

# EXCEPTIONAL EDUCATION

*Faculty: Marchetti, Chair; Conrad, Love, McDonnell-Jones, Peacock, and Yesbeck.*

The exceptional education major consists of required education courses and affiliated courses from departments across the College. The sequence of required courses is informed by our state and national accrediting agencies, the VDOE and CAEP. Starting to plan your education program as early as possible is advised. Students should begin education courses in the spring semester of their freshman year or the fall semester of their sophomore year. Application to the program is submitted in spring of the student's sophomore year. For acceptance to the program, students must have a minimum GPA of 2.8, have taken EDUC 220 and EDUC 233, and must have earned passing scores on the Praxis Core Math exam and the VCLA exam. Candidates submit their application to student teach in the fall of their senior year and student teach in the spring semester of their senior year. For licensure in Virginia, candidates must achieve passing scores on the Praxis Teaching Reading: Elementary (5205) assessment. They must also complete a series of online training and become CPR certified. Students who complete this major are eligible to apply for Virginia licensure—Special Education (General Curriculum, K-12).

Students majoring in Elementary Education can minor in Exceptional Education to add the Special Education (General Curriculum, K-12) endorsement. The minor only results in eligibility for special education licensure when completed in conjunction with the Elementary Education major.

- Exceptional Education Major (<https://rnc.courseleaf.com/programs/exceptionaleducation/exceptionaleducation-major/>)
- Exceptional Education Minor (<https://rnc.courseleaf.com/programs/exceptionaleducation/exceptionaleducation-minor/>)

## **EXED 234 - Individualized Education Programs (3 Hours)**

Students will learn to develop and implement legally correct and educationally useful IEPs. Skills in this area include the ability to apply knowledge of assessment and evaluation to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning. Offered alternate fall terms.

**Prerequisite(s):** EDUC 220 and EDUC 233

## **EXED 235 - Designing Exceptional Instruction (3 Hours)**

Management of classroom instruction and behaviors includes research-based classroom management techniques, positive behavior support, instructional design, and establishment of classroom routines and procedures. Elements of effective instructional planning, differentiation of instruction, and other instructional approaches to enhance student engagement and achievement are presented. Students learn research-based high-leverage practices and instructional strategies (i.e., explicit instruction, self-regulated strategy development). Offered alternate fall terms.

**Prerequisite(s):** EDUC 220 and EDUC 233

## **EXED 310 - Assessment and Evaluation (3 Hours)**

Includes an understanding and application of the foundation of assessment and evaluation related to best practice in exceptional education, including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine eligibility, service delivery, curriculum, and instruction of students with disabilities. Understanding of the current legal and ethical issues related to assessment selection and use, including comprehensive evaluation requirements, students with disabilities participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

## **EXED 348 - Collaboration Seminar (3 Hours)**

Collaboration includes consultation, case management, and collaborative teaching models; effective communication skills; culturally responsive practices; and the ability to develop home, school, and community partnerships to address the needs of students with disabilities. This class meets one evening each week during student teaching during the student teaching block providing candidates opportunities for reflection and evaluation of their student teaching experience. Offered spring term only.

**Prerequisite(s):** All education coursework must be completed

## **EXED 357 - Transition for Students & Teachers (3 Hours)**

Transition needs for students and teachers are explored with a focus on self-determination and advocacy. Exceptional educators prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, guardianship, and legal considerations. Likewise, candidates' transition needs and professional development goals are explored as they prepare to launch their teaching careers. Offered fall term only. C21:CC.

**Prerequisite(s):** EDUC 234 or 235