

Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; cognitive strategies in study skills; attention and memory; and peer-mediated instruction. Note: Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 432: *Positive Behavior Supports.*** 3 credits.

Explores concepts and skills needed to design, implement, and evaluate positive behavior support programs, derived from functional assessment, to support the specific needs of students with severe disabilities. Addresses relevant replacement skills; facilitates generalization and maintenance of skills; applies instructional strategies to support behavior, and incorporates individually designed crisis intervention procedures. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 434: *Communication and Severe Disabilities.*** 3 credits.

Introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. Addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction aimed at motivating, building, and



expanding communication, choice-making, and social interaction. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 440:** *Characteristics of Students with Disabilities Who Access the General Curriculum.* 3 credits.

Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Note: School-based field experience required. Offered by Graduate School of Education. Limited to three attempts. Equivalent to EDSE 241.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 441:** *Instructional Strategies for Reading and Writing.* 3 credits.

Integrates knowledge of language assessments and the components of quality reading instruction to plan well-sequenced and explicit instruction for students with disabilities in the general education curriculum. Examines objectives that align with curriculum standards while still providing individualization. Implements and applies reading and writing instruction to support learning in all content areas. Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 341<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 443:** *Instructional Strategies for Math.* 3 credits.

Integrate foundational knowledge of numeracy acquisition, mathematical concepts, mathematical thinking, mathematics vocabulary, calculation, and problem-solving to plan well-sequenced and explicit math instruction for students with disabilities in the general education curriculum. Examine objectives that align with the general education curriculum Virginia Standards of Learning in mathematics at the elementary, middle, and secondary levels while still providing individualization. Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 445:** *Clinical Practice and Seminar I: General.* 2 credits.

Exposes teacher candidates to K-12 classroom settings inclusive of students with disabilities who access the general curriculum. Examines the professional realities, roles, and responsibilities of special education teachers based upon a foundation of theory and research designed to stimulate critical reflectivity. Engages with individual and/or small groups of students with high-incidence disabilities in the classroom environment. Assists in the planning and implementation of effective assessment,

instruction, and behavior management across subject areas. Includes a 2-hour seminar held nine times throughout the semester and a total of 30 field experience hours. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 381<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 446:** *Clinical Practice and Seminar 2: General.* 2 credits.

Applies coursework in Special Education-General Curriculum to planning and supervised instruction of students with disabilities who access the general curriculum in K-12 school settings. Engages in reflection to analyze instruction within the clinical experience setting. Includes a 2-hour seminar held seven times throughout the semester and a minimum of 75 hours of fieldwork in a K-12 clinical experience setting. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 445<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 447:** *Medical and Developmental Risk Factors for Children with Disabilities.* 3 credits.

Examines the nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 451:** *Transition and Self-Determination.* 3 credits.

Examines relevant legislation and evidence-based practices related to person-centered transition planning for students with varying disabilities throughout the K-12 system and into adult life. Focuses on effective alternative assessment, coordination of community services, functional academic and social/life skills, stakeholder involvement, employment, and independent living. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 452:** *Intersectionality and Disability.* 3 credits.

Examines disability within a diversity and intersectionality context in K-12 schools. Analyzes how diversity and intersectionality informs the educational experience of individuals with and without disabilities to include race, gender, sexual orientation, socioeconomic status, and home/ language and culture. Assesses how cultural competency and intersectionality awareness on the part of educators enhance the school success of all students. Develops educator capacity to implement

trauma-sensitive interventions in diverse settings for all students. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 201<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 463: Curriculum and Methods in Severe Disabilities.** 3 credits.

Focuses on current best practices in curriculum and methods for individuals with severe disabilities including specific strategies for teaching individuals with severe disabilities, general strategies for working with heterogeneous groups of individuals in inclusive settings, and methods for adapting the general education curriculum to include individuals with severe disabilities. Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 465: Clinical Practice and Seminar 1: Adapted (Severe Disabilities).** 2 credits.

Exposes teacher candidates to K-12 classroom settings inclusive of students with disabilities who access the adapted curriculum and who have severe disabilities. Examines the professional realities, roles, and responsibilities of special education teachers based upon a foundation of theory and research designed to stimulate critical reflectivity. Engages with individuals and/or small groups of individuals with severe disabilities in the classroom environment. Assists in the planning and implementation of effective assessment, instruction, and behavior management across subject areas. Includes a 2-hour seminar held nine times throughout the semester and a total of 30 field experience hours. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 381<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 466: Clinical Practice and Seminar 2: Adapted (Severe Disabilities).** 2 credits.

Applies coursework in Special Education-Adapted Curriculum (Severe Disabilities) to planning and supervised instruction of students with severe disabilities who access the adapted curriculum in K-12 school settings. Engages in reflection to analyze instruction within the clinical experience setting. Includes a 2-hour seminar held seven times throughout the semester and a minimum of 75 hours of fieldwork in a K-12 clinical experience setting. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 465<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 467: Foundations of Language and Literacy for Individuals with Severe Disabilities.** 3 credits.

Examines the complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures. Emphasizes first and second language acquisition. Field experience required. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 469: Interdisciplinary Approach for Children with Sensory and Motor Disabilities.** 3 credits.

Focuses on adaptive strategies for working with individuals who have sensory needs including physical, visual, auditory, and oral needs. Emphasizes positioning, handling, and adaptive strategies and on understanding how sensory and sensory-motor issues impact individuals in a learning environment. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Undergraduate Regular scale.

**EDSE 481: Internship: Professional Services.** 12 credits.

Applies university coursework in Special Education to individuals with disabilities in a variety of community or school-based settings in supervised internship. Applies coursework, theories, and research to professional service settings. Sites chosen by client/stakeholders after approval of faculty supervisors. Includes a 2-hour seminar held six times throughout the year. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 381<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

**EDSE 482: Internship: General.** 12 credits.

Applies university coursework in Special Education-General Curriculum to instruction of students with disabilities who access the general curriculum in two supervised internship settings, including an elementary and secondary school placement. Includes a 2-hour seminar held six times throughout the semester. Note: Prior to registration, students must demonstrate that VDOE-required teacher assessments and First Aid/CPR/AED certification for licensure have been met, and application for internship must be on file by program deadline. Offered by Graduate School of Education. Limited to three attempts.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

**EDSE 483: Internship: Adapted (Severe Disabilities).** 12 credits.  
Applies university coursework in Special Education-Adapted Curriculum to instruction of students with severe disabilities who access the adapted curriculum in two supervised internship settings, including an elementary and secondary school placement. Includes a 2-hour seminar held six times throughout the semester. Note: Prior to registration, students must demonstrate that VDOE-required teacher assessments and First Aid/CPR/AED certification for licensure have been met. Application for internship must be on file by program deadline. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 466<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

**EDSE 484: Internship: Blindness and Visual Impairments.** 12 credits.  
Applies, in supervised internship, university coursework in Blindness and Visual Impairments to instruction of children and their families in school settings. Note: Prior to registration students must demonstrate that VDOE-required teacher assessments and First Aid/CPR/AED certification for licensure have been met, and application for internship must be on file by program deadline. Offered by Graduate School of Education. Limited to three attempts.

**Registration Restrictions:**

**Required Prerequisites:** EDSE 413<sup>C</sup>, 417<sup>C</sup>, 418<sup>C</sup> and 419<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

Enrollment limited to students with a class of Senior Plus or Senior.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

## 500 Level Courses

**EDSE 501: Introduction to Special Education.** 3 credits.  
Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 502: Classroom Management and Applied Behavior Analysis.** 3 credits.  
Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management including use of technological advances. Emphasizes developing classroom and individual behavior management plans. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 503: Language Development and Reading.** 3 credits.  
Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 511: Characteristics of Students with Visual Impairments.** 2 credits.  
Provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psychosocial, and physical implications of a visual impairment. Notes: Course delivered online. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 512: *Braille Code*.** 3 credits.

Provides understanding of the literary code of Braille and its implications for educational/literacy programs for students with a visual disability. Enables students to better understand the Braille code and how to teach it to students with a visual disability. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDSE 511. Concurrent enrollment is also permitted.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 513: *Medical and Educational Implications of Visual Impairments*.** 3 credits.

Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Covers anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Field experience is required. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDSE 511. Concurrent enrollment is also permitted.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 514: *Orientation and Mobility for Students with Visual Impairments*.** 2 credits.

Provides the foundation for understanding the components and essence of orientation and mobility (O&M). Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility, including cane instruction, dog guides, and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Emphasizes motor and concept skill development. Field experience is required. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDSE 511. Concurrent enrollment is also permitted.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 515: *American Sign Language (ASL) I*.** 4 credits.

Focuses on introduction of American Sign Language (ASL) and Deaf culture. Teaches basic person-to-person conversational signing. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Laboratory, Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 516: *American Sign Language (ASL) II*.** 4 credits.

Focuses on expanding basic skills in American Sign Language (ASL) and Deaf culture. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisites:** EDSE 515<sup>C</sup> or 115<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Laboratory, Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 517: *Computer Applications for Special Populations*.** 3 credits.

Explores the applications of computer technology for instructional programs and computer skills used by teachers of special populations. Provides experience with computer technology designed for special



populations. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 518: Curriculum and Assessment of Students with Visual Impairments.** 3 credits.

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Provides practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Notes: Field Experience Required. Delivered online. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDSE 511. Concurrent enrollment is also permitted.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 519: American Sign Language (ASL) III.** 4 credits.

Focuses on intermediate level skills in American Sign Language (ASL) and Deaf culture. Increases competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisites:** EDSE 516<sup>C</sup> or 116<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Laboratory, Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 531: Transition and Community-Based Instruction.** 3 credits.

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 532: Positive Behavior Supports.** 3 credits.

Focuses on employing concepts and skills to design, implement, and evaluate behavior support programs derived from functional assessment; addressing relevant replacement skills; facilitating generalization and maintenance of skills; and incorporating individually designed crisis intervention procedures. Field experience is required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 533: Curriculum and Assessment in Severe Disabilities.** 3 credits.

Addresses best practices in curriculum and assessment for individuals with severe disabilities. Covers the design of assessment and evaluation techniques and procedures for the severe-needs population, including adaptations and accommodations. Covers IEP formulation and implementation with linkage to assessment. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 534: Communication and Severe Disabilities.** 3 credits.

Introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. Addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction, aimed at motivating, building, and expanding communication, choice-making, and social interaction. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 540: Characteristics of Students with Disabilities who Access the General Curriculum.** 3 credits.

Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Notes: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 544: Adapted Instructional Methods and Transition for Secondary Learners.** 3 credits.

Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 547: Medical and Developmental Risk Factors for Children with Disabilities.** 3 credits.

Examines the nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 557: Foundations of Language and Literacy for Diverse Learners.** 3 credits.

Examines the complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures. Emphasizes first and second language acquisition. Notes: Field Experience required Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 562: Foundations of Reading Instruction for Students with Specific Learning Disabilities.** 3 credits.

Examines the characteristics of students with specific learning disabilities who demonstrate severe deficits in reading and written language. Addresses language development from an anatomical, physiological, and social perspective. Provides essential knowledge in language development. Examines the legislation that addresses the rights of students with disabilities. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 563:** *Language Structure and Literacy Development for Students with Specific Learning Disabilities.* 3 credits.

Examines the components of the English language, including language processing requirements, integrated with the development of literacy skills. Analyzes language and literacy performance and the variability of language learning in students with specific learning disabilities. Explores environmental, social, and cultural factors, including the impact of second language learning and dual-identification. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 562<sup>B-</sup>.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 564:** *Phonology, Phonics, and Fluency for Students with Specific Learning Disabilities.* 3 credits.

Evaluates phonology, phonics, and fluency skills of students with specific learning disabilities using formal and informal measures. Designs instruction to meet the needs of students with learning disabilities who have deficits in these areas. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 563<sup>B-</sup>.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 565:** *Vocabulary, Comprehension, and Written Expression for Students with Specific Learning Disabilities.* 3 credits.

Evaluates vocabulary, text comprehension, and written expression skills of students with specific learning disabilities using formal and informal measures. Designs instruction to meet the needs of students with learning disabilities who have deficits in these areas. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 564<sup>\*B-</sup>.

\* May be taken concurrently.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 567:** *Practicum for Specialized Reading Instruction for Students with Specific Learning Disabilities.* 3 credits.

Demonstrate competencies for implementing intensive, data-based interventions to students with specific learning disabilities who have severe deficits in reading and writing. Administer and analyze assessments and design interventions for phonics, fluency, word recognition, text comprehension and written expression. Monitor student progress and modify instruction as needed. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 565<sup>B-</sup>.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

**EDSE 590:** *Special Education Research.* 3 credits.

Describes fundamental concepts and practices in educational research in special education. Covers specific applications of educational research methods to problems in special education. Emphasizes review and critique of special education research, and applied classroom research for teachers. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 597: *Special Topics in Education.*** 1-6 credits.

Provides advanced study on selected topic or emerging issue in Special Education. Offered by Graduate School of Education. May be repeated within the degree for a maximum 9 credits.

**Recommended Prerequisite:** Admission to program in Graduate School of Education

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**600 Level Courses****EDSE 613: *Teaching Methods for Students with Visual Impairments.*** 3 credits.

Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth. Notes: Delivered online. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDSE 511. Concurrent enrollment is also permitted.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 616: *Braille Reading and Writing.*** 3 credits.

Provides basic instruction on transcription of advanced Braille codes, including music, foreign language, chemistry, computer Braille, and Nemeth code (Braille math code). Introduces techniques for teaching skills in each code. Explores technology tools used to create Braille and tactile materials in addition to other assistive technologies used for instruction in math and science. Notes: Field experience required. Delivered online. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDSE 511 (may be taken concurrently), EDSE 512.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 619: *Applied Behavior Analysis: Principles, Procedures, and Philosophy.*** 3 credits.

Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to Applied Behavior Analysis Graduate Certificate Program (ABAC).

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 620: *Supporting the Behavior and Sensory Needs of Individuals with Autism.*** 3 credits.

Describes the behavior and sensory development of individuals with autism spectrum disorder across their lifespans. Analyzes the principles of behavior management and the evidence and research-based interventions that have been proven to be effective with individuals with autism and sensory needs. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 621: *Applied Behavior Analysis: Empirical Bases.*** 3 credits.

Focuses on basic content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for

clients with fundamental behavioral needs. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 619<sup>\*B-</sup>.

\* May be taken concurrently.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 623:** *Applied Behavior Analysis: Assessments and Interventions*. 3 credits.

Expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 619<sup>B-</sup>.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 624:** *Applied Behavior Analysis: Applications*. 3 credits.

Develops capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 619<sup>B-</sup>.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 625:** *Applied Behavior Analysis: Verbal Behavior*. 3 credits.

Expands students' abilities to deal with more complex behavioral situations and enables students to relate to more sophisticated professional issues and environments. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 619<sup>B-</sup>.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 627:** *Assessment*. 3 credits.

Offers knowledge and experiential learning activities related to assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 628:** *Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum*. 3 credits.

Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; cognitive strategies in study skills; attention and memory; and peer-mediated instruction. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 629:** *Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum*. 3 credits.

Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**



This course is graded on the Graduate Regular scale.

**EDSE 634: *Characteristics of Individuals with Autism.*** 3 credits.

Describes the varying characteristics of individuals with autism spectrum disorders across their lifespans including, (a) diagnosis, (b) early childhood, (c) school-age, (d) transition, (e) employment, and (f) aging. Examines definitions, eligibility criteria, incidence rates, and etiology of autism spectrum disorders. Analyzes perspectives from students, families, educational, community, and career personnel. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 635: *Interventions for Individuals with Autism.*** 3 credits.

Analyzes evidence and research-based interventions for individuals with autism in a variety of domains across their lifespans including academic, communication, social, and behavioral. Evaluates methods for prioritizing intervention needs for individuals with autism across their lifespans, developing appropriate interventions to address those needs, and measuring the impact of interventions in a variety of service delivery models. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDSE 634. Concurrent enrollment is also permitted.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 636: *Supporting Communication and Literacy for Individuals with Autism.*** 3 credits.

Surveys the characteristics of communication and literacy, as well as the design and implementation of communication systems for individuals with autism spectrum disorder across their lifespans. Explains methods for assessment, identification of priorities, and monitoring progress of communication and literacy instruction in order to improve behavior, academic skills, and social interactions in various environments. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 637: *Autism Across the Lifespan: Collaboration with Critical Partners.*** 3 credits.

Examines characteristics, milestones, critical issues, and areas of need for individuals with autism spectrum disorder across their lifespans. Prioritizes key features of effective collaboration and partnership. Utilizes a strengths-based problem solving perspective to frame collaboration and partnership for individuals with autism spectrum disorder across their lifespans and simulates partnership practices with a variety of stakeholders across the lifespan of an individual with autism spectrum disorder. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 661: *Curriculum and Methods: Severe Disabilities.*** 3 credits.

Focuses on current best practices in curriculum, and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 662: *Consultation and Collaboration.*** 3 credits.

Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Teaching licensure or enrollment in a graduate degree program in education.

**Registration Restrictions:**

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 663:** *Collaborative Teamwork to Support Students with Significant Disabilities.* 3 credits.

Focuses on models of teamwork, group decision making, team process, leadership and communication and how they influence services for individuals with significant disabilities and their families. Provides an understanding of collaborative structures and demonstrates knowledge of skills and strategies to maintain effective relationships with a variety of stakeholders in collaborative settings. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 664:** *Ethical and Professional Conduct for Behavior Analysis.* 3 credits.

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

**Required Prerequisite:** EDSE 619<sup>B-</sup>.

<sup>B-</sup> Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 669:** *Interdisciplinary Approach for Children with Sensory and Motor Disabilities.* 3 credits.

Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

## 700 Level Courses

**EDSE 701:** *Legal Issues and Special Populations.* 3 credits.

Studies the impact of legislation and litigation on the education of special populations emphasizing IDEA and Section 504. Covers emerging trends in special education based on interpretation of landmark court cases related to disability, legal updates on policies and procedures for exceptional learners, and discussion of the guiding principles of special education law when addressing the needs of special populations. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 702:** *Managing Resources for Special Education Programs.* 3 credits.

Examines development and delivery of specialized programs for exceptional learners. Covers implementation of Individualized Education Plans via Universal Design, financial and human resource allocation and management, effective supervision and evaluation, and student outcome documentation. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 703:** *Creating a Collaborative Culture.* 3 credits.

Provides leaders in school settings with an opportunity to gain the skills needed to facilitate collaborative environments supportive of all learners. Discusses the impact of diversity on educational settings, developing a vision effective communication teaming and co-teaching techniques, family professional partnerships, implementing schoolwide change initiatives, alternative dispute resolution, and maintaining a positive school climate. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 743: Leadership in Special Education Administration.** 3 credits. Examines leadership issues and applies them to the administration of special education programs. Explores current challenges in the delivery of services for exceptional children through case studies and projects. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 744: Current Issues in Special Education.** 3 credits.

Helps students develop an understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Familiarizes students with current issues in special education and the group experimental, single subject, and qualitative research designs used to address these current issues. Students evaluate research studies in terms of their methodological strengths and weaknesses and their part in providing convergent bodies of evidence that can be used for defining practice and policy. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 783: Internship: Special Education in General Curriculum.** 3-6 credits.

Applies, in supervised internships, university course work in General Curriculum to instruction of children and their families in school settings. Notes: Demonstration that RVE, VCLA, Praxis Entry, and other program-specific requirements have been met; application for internship on file by program deadline. Offered by Graduate School of Education. May be repeated within the term for a maximum 6 credits.

**Registration Restrictions:**

Enrollment is limited to students with a major, minor, or concentration in General Curriculum (K-12) or Students W/Dis Access Gen Curr.

Enrollment is limited to Graduate level students.

Enrollment limited to students in the Education Human Development college.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

**EDSE 784: Internship: Adapted Curriculum.** 3-6 credits.

Applies, in supervised internships, university course work in Adapted Curriculum to instruction of children and their families in school settings. Notes: Demonstration that VCLA, Praxis Entry, and other program-specific requirements have been met; application for internship on file by program

deadline. Offered by Graduate School of Education. May be repeated within the term for a maximum 6 credits.

**Registration Restrictions:**

Enrollment is limited to students with a major in Students W/Dis Access Adp Curr.

Enrollment is limited to Graduate or Non-Degree level students.

Enrollment limited to students in a Graduate Certificate degree.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

**EDSE 785: Internship: Visual Impairment.** 2-6 credits.

Applies, in supervised internships, university course work in Visual Impairment to instruction of children and their families in school settings. Notes: Passing scores on Praxis Entry requirement; demonstration that reading content and other program specific requirements have been met; application for internship on file by program deadline. Offered by Graduate School of Education. May be repeated within the term for a maximum 6 credits.

**Recommended Prerequisite:** EDSE 411 or 511; EDSE 412 or 512; EDSE 513.

**Registration Restrictions:**

Enrollment is limited to students with a major in Visual Impairments Lic PK-12.

Enrollment is limited to Graduate or Non-Degree level students.

Enrollment limited to students in a Graduate Certificate degree.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

**EDSE 794: Special Topics.** 1-6 credits.

Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education. Offered by Graduate School of Education. May be repeated within the degree.

**Registration Restrictions:**

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 795: Standard Applied Behavior Analysis Practicum.** 3 credits.

Meets standard practicum supervision requirements by the BACB to provide hands-on experience designing, implementing, and evaluating behavior analytic procedures under the supervision of a Board Certified Behavior Analyst. Notes: This Applied Behavior Analysis Practicum follows the experience guidelines of the Behavior Analysis Certification Board ([www.BACB.com](http://www.BACB.com)) Offered by Graduate School of Education. May be repeated within the degree for a maximum 18 credits.

**Recommended Prerequisite:** EDSE 619 or PSYC 619 or permission by the instructor

**Registration Restrictions:**

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

**EDSE 799:** *Intensive Applied Behavior Analysis Practicum*. 6 credits. Meets intensive practicum supervision requirements by the BACB to provide hands-on experience designing, implementing, and evaluating behavior analytic procedures under the supervision of a Board Certified Behavior Analyst. Notes: This Applied Behavior Analysis Practicum follows the experience guidelines of the Behavior Analysis Certification Board ([www.BACB.com](http://www.BACB.com)). Offered by Graduate School of Education. May be repeated within the degree for a maximum 18 credits.

**Recommended Prerequisite:** EDSE 619 or PSYC 619 or permission of instructor.

**Registration Restrictions:**

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Internship

**Grading:**

This course is graded on the Satisfactory/No Credit scale.

## 800 Level Courses

**EDSE 841:** *Intervention Research in Special Education*. 3 credits. Provides advanced graduate students with opportunities for in-depth study, analysis, and discussion of original intervention research in special education. Emphasizes analyzing research methodology, coding original intervention research, analyzing results, synthesizing findings, formulating future research questions relevant to individuals with disabilities, and gaining an understanding of the submission process for conferences and publications. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 842:** *Application of Research Standards for Individuals with Disabilities*. 3 credits.

Provides knowledge and skills in the application of research standards across different methods for conducting survey research, single-subject, experimental and correlational research, mixed methods, and qualitative research. Emphasizes application to disability-related research across different contexts. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to students with a major in Education.

Enrollment limited to students in a Doctor of Philosophy degree.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 843:** *Leading Change in Special Education and Disability Policy*. 3 credits.

Examines leadership issues among varied stakeholders within the special education field including leaders in PK-12, higher education, government agencies, and special interest groups. Explores current challenges and opportunities in the effort to support and promote appropriate services for individuals with disabilities through case studies and projects. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to students with a major in Education.

Enrollment limited to students in a Doctor of Philosophy degree.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 844:** *Current Issues in Special Education*. 3 credits.

Develops understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Describes current issues in special education and the group experimental, single subject, and qualitative research designs used to address these current issues. Students evaluate research studies in terms of methodological strengths and weaknesses, and their part in providing convergent bodies of evidence that can be used for defining practice and policy. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

**Schedule Type:** Seminar

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 845:** *Personnel Preparation Programs in Special Education*. 3 credits.

Provides an in-depth study, analysis, and discussion of personnel preparation programs in special education including: scope and sequence of teacher preparation programs as they align with state and national teacher licensure standards, bodies of accreditation, syllabi development, delivery models, and frameworks for curriculum design; teacher evaluation; and how policies, research, and issues of accountability can transform teacher preparation programs. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 846: *Assessment, Evaluation, and Instrumentation in Special Education Research.*** 3 credits.

Provides in-depth study, analysis and discussion of the past, present and future directions of assessment, evaluation, and instrumentation research in special education. Emphasizes reliability and validity of the research instruments, evaluating research methodology, analyzing results, synthesizing findings with respect to present assessment and evaluation policies; formulating future research questions relevant to assessment and evaluation of individuals with disabilities. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 847: *Problem Solving in Contemporary Initiatives in Special Education.*** 3 credits.

Addresses contemporary initiatives in special education: those introductory and leading actions intended to implement positive change, that can be promoted by federal agencies, professional or advocacy organizations. Focuses on understanding of contemporary special education initiatives through evaluation and analysis. Background, relevant legislative history, existing empirical evidence, and designing future research addressing contemporary initiatives will be studied and discussed. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**

Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.

**EDSE 885: *Writing Grants.*** 3 credits.

Focuses on identification of funding sources, description of grant components, and development of grant budgets. Includes independent writing of an entire small grant, a significant portion of a large grant, and participation in grant peer-review process. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDRS 811 or EDRS 812.

**Schedule Type:** Lecture

**Grading:**

This course is graded on the Graduate Regular scale.