

Radford University
Graduate Certificate

Name of Certificate: Special Education, General Curriculum

CIP Code: 13.1001

Initiation Date: Summer 2022

Description of Certificate:

The Graduate Certificate in Special Education, General Curriculum, is designed to provide specific background, education, and tools to licensed educators to prepare them to address the needs of students with disabilities in the general curriculum classroom. The program will educate students about the definitions, characteristics, and needs of learners with disabilities who access the general curriculum. Students will develop knowledge and skills in characteristics of disabilities; transitioning; and the ability to create, implement and monitor individual education programs (IEP) for learners in the general curriculum. Graduates will be prepared to teach and support K-12 learners with disabilities in the general curriculum

This Graduate Certificate provides a route to licensure/endorsement in Special Education, General Curriculum K-12. The Graduate Certificate in Special Education, General Curriculum will provide graduates with the necessary coursework to complete the requirements for their provisional licensure in Special Education, General Curriculum K-12 or to add an additional endorsement in this licensure area. Upon completion of VDOE prescribed coursework, students will be able to apply for endorsement in Special Education, General Curriculum through their employing school division and the Virginia Department of Education.

See Appendix for Virginia's Licensure Regulations: 8VAC20-23-550. Special Education, General Curriculum K-12

Target Audience:

The target audience is licensed special education teachers in Virginia.

Time to complete:

The certificate program will be available to both non-degree and degree-seeking graduate students. The certificate will be offered on both a full-time and part-time basis. It is anticipated that the majority of students will be working and will attend on a part-time basis.

Degree-seeking students can take courses any time during their program. It is anticipated that students who are enrolled full-time can complete the certificate program in one year (two semesters). Part-time students maintaining a course load of six credits per semesters can complete the program in one year (two semesters). Part-time students maintaining a course load of three credits per semester can complete the program in two years (four semesters).

Non-degree seeking students who are enrolled full-time can complete the certificate program in one year (two semesters). Part-time students maintaining a course load of six credits per semester

can complete the program in one year (two semesters). Part-time students maintaining a course load of three credits per semester can complete the program in two years (four semesters).

Admission:

The following admission requirements apply to all applicants. All applicants must submit or satisfy the following requirements:

- Online application form and application fee of \$50
- Copy of a current teaching license (full collegiate or provisional) in Special Education
- A resume
- Official transcripts from all undergraduate and graduate institutions attended
- Two professional recommendations.

No test of English as foreign language will be required for entrance into the program.

Curriculum Requirements:

The curriculum will focus on educating students to teach learners with disabilities in a K-12 general curriculum classroom. Students will learn to adapt instruction and implement specialized instructional strategies. Students will learn about the legal aspects of assessment in special education and interpreting assessment tests results. Coursework will provide students with knowledge of developing an Individualized Education Program (IEP). The grade-level courses will educate students in learning strategies and modification of course content based on the academic level of the K-12 students.

If deemed necessary for licensure, additional special education courses will be selected by the student in consultation with an academic advisor at Radford University.

Program Requirements

Number of Credit Hours

12-21 credit hours of graduate level courses

Core Courses: 9 credit hours

EDSP 645 Instructional and Adapted Methods in Mathematics (3 credit hours)

EDSP 646 Instruction and Intervention Strategies in Reading and Writing for Students with Disabilities (3 credit hours)

EDSP 672 Characteristics of Learners with Disabilities who Access the General Education Curriculum, K-12 (3 credit hours)

Grade-Level Methods Course: 3 credit hours

EDSP 675 Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum (3 credit hours)

Or

EDSP 676 Teaching and Transitioning Exceptional Learners in the Secondary General Curriculum (3 credit hours)

Additional Courses, if needed for licensure: 0-9 credit hours

Selected in consultation with academic advisor based on VDOE transcript analysis

EDSP 622 Collaboration to Teach and Support Diverse Learners (3 credit hours)
EDSP 669 Diagnostic and Assessment Procedures for Individuals with Disabilities (3 credit hours)
EDSP 670 Proactive Classroom Management and Advanced Positive Behavior Support (3 credit hours)
EDSP 675 Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum (3 credit hours)
EDSP 676 Teaching and Transitioning Exceptional Learners in the Secondary General Curriculum (3 credit hours)

Faculty

Faculty appointments in the certificate program will be established by the Dean of the College of Education and Human Development upon recommendation by the Director of the School of Teacher Education and Leadership. Faculty members utilized in the certificate program include full-time faculty from the School of Teacher Education and Leadership. Six existing faculty members will teach in the certificate program. Each faculty member has a doctoral degree in Special Education or a related field.

Minimum requirement for faculty teaching in the certificate program include:

- A Master's degree in Special Education or related field
- Three years of teaching experience in K-12 schools

No adjunct faculty will be needed to initiate the certificate program.

Course Delivery Format:

This certificate program will be delivered fully online. Radford University utilizes Desire to Learn (D2L) for online content and Zoom video conferencing will be used for weekly class interactions in synchronous courses, small group face-to-face sessions and presentations, as well as for advising students in the certificate program. The University provides technical support personnel who are available during regular business hours. D2L provides support 24 hours a day, seven days a week. All current faculty members have provided or are currently providing asynchronous or synchronous online instruction. The university has adequate resources to deliver the certificate program.

Resources:

Resources required to support the program include existing resources to support current programs such as student support services (e.g., enrollment, help desk, library); faculty support services (e.g., copying, contracts) and general administration (e.g., budgeting and forecasting). The University provides support services to student and faculty for online course development and delivery. The graduate program coordinator in special education will serve as the administrator of the program. Existing faculty will teach certificate courses within their current teaching load. No new faculty positions are needed to initiate and sustain the certificate program. The university has sufficient resources to initiate and sustain the certificate program.

Gainful Employment:

This certificate is a Gainful Employment program. The certificate program will be included

under Gainful Employment regulations.

Course Descriptions:

Core Courses

EDSP 645 - Instructional and Adaptive Methods in Mathematics

Credits: (3)

Prerequisites: Acceptance into the post professional certificate in special education general curriculum for licensed general educators or EDSP 651 or Department Chair Approval. Students enrolled in this course are prepared with the background knowledge and skills necessary to promote literacy in mathematics for diverse learners. Developmentally appropriate methods for instruction and assessment of teaching national and state math standards are addressed with an emphasis on how to take the curriculum requirements and apply specialized service delivery options, instructional methods, assessments, strategies, and adaptations to serve the individualized needs of students with disabilities.

EDSP 646 - Instruction and Intervention Strategies in Reading and Writing for Students with Disabilities

Credits: (3)

Prerequisites: Acceptance into the Post-Professional Certificate in Special Education, General Curriculum for Licensed General Educators or EDSP 651 or department chair approval. This course provides an understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Emphasis will be on the skills needed to assess, interpret data, and implement specialized instructional strategies, research-based interventions and assistive and instructional technologies to address identified reading and writing needs of students.

EDSP 672 - Characteristics of Learners with Disabilities who Access the General Education Curriculum, K-12

Credits: (3)

Instructional Method: Three hours lecture.

This course provides educators an understanding of characteristics and the learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including students with specific learning disabilities, intellectual disabilities, emotional and behavioral disabilities, other health impairments, traumatic brain injury, developmental delay, autism, multiple disabilities and orthopedic impairments. Students will understand how the experiences of individuals with disabilities can impact families, as well as how disabilities may affect the individual's ability to learn, interact socially, and live as fulfilled, contributing members of their communities.

Grade-Level Methods Course

EDSP 675 - Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: Acceptance into the Post-Professional Certificate in Special Education, General Curriculum for Licensed General Educators or EDSP 651 or department chair approval.

The course addresses current issues and needs in instructional programming for students with disabilities at the elementary level including Individualized Education Program (IEP) development and evidence-based teaching practices. The course emphasizes teaching methods that promote student participation and academic progress in the general education curriculum and standardized assessments. The course prepares teachers to teach and remediate academic skills, study skills, and learning strategies, and to adapt course content and assignments to meet individual needs of students with disabilities who are engaged in the general education curriculum at the elementary level.

OR

EDSP 676 - Teaching and Transitioning Exceptional Learners in the Secondary General Curriculum

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 361 or EDSP 651 and EDSP 472 or EDSP 672

Teaching and Transitioning Exceptional Learners in the Secondary General Curriculum addresses current issues and needs in instructional programming and transitioning for students with disabilities at the secondary level, including IEP development for students preparing to transition, and research-based teaching approaches. The course emphasizes teaching methods tailored to promote student academic progress and effective preparation for participation in the general curriculum and standardized assessments. The course prepares teachers to teach and remediate academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum at the secondary level. This course also addresses the development of effective transition planning for students with disabilities, including services that facilitate the success of students in post-secondary environments.

Additional Courses, if needed for licensure

EDSP 622 - Collaboration to Teach and Support Diverse Learners

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 360/361 or EDSP 651

Prospective educators are prepared with the background knowledge and skills necessary to develop and work within collaborative environments designed to enhance the success of individuals with diverse learning needs in the general education curriculum. Participants will gain an understanding of collaborative structures and demonstrate knowledge of skills and culturally responsive strategies to maintain effective relationships with a variety of stakeholders in collaborative settings.

EDSP 669 - Diagnostic and Assessment Procedures for Individuals with Disabilities

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: Acceptance into the Post-Professional Certificate in Special Education, General Curriculum for Licensed General Educators or EDSP 651 or department chair approval.

This course provides the knowledge to select and ethically administer, score, interpret and report

results from formal and informal assessment tools used with students with disabilities. This course will also review the legal and cultural contexts of assessment in special education.

EDSP 670 - Proactive Classroom Management and Advanced Positive Behavior and Support Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 360/361 or EDSP 651

This course incorporates the practical applications of theoretical constructs regarding classroom and individualized behavior management. It provides educators the knowledge and skills necessary to effectively create a classroom community, conduct functional behavior assessments, and design and implement individual positive behavior support plans for students with disabilities. Related topics include functional behavioral analysis, positive behavioral supports, reinforcement, social skill instruction, crisis management, and collaboration with families and professionals in designing behavior intervention plans.

EDSP 675 - Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: Acceptance into the Post-Professional Certificate in Special Education, General Curriculum for Licensed General Educators or EDSP 651 or department chair approval.

The course addresses current issues and needs in instructional programming for students with disabilities at the elementary level including Individualized Education Program (IEP) development and evidence-based teaching practices. The course emphasizes teaching methods that promote student participation and academic progress in the general education curriculum and standardized assessments. The course prepares teachers to teach and remediate academic skills, study skills, and learning strategies, and to adapt course content and assignments to meet individual needs of students with disabilities who are engaged in the general education curriculum at the elementary level.

EDSP 676 - Teaching and Transitioning Exceptional Learners in the Secondary General Curriculum

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 361 or EDSP 651 and EDSP 472 or EDSP 672

Teaching and Transitioning Exceptional Learners in the Secondary General Curriculum addresses current issues and needs in instructional programming and transitioning for students with disabilities at the secondary level, including IEP development for students preparing to transition, and research-based teaching approaches. The course emphasizes teaching methods tailored to promote student academic progress and effective preparation for participation in the general curriculum and standardized assessments. The course prepares teachers to teach and remediate academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum at the secondary level. This course also addresses the development of effective transition planning for students with disabilities, including services that facilitate the success of students in post-secondary environments.