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Welcome

Welcome to the Graduate Program in Special Education! Whether you are working toward a master’s degree, licensure, an advanced certificate, or are taking courses as a non-degree seeking student, we want your educational experience with us to be a good one. We have prepared this manual to provide you with all the information you will need to be a successful graduate student at Radford University, and to help you better understand your responsibilities as a graduate student.

For more information about Radford University, The College of Graduate Studies and Research, Fees and Financial Information and Campus Life, please see the Graduate Catalog at:
http://catalog.radford.edu/index.php

Who are the Faculty in Special Education?

Dr. Liz Altieri, Professor and Graduate Coordinator for Special Education

Dr. Altieri assists graduate students and their advisors through the major milestones of the graduate program – admission, orientation, program changes, comprehensive exam and graduation. She is also a faculty member in the Collaborative Elementary Education/Special Education Co-planning/co-teaching Partnership, and supports elementary and special education teacher candidates in two fully inclusive schools in Montgomery County, Virginia. Dr. Altieri advises undergraduates in the special education 5-year program and graduate students with licensure specializations in Adapted Curriculum and Vision Impairment. She is the coordinator for the tuition grants from VDOE in Adapted Curriculum and Visual Impairment. Dr. Altieri is interested in general education/special education collaboration in teacher education, and she has conducted research on the collaborative practices of program alumni in special and elementary education. She is Co-President of Virginia TASH and has a career-long interest in inclusive practices and supports for people with significant disabilities.

Dr. Brooke Blanks, Associate Professor

Dr. Blanks teaches undergraduate and graduate coursework in the Special Education General Curriculum and supervises graduate internships. Reading instruction is her specialty. Her areas of professional interest and scholarship include: Response-to-Intervention, teacher preparation & professional development, reading instruction & assessment for students at-risk for reading failure, reading disabilities in diverse linguistic populations, rural education, international special education, educational leadership, and critical multicultural pedagogy. She has provided leadership to a program in Malawi to foster professional development among teachers, promote literacy and the arts, and identify and support students with special needs.

Dr. Leslie Daniel, Associate Professor

Dr. Daniel is the coordinator of the Certificate of Autism Studies program for RU. Dr. Daniel has a B.S. in special education, with an emphasis on severe disabilities from SUNY Geneseo; an M.S. in Educational Leadership from Radford University; and a Ph.D. in Curriculum and Instruction with an emphasis on autism from Virginia Tech. She has worked with people with disabilities for over 30 years. Much of this
time has been focused on learning more about autism and strategies to help students with autism spectrum disorders in their schools and communities.

**Dr. Brenda-Jean Tyler, Associate Professor**

Dr. Tyler teaches a variety of classes in special education at both the undergraduate and graduate level. Dr. Tyler is a certified Quality Matters peer reviewer, and the graduate courses she teaches are offered online. Dr. Tyler earned her M.Ed. in Special Education with an emphasis in English as a Second Language, and her doctorate in Multicultural Special Education, both from the University of Texas at Austin. Her areas of interest include exploring reading disabilities and other learning differences in English language learners and native English speakers with disabilities, as well as discovering ways to close achievement gaps through creative instructional strategies. She also is interested in exploring ways to address and manage the unique challenges students who are non-native speakers of English confront at school, including language-related challenges, differences in cultural norms and expectations, and the impact of prejudice and poverty on the educational experience of English language learners.

**Dr. Debora Bays Wilbon, Professor and Program Area Leader**

Dr. Bays Wilbon oversees the special education program area and coordinates curriculum development, accreditation, and the scheduling of classes and field experience. She teaches undergraduate and graduate coursework in the Special Education – General Curriculum option and supervises graduate internships. Dr. Bays Wilbon has directed multiple grants to address professional development and licensure requirements for special educators, general educators and principals. Her scholarly and professional endeavors relate to supervision and leadership in special education, and instructional strategies to support students with learning disabilities, specifically in the areas of written expression and vocabulary development.

**Dr. Kathryn Hoover, Associate Professor**

Dr. Hoover has 20 years of experience teaching infants, toddlers, preschoolers and elementary aged children with disabilities. She holds Master’s degrees in Educational Psychology and Early Childhood Special Education. Her Ph.D. is in ECSE from the University of Virginia. She is also bilingual in Spanish! Dr. Hoover’s focus is on teaching instructional methods in ECSE and currently behavior management/positive behavior supports. Additionally, Dr. Hoover supervises field experiences for ECSE MS students. Dr. Hoover teaches distance education classes for the state-funded ECSE training consortium.

**Dr. Sharon Gilbert, Associate Professor, Assistant Director of STEL**

Dr. Gilbert is the ECSE MS student advisor and the grant coordinator for the state-funded ECSE consortium. She works with Lynchburg College to offer graduate courses needed to add ECSE endorsement. She is also a faculty member of the Interdisciplinary-Studies Early Childhood program. In that capacity, she has taught and teaches a variety of graduate and undergraduate courses such as assessment, program management, human development, introduction to early childhood special education, introduction to disabilities, language development and disorders, Core, and introduction to speech and hearing. She supervises interns completing their early intervention placement with children under the age of three with disabilities in home, childcare, and school settings. She also supervises student teachers in their early childhood special education placements in public school settings with
children who have disabilities ages 3 to 5. Her educational background includes a B.S. from the University of Southern Mississippi in Speech and Hearing Sciences, an M.S. from the University of Southern Mississippi in Speech/Language Pathology, and a Ph.D. from Auburn University in Rehabilitation and Special Education with an emphasis in Early Intervention. Dr. Gilbert taught at the University of South Alabama and the University of Maine before coming to Radford University. Her work experience as an early interventionist was in south Alabama.

Ms. Vanessa Haskins, Professional Faculty

Professor Haskins teaches a variety of classes in the Special Education-General Curriculum option. She has also supervised graduate and undergraduate internships. She has coordinated multiple federal grants designed to decrease the shortage of Special Educators as well as support existing teachers in securing additional licensure in high incidence disabilities. Her areas of interest include urban education, special education, and collaboration. She is known for sharing vivid stories that guide her students to understand the diversity of classrooms and children. She has studied culturally-competent practices, including issues related to poverty, race, and diversity within diverse communities.

Mr. Darren Minarik, Professional Faculty

Darren Minarik teaches a variety graduate and undergraduate special education courses in the general curriculum with a focus on collaboration, transition, self-determination, and instructional methods. In a collaborative partnership with secondary social studies, Darren teaches an introduction to special education for future secondary social studies teachers. Since 1992, Darren worked in social studies, alternative, and special education as an educational trainer and classroom teacher. Darren is also Director of Curriculum and Professional Development for the American Civics Center, a nonpartisan organization dedicated to preparing young people and adults for active and responsible participation in democracy. He holds Strategic Instruction Model™ (SIM™) Professional Developer certification through the University of Kansas Center for Research on Learning and is a Quality Matters (QM) peer reviewer, supporting quality assurance in online education. At the state level, Darren serves as Chair and University Representative for the Virginia State Special Education Advisory Committee (SSEAC). His areas of teaching and research include citizenship education and self-determination for youth with disabilities, instructional strategies, postsecondary transition, collaboration, inclusive practices, disability history, and the perceptual and pedagogical intersections between social studies, disability studies, and special education.

Ms. Karen Stinson, Professional Faculty

Karen Stinson is an instructor in the School of Teacher Education and Leadership. She is also the co-director of the Deaf and Hard of Hearing Program and manages the VDOE sponsored RU Teacher Preparation Project: Special Education – Hearing Impairment PreK-12. Prior to coming to Radford University, she taught in the public school as a teacher of the deaf and hard of hearing and then later at the Virginia School for the Deaf and the Blind. Karen received her B.S in Education of the Hearing Impaired from the University of Montevallo and her M.A Ed in Curriculum and Instruction; Specialization in Computer Education. Karen’s teaching interests include training future teachers of the Deaf and Hard of Hearing, integration of technology in education and curriculum and instruction pedagogy for Deaf and Hard of Hearing students.
Ms. Tracey Nielsen, Professional Faculty

Tracey Nielsen is an instructor in the Deaf and Hard of Hearing Program. She earned a B.S. in Elementary Education from Brigham Young University and an M.A. in Deaf Education from Gallaudet University. She is pursuing her Doctorate of Education in Organizational Leadership: Special Education from Grand Canyon University. She has taught 18 years in Roanoke City as an elementary teacher of the Deaf and Hard of Hearing. Ms. Nielsen teaches courses at the undergraduate and graduate level. Course topics include: Introduction to Deaf and Hard of Hearing, Curriculum and Methods for the Deaf and Hard of Hearing, and Language Development and Literacy for Deaf and Hard of Hearing Students. She also supervises students during their early field experience and during their student teaching placements.

Current Adjunct Faculty Members: Ms. Wendy Byers, Ms. Johnna Elliot, Ms. Suzanne Graham, Dr. Ann Benson, Ms. Susan Kilby, Ms. Nancy Schwab and others.
Getting Started as a Graduate Student: First Steps

All Radford University students, faculty, and staff are provided a free RU Network Account. This account will provide you with access to your student account, your email, and a variety of campus computing resources. Activate your RU account and then you will be able to activate your e-mail account. This activation process will only take a few minutes. In addition, the RU network system allows you to access all of your student information. You can do many things from registering for classes, checking your grades, viewing tuition bills and financial aid information, to developing your own website! Remember that the Graduate College, your course instructors, your advisor, and the university will all send important information to your RU email account, so you must use your RU email account for all RU business.

Activating your account

1. Go to the MyRU Homepage of the Radford University Website at http://myru.radford.edu
2. Click on Activate your account under the sign in boxes.
3. A new screen will appear titled “University Account Activation.”
4. Note: The process of activating your account can take approximately 1 hour to replicate to all university servers.
5. Type in your last name, birthdate and RU ID number.
6. Then click Next.
7. It will then show you terms of acceptable use, click the agree button to continue.
8. Next, it will prompt you to make a secret question with answer. This will be used in case of accidental forgotten passwords. Click next to continue.
9. You will then be prompted to set your password. Please read the requirements carefully.

10. Enter your password in both boxes, then click Next.

11. Your account has now been created.

Using your RU e-mail address

It is important to check your email regularly as it is the University’s main tool of communication and all RU Staff and Faculty will use this email address to communicate with you.

Checking your emails:
• To log in to your email account, go the MyRU page.
• Sign in with your username and password.
• Click on “Email” from the menus.
• Now you can manage your email account.

If you prefer using your existing email account, you can forward your RU email account to your ISP (Internet Service Provider, i.e., your gmail or yahoo account). Here’s how:

**Forwarding your e-mails:**
• If you have not already done so, log in with your user name and password on the MyRU Portal. You can do it by following the first two directions from above, or by going to [http://myru.radford.edu](http://myru.radford.edu).
• Choose the “Options” menu on the top.
• Click on "Forward your email".
• Click on "Web-based form to update your forwarding address".
• Follow instructions.

**NOTE:** For some reason, many important university and professor emails go to *Clutter*, and occasionally to *junk mail*. It is your responsibility to make sure this does not happen.
• You should save key individuals and email addresses in your contacts. This includes:
  o Graduate College staff especially rconner@radford.edu and thills2@radford.edu
  o Dr. Altieri, the Special Education Graduate Coordinator, ealtieri@radford.edu and RUSpecialEd@radford.edu
  o Your advisor
  o Your professors
  o Your internship supervisors and CTs
• You should periodically check your junk mail and clutter folders.
• You can also turn off the clutter feature by going to Settings.

**How to turn off your Outlook Clutter option:**

1. Open up your Microsoft Outlook Email

2. Click on your settings button in the upper left hand corner

3. On the bottom right hand corner, under “My App Settings” Click on “Mail”
4. On the upper left hand side, under “Automatic Processing” click on “Clutter”

5. Unclick the checked “separate items identified as clutter” option and then “Save”
Checking your Student Account – balances and holds

It is important to check your balances at the beginning and the end of each semester to make sure you do not owe the university money for tuition, fees, fines, etc. All students with past due balances will have further registration blocked. If you attempt to register for a class and find your registration blocked, please check this account first and make sure you have paid the university any outstanding balance.

Please follow these instructions to view your student account online.
- Log into the MyRU Portal with your user name and password.
- Click the Finances tab
- Click on Student Accounts System under View my Student Account Charges
- Click on View Accounts
  - This is also where you can view blocks to your account by clicking on View Holds

If you attend distance or online classes and do not spend time on campus, you do not need to complete the student health form you received with your acceptance letter. Since this is an exception to the rule, it is possible that a block on your student account from student health will appear during your first semester of classes. If this happens, contact the health record compliance officer at 831-6545.

If you have additional questions concerning your account, visit the Student Accounts web site at http://www.radford.edu/content/student-accounts/home.html or you may contact the office during office hours at (540) 831-5417 or via e-mail at stuacct@radford.edu.

Student ID and Parking:

Both your student identification card and parking pass are obtained in Heth Hall 152. Phone numbers are (540) 831-6361 or (540) 831-6330 (hours Monday-Friday 8-4:30pm). The e-mail address is parking@radford.edu. You can also get a parking map and a parking pass online at http://www.radford.edu/content/parking-transportation/home.html.

Distance students coming to campus who do not regularly park at RU may contact parking services for a short-term permit.
Guide for Graduate Students in Special Education

Registering for classes through the Portal (and adding and dropping classes)

Now that you have set up your account, you can Log on to the portal using the first part of your Username and your Password.

Click **LOGIN**

Click on the **Academics** tab at the top of the page.

Click on the **Register Now** button under Registration on the left side of the page.
Click on **Add/Drop Class**

If you don't know the CRN (class registration number) of the class you want, click **Look up classes**

Make sure to click on the correct term on the drop down menu

Enter the **CRN** for the class you want to register and Click **Submit Changes**

Check to be sure that you are registered for the correct course and section

Add additional classes, if you desire.

If you get an “error” message when attempting to register for a class or are blocked for a reason other than holds on your student account, *Note the CRN number of the course and section you wish to register for.* Then please fill out the following form: [http://www.bitly.com/stelregs](http://www.bitly.com/stelregs). Students taking courses through our grant-funded program will need to use this link every semester.

Be sure to complete all parts of the form. It will go to an administrative assistant who will help you. You will receive an email with directions from either Kara Pfaff (khall62@radford.edu) or Gwen Sowers (gsowers@radford.edu).

If you have additional difficulty registering online using this system, you may call the Registrar’s office at 540-831-5271 and ask for assistance.
Checking your grades and schedule

You can check your grades and schedule by following a process very similar to how you check your account. Log into the Radford University Portal (as explained above) with your user name and password. Click on the Academics Tab at the top menu bar. Then click on the Student Information System under “My Courses.” There are two ways to check you academic progress:

- Click on Student
  - Click on Student Records to view your grades
- Click on Academic Transcript and you can view and print out all of your courses and grades up to the current date by selecting to view your transcript.

**NOTE: The Student Information System will open a new page so make sure your computer is set to allow pop-ups. Usually, pressing control while clicking the link will temporarily allow pop-ups.**

Meeting with Your Advisor

The name of your advisor and his/her contact information can be found in your acceptance letter from the Graduate College. You may also contact RUSpecialEd@radford.edu if you were not assigned an advisor or you have lost that information. Your advisor will guide you in selecting the courses you need to complete your Program of Study and/or to complete requirements for licensure, and to help you successfully finish your studies at RU. As a new student, please read this Graduate Student Guide FIRST before contacting your advisor with questions – you may find the information here!

- As a new student you will want to contact your advisor as soon as possible to create and sign your Program of Study for your Master’s Degree and/or the coursework VDOE has said you need to satisfy a provisional special education license.
- Contact your advisor at least once each semester to plan your course registration for the following semester, and to discuss your progress in your courses and your Program of Study.
- Contact your advisor anytime for support or resources for academic or personal problems.

You will need to meet with your advisor about your Program of Study (POS); you should keep a copy of the form that you and your advisor develop and bring it with you to your advising meetings. Discuss with your advisor what you plan to do each semester and the options you have in order to graduate on time. This POS should be developed before the end of your first semester (or no later than 9-12 credit hours into your program); you and your advisor will complete the official POS and sign it, and it will then be sent to the graduate college for signature and approval.

**If you find that you need to change your planned sequence of coursework for any reason**, work with your advisor to make the changes, as he or she can let you know if the proposed change might result in a delayed graduation. Sometimes changes in coursework require that a new POS be completed and/or an academic petition be completed; if that is the case, work with your advisor to complete these forms, and be sure that any new forms are signed and sent to the Graduate College.

**If you wish to change from one program option to another** (from GC to ECSE, for example, or from with licensure to without licensure), you need to discuss this with your current advisor, and, if switching concentrations, meet with an advisor in the new concentration. Once the decision has been made, inform the Graduate Coordinator, and ask that your program be changed. You will need to complete a new POS with your new advisor (if you switched concentrations) as well as complete a petition for program changes, and make sure those forms, with signatures, get sent to the Graduate College.
Guide for Graduate Students in Special Education

Core Courses required for the Special Education Master’s Program

EDSP 651  Students with Diverse Learning Needs and the Special Education Process (Prerequisite for all other courses)
EDSP 622  Collaboration to Teach and Support Diverse Learners
EDSP 670  Proactive Classroom Management and Advanced Positive Behavior Support
EDEF 605  Introduction Educational Research (To be taken in first 9 hours of coursework)

For a list and description of courses in special education and in your concentration, see the 2016-2017 Graduate Catalogue (Check for updates!)
http://catalog.radford.edu/preview_program.php?catoid=26&poid=3036&returnto=843

What Technology Will I Need?

All students will need a personal computer with Microsoft Office 2010 or higher. Microsoft 365 is highly recommended and is available at no cost to all RU students. For more information on how to obtain this subscription, please go to http://www.radford.edu/content/it/home/it-support/software/general-software/office-365.html

You will also need high-speed internet access for D2L. For recommendations on personal computers please see the Academic Computing website at http://www.radford.edu/content/it/home/it-support/tech-purchase/recommendations/computer-recommendations.html.

For help with any technology problem or need for information, go to http://www.radford.edu/tac

Many of our courses are now offered through a variety of hybrid and distance technologies. Students who live more than an hour away from RU are able to take some of their synchronous “face-to-face” coursework at one of our higher education sites: Roanoke Higher Education Center, the New College Institute in Martinsville and the Southwest Virginia Higher Center in Abingdon. We have a limited capacity for some students who live at extreme distances and who meet all the criteria to connect from home. We are utilizing multi-point interactive technology, both synchronous (real-time) and asynchronous (any time) to provide various levels of instruction using Adobe Connect or other internet teleconferencing technologies. You will need to work with your advisor and/or instructor at least one semester in advance to arrange distance education opportunities.

At least half of our courses are now available using distance technology at least once every other year.

The following are basic technology requirements for all graduate students in special education:

- Proficient computer access skills including word processing and email.
- Knowledge of and experience with all Microsoft Office applications including Word, PowerPoint, and Excel.
- Knowledge of and experience with Adobe pdf formats
- Ability to independently access and download a variety of online and software programs including D2L, Adobe Connect and Edthena.
- A Google account is highly recommended as many professors are using Google Docs and Google Communities for collaboration and interaction.
Using D2L

Many course instructors use Desire 2 Learn (D2L) as a learning management system, especially those with a distance or web-based component. You can use the D2L System to view course material, reading lists, goals, quizzes, rubrics, and assignments presented by your course instructor. You can complete assignments and quizzes, and then submit them to your course instructor for evaluation. After your course instructor has evaluated your assignments and quizzes, you can view your grades. You may also be able to monitor your own progress in a course. To communicate with your course instructor, teaching assistant, or other students, you can use an electronic mail feature, chat in real time, or post messages in online discussions.

There is a link to D2L on the first page of the MYRU Radford Portal. If you are a new user, once you click on D2L, please explore the D2L links.

For a complete overview on how to navigate and get started with D2L please visit: https://php.radford.edu/~knowledge/lore/article.php?id=301

Online and videoconferencing class requirements

Radford University offers a number of online courses that utilize instructional technologies to provide various levels of live instruction to your desktop using Adobe Connect or other Internet teleconferencing technologies. These courses will allow you the ability to attend and participate in live lectures from any remote location with high-speed Internet connectivity. In order to ensure you will have a positive experience while taking one of these courses, it is important for you to have internet and computer access to a system that meets the following basic requirements:

- High-speed broadband connection
- A webcam or built in camera
- Headphones with built-in microphone (required for audio participation where other participants can hear you). To eliminate audio feedback, please mute computer speakers and utilize the headphone to hear and participate.
- Internet Explorer 6.0 or later
- Adobe Connect Flash Player
- Ability to access http://breeze.radford.edu. (At some locations, the firewall or network administrator may need to open the necessary ports to provide access to this service.)
- A telephone or cell phone nearby your computer in case you need to contact the instructor or technical support staff at RU
What University Resources Do I Need to Know About?

Library Services
The staff at McConnell Library are wonderful to work with. Please visit the library homepage at http://library.radford.edu/. Click on the Ask a Librarian icon for quick chat. The library’s phone number is (540) 831-5471.

All graduate students in special education must develop and/or enhance their scholarly research and writing skills. This means that you must know how to access and use text-based and online research literature, and engage in scholarly writing. We highly recommend that you purchase your own copy of the Publication Manual of the American Psychological Association, Sixth Edition.

The library has superb resources to help you develop your research and writing skills and knowledge. Please visit all the links at this site: http://libguides.radford.edu/sb.php?subject_id=35942
If you are a distance student, you can get materials sent to you directly from McConnell Library. Go to http://www.radford.edu/content/CITL/home/distance-education.html and learn about the services available to you and the process for accessing those services.

Technology Assistance
The Technology Assistance Center provides onsite and telephone support for computer hardware, software, and connectivity issues. The office is located in Walker Hall Rm 153, and is open Monday-Friday, 8:00 am-4:45 pm (walk-ins) by phone it is open until 5PM.
Phone: (540) 831-7500
Email: cio@radford.edu
http://www.radford.edu/tac Access the request for help form here

Financial Aid
There are a number of financial aid opportunities for graduate students; however applications for the Federal Application for Student Financial Aid (FASFA) must be completed by MARCH 1 for the following academic year.
Radford University’s office of Financial Aid can be located at this website: https://www.radford.edu/content/financial-aid/home.html

University Grants and Scholarships
Visit this site to learn more about what is available http://www.radford.edu/content/financial-aid/home/aid-types/grants-scholarships.html

Graduate Assistantships
To obtain a graduate assistantship, you must first fill out a separate form to accompany your application to the Graduate College http://www.radford.edu/content/dam/colleges/cgps/PDF/GradAsstAppForm.pdf
To be eligible for an assistantship, you must be enrolled in a degree-seeking program and enrolled in at least nine graduate credit hours per semester. After completion of the application, you will be contacted by the graduate college about with whom and where you will be placed. It is then your responsibility to contact that person and set up a schedule for the semester. Hours allowed per week (10-20) are based on need and course load.
Tuition Assistance for Provisionally Licensed Teachers

Some of our licensure options have tuition assistance grants for teachers with provisional licensure. To obtain tuition assistance, you must complete an additional set of application materials. If you wish to pursue licensure in Adapted Curriculum, Early Childhood Special Education, Hearing Impairments or Visual Impairments, please visit the following web sites for more information.

- The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum: Supporting Students with Severe Disabilities and Autism, Dr. Altieri [http://kihd.gmu.edu/sdc](http://kihd.gmu.edu/sdc)
- The Virginia Consortium for Teacher Preparation in Visual Impairment, Dr. Altieri [http://kihd.gmu.edu/teacher_prep_program/](http://kihd.gmu.edu/teacher_prep_program/)
- The Virginia Consortium for Teacher Preparation in Early Childhood Special Education, Dr. Sharon Gilbert [http://www.radford.edu/ruecse/](http://www.radford.edu/ruecse/)
- Teacher Preparation in Education of the Deaf and Hard of Hearing, Ms. Karen Stinson [https://www.radford.edu/content/cehd/home/teacher-ed/programs/special-education/idhh.html](https://www.radford.edu/content/cehd/home/teacher-ed/programs/special-education/idhh.html)
- If you are working under provisional licensure in Special Education, General Curriculum and are seeking tuition assistance, please contact ruspecialed@radford.edu

Tuition Discount for full time teachers and instructional assistants

If you are a full-time practicing teacher or paraprofessional, complete the application for Reduced Educator Tuition Discount, have it signed and submit to the graduate college. The directions and application can be found here: [http://www.radford.edu/content/dam/colleges/cgps/PDF/VAEducReqforReducTuiRate.pdf](http://www.radford.edu/content/dam/colleges/cgps/PDF/VAEducReqforReducTuiRate.pdf)
What are my Responsibilities as a Student?

- Complete the online new graduate student training module (Link will be available on D2L)
- Attend a day-long new student orientation session offered by the Special Education Graduate Program (typically the Saturday before classes begin each semester).
- Read and pledge to uphold the standards of student conduct http://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPoliciesandProcedures/SA-ST-1300_StandardsofStudentConduct_FINAL.pdf
- Become familiar with the resources and advocacy services available through the Dean of Students Office including how to report any behavior of concern http://www.radford.edu/content/dos/home.html
- Keep track of all dates http://www.radford.edu/content/registrar/home/registration-information/academic-calendar.html
- Learn how to research: http://www.radford.edu/content/library/research.html
- Work with your advisor
- Develop and monitor your Program of Study
- Initiate and complete the paperwork for any needed program changes http://www.radford.edu/content/dam/colleges/cgps/PDF/Request_For_Program_Changes.pdf
- Register/Add/Drop/Withdraw from classes in a timely manner
- Seek permission to take course work at another University and complete necessary paperwork to transfer that course to Radford University http://www.radford.edu/content/dam/colleges/cgps/PDF/TRANSREQ.pdf
- Prepare for and request to take the Comprehensive Exam
- Declare intent to graduate and participate in hooding http://www.radford.edu/content/dam/colleges/cgps/PDF/GraduationParticipationApplication0812.pdf

Licensure

All students seeking initial licensure in an area of special education through Radford University must complete an early field experience (may be waived for some individuals with prior experiences within the school setting) and internships of 6-12 credits. In order to be eligible for internship, you must first apply and be accepted to the Teacher Education Program. This must be completed at least one semester prior to the semester in which you plan to complete your internship. You must have passed Core Praxis Math (5732), and the Virginia Communication and Literacy Assessment (VCLA) before applying, completed the application, attended a Field Experience Orientation Session, and fulfilled all requirements of the Field Experience Office in order to be accepted for early field experience and/or internships. All information and the application can be found at http://www.radford.edu/content/field-experience/home.html

After being accepted into the program, you will be assigned a placement and complete your practicum and internship in local approved schools. During your final semester of internship/student teaching, you must take responsibility for applying for licensure. http://www.radford.edu/content/dam/colleges/cehd/EDADV/Forms/licensure_appl-inst.pdf. Please contact Ms. Libby Hall if you need more information about licensure. Contact Info: lhall@radford.edu A104 Peters Hall, 831-5424.
Graduation

Graduation applications are due at the beginning of the semester in which you intend to graduate. These specific dates can be found on the application. To graduate, you must complete the Application to Graduate and have it signed by your advisor.

http://www.radford.edu/content/dam/colleges/cgps/PDF/GraduationParticipationApplication0812.pdf

During the final two semesters of your program, you will complete a written comprehensive exam plus oral defense at the committee’s discretion, or a Standards-based Portfolio to present to your comprehensive exam committee. You must pass this exam or presentation before graduating. The comprehensive exam is only offered in the fall and spring semesters.

Each candidate will receive information regarding Hooding from the Graduate College. An invitation by e-mail with an RSVP card will be sent to each degree-seeking graduate student who has applied to participate. You must return this card to be hooded. You may ask one faculty member of your choice to hood you at the special Hooding Ceremony sponsored by the Graduate College This typically falls on the Friday evening before Graduation (fall and spring terms only).

Add, Drop, Withdrawal, Dismissal Policies

Registration for Graduate students is usually from mid-semester until the start of classes the following semester. You may make changes in your class schedule and add/drop classes up to the day before the official census date (typically the second week of the semester).

To withdraw from a class, you need to contact the University Registrar’s office. Simply informing your instructor does not withdraw you from a class. Please contact your advisor first, before withdrawing from any class. If you stop going to class, but do not officially drop the class or withdraw, you will receive an F in the course.

If you withdraw with a "W" after the Census Date you may not receive a refund. If you have received tuition assistance from a grant, you will be required to pay that amount back to the grant as well as tuition and fees. Please refer to the withdrawal policy on the RU web page.

Please NOTE: A graduate student may not withdraw from more than three graduate classes. Anything beyond the third withdrawal results in an automatic F. Exceptions to the withdrawal procedures may be granted upon recommendation of the Associate Vice President for Student Affairs/Student Development in cases of documented medical or other non-academic reasons.

If you receive an F in any course for any reason you will be immediately dismissed from the program and not allowed to return for two years.

If you receive a grade of C, you will receive a letter of academic warning from the Graduate College. Two grades of “C” will result in dismissal from the program

One or more grades of B- may place you on academic probation, and you may be limited in the number of credits you are allowed to enroll in.
Who to Know in the **Graduate College**

**Graduate Admissions**  
Buchanan House, P.O. Box 6928  
Radford, VA 2412  
Phone: (540) 831-5431, Fax: 540-831-6061  
[gradcollege@radford.edu](mailto:gradcollege@radford.edu)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Dennis Grady</td>
<td>Dean College of Graduate and Professional Studies</td>
<td>Buchanan 207</td>
<td><a href="mailto:dgrady4@radford.edu">dgrady4@radford.edu</a></td>
</tr>
<tr>
<td>Dr. Laura Jacobsen</td>
<td>Associate Dean College of Graduate and Professional Studies</td>
<td>Buchanan 206</td>
<td><a href="mailto:ljacobsen@radford.edu">ljacobsen@radford.edu</a></td>
</tr>
<tr>
<td>Patricia Phillips</td>
<td>Executive Assistant to the Dean</td>
<td>Buchanan 204</td>
<td><a href="mailto:paphillips@radford.edu">paphillips@radford.edu</a></td>
</tr>
<tr>
<td>Michele Ralston</td>
<td>GA Education Support Specialist Ms. Ralston processes GA forms.</td>
<td>Buchanan 114</td>
<td><a href="mailto:mralston2@radford.edu">mralston2@radford.edu</a></td>
</tr>
<tr>
<td>Julienne Boone</td>
<td>Graduate Admissions Manager Ms. Boone may take your VA Educators tuition waiver application.</td>
<td>Buchanan 105</td>
<td><a href="mailto:jboone7@radford.edu">jboone7@radford.edu</a></td>
</tr>
<tr>
<td>Phillip Hardy</td>
<td>Graduate Admissions Technician Mr. Hardy may take your VA Educators tuition waiver application.</td>
<td>Buchanan 107</td>
<td><a href="mailto:phardy1@radford.edu">phardy1@radford.edu</a></td>
</tr>
<tr>
<td>Rebecca Conner</td>
<td>Director of Graduate Enrollment Rebecca can help you with your application, what degree seeking status to choose, and other information you need as a new graduate student and more.</td>
<td>Buchanan 201</td>
<td><a href="mailto:rconner2@radford.edu">rconner2@radford.edu</a></td>
</tr>
<tr>
<td>Robert Jennings</td>
<td>Director of Recruiting and Retention</td>
<td>Buchanan 203</td>
<td><a href="mailto:rjennings2@radford.edu">rjennings2@radford.edu</a></td>
</tr>
<tr>
<td>Teri Hills</td>
<td>Graduate Student Services Coordinator Teri can help you with questions concerning graduation, Program of Study, and Comprehensive Exams.</td>
<td>Buchanan 113</td>
<td><a href="mailto:thills2@radford.edu">thills2@radford.edu</a></td>
</tr>
</tbody>
</table>

**Julienne Boone**  
Graduate Admissions Manager  
Ms. Boone may take your VA Educators tuition waiver application.  
Buchanan 105  
Office: (540) 831-5005  
jboone7@radford.edu

**Rebecca Conner**  
Director of Graduate Enrollment  
Rebecca can help you with your application, what degree seeking status to choose, and other information you need as a new graduate student and more.  
Buchanan 201  
Office: (540) 831-6296  
Fax: (540) 831-5084,  
rconner2@radford.edu

**Robert Jennings**  
Director of Recruiting and Retention  
Buchanan 203  
Office: (540) 831-5023  
rjennings2@radford.edu

**Teri Hills**  
Graduate Student Services Coordinator  
Teri can help you with questions concerning graduation, Program of Study, and Comprehensive Exams.  
Buchanan 113  
Office: (540) 831-6344  
thills2@radford.edu
## Forms and Application links from the Graduate College Website

<table>
<thead>
<tr>
<th>Form</th>
<th>Description</th>
<th>Requestor</th>
<th>Deadline</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>ACADEMIC PETITION</strong></td>
<td>To request exceptions to stated policy</td>
<td>Advisor, Department Chair, Graduate College</td>
<td>As needed</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>ACCELERATED APPLICATION</strong></td>
<td>To apply to accelerated bachelor’s master’s programs</td>
<td>As needed</td>
<td></td>
<td>As needed</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>To apply to the graduate program</td>
<td>Graduate College</td>
<td>See Application Requirements</td>
<td>All Students</td>
</tr>
<tr>
<td><strong>APPLICATION FOR IN-STATE TUITION</strong></td>
<td>To request in-state tuition</td>
<td>Graduate College</td>
<td>By the first day of the term in which the</td>
<td>With application for admission for in-state students; out-of-state</td>
</tr>
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<td></td>
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<td></td>
<td>student is applying for eligibility</td>
<td>students: as eligibility is reached</td>
</tr>
<tr>
<td><strong>AUDIT FORM</strong></td>
<td>To audit a course</td>
<td>Instructor, Department Chair, Registrar</td>
<td>Census Date</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>CERTIFICATE</strong></td>
<td>To add a post-baccalaureate certificate</td>
<td>Graduate College</td>
<td>As needed</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>CERTIFICATE COMPLETION</strong></td>
<td>To apply for completion of post-baccalaureate certificate</td>
<td>Graduate College</td>
<td>By census date of the semester of completion.</td>
<td>All students completing certificates</td>
</tr>
<tr>
<td><strong>COMPREHENSIVE EXAMINATION</strong></td>
<td>To show completion of degree requirements by oral, written exam, thesis</td>
<td>Request from Graduate College one week prior to</td>
<td>Within 15 business days of the date of the</td>
<td>All students as determined by the department</td>
</tr>
<tr>
<td></td>
<td>defense, or dissertation defense</td>
<td>scheduled exams</td>
<td>examination</td>
<td></td>
</tr>
<tr>
<td><strong>CONTINUOUS ENROLLMENT</strong></td>
<td>To ensure continuous enrollment if you have completed all courses but have other requirements to fulfill</td>
<td>Advisor and Graduate College</td>
<td>Beginning of semester</td>
<td>Only if not enrolled in other coursework</td>
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<tr>
<td><strong>DEFERMENT REQUEST</strong></td>
<td>To request deferment of an application for admission or enrollment term</td>
<td>Program Coordinator and Graduate College</td>
<td>As needed</td>
<td>All graduate students who would like to request a deferral.</td>
</tr>
<tr>
<td><strong>DIGITAL SIGNATURE</strong></td>
<td>Instructions for creating and using digital signatures</td>
<td></td>
<td>As needed</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>DIRECTED STUDY</strong></td>
<td>To engage in advanced research or scholarly activity, extending above and beyond existing coursework</td>
<td>Supervising Professor, Major Advisor, Department Chair, Graduate Dean</td>
<td>Two weeks prior to term in which you plan to enroll</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>EDUCATION GRE WAIVER REQUEST FORM</strong></td>
<td>For Education applicants to request the GRE admission requirement to be waived (minimum 3.0 undergraduate GPA and at least three years of professional experience in a field related to the degree)</td>
<td>Education Program Coordinator, Graduate Admissions</td>
<td>Two weeks prior to the start of the respective application term; however, it is encouraged to submit this form at the time of application</td>
<td>As needed in order for Education applicants only. This form will not be accepted for applicants to other graduate programs.</td>
</tr>
<tr>
<td><strong>GRADE APPEAL</strong></td>
<td>To give students an opportunity to correct an injustice</td>
<td>Chair of the department in which the course is offered</td>
<td>N/A</td>
<td>As needed</td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
<td>Requesting Party</td>
<td>Required Dates</td>
<td>Notes</td>
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<tr>
<td><strong>GRADUATE ASSISTANTSHIP</strong></td>
<td>To request a graduate assistantship or teaching fellowship</td>
<td>Student signature</td>
<td>Semester prior to enrollment</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>GRADUATE ASSISTANTSHIP TERMINATION FORM</strong></td>
<td>To request termination of a graduate assistantship or teaching fellowship</td>
<td>Student and supervisor signature</td>
<td>As needed</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>GRADUATE STUDENT PROFESSIONAL DEVELOPMENT AWARD</strong></td>
<td>To apply for funds to be reimbursed for attendance of one professional conference per year</td>
<td>Department Chair, Graduate College</td>
<td>Application due four weeks prior to trip. Receipts &amp; Reimbursement Form are due within ten days of returning from travel</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>GRADUATION &amp; PARTICIPATION APPLICATION</strong></td>
<td>To declare intent to graduate</td>
<td>Advisor, Department Chair, Graduate College</td>
<td>By census date of the semester in which you plan to graduate</td>
<td>All students</td>
</tr>
<tr>
<td><strong>GRIEVANCE FORM</strong></td>
<td>To give students a grievance process.</td>
<td>Department Chair/Director (or designee)</td>
<td>N/A</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>HEALTH FORM &amp; CERTIFICATE OF IMMUNIZATION</strong></td>
<td>Required by the Commonwealth of VA and Radford University</td>
<td>Student Health Center</td>
<td>Prior to enrollment at Radford University</td>
<td>All students</td>
</tr>
<tr>
<td><strong>PETITION FOR PROGRAM CHANGES</strong></td>
<td>To make changes to your current program of study</td>
<td>Advisor, Department Chair, Graduate College</td>
<td>Change in status: Advisor changes: Addition or deletion of courses to your program of study</td>
<td>As needed</td>
</tr>
<tr>
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<tr>
<td><strong>RECOMMENDATION FORM</strong></td>
<td>Required for degree seeking students (please see major requirements for more information)</td>
<td>Graduate College</td>
<td>With application</td>
<td>Please check program requirements</td>
</tr>
<tr>
<td><strong>STUDENT CHANGE OF NAME/SOCIAL SECURITY NUMBER</strong></td>
<td>To request changes to university’s database</td>
<td>Registrar</td>
<td>N/A</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>PERMISSION TO TRANSFER REQUEST</strong></td>
<td>To request permission to transfer courses to Radford University</td>
<td>Advisor, Department Chair, and Graduate College</td>
<td>As needed; Recommended two weeks prior to registration at transferring institution</td>
<td>As needed (limit of 6 credit hours; B or above)</td>
</tr>
<tr>
<td><strong>VA EDUCATORS REDUCED TUITION</strong></td>
<td>For Virginia K-12 teachers and paraprofessionals to request lower tuition rate</td>
<td>Principal or Staff Development Coordinator, Graduate College</td>
<td>No later than 10 calendar days past the census date of the applicable term</td>
<td>Each academic year</td>
</tr>
</tbody>
</table>
Guide for Graduate Students in Special Education

Programs of Study

Special Education, Hearing Impairment (Master’s degree with licensure)

Required Tests: ASL Proficiency Examination- Equivalent to Level IV, Praxis Core – Math (5732), Virginia Communication and Literacy Assessment (VCLA), Reading for Virginia Educators (RVE)

Required Core Courses
EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) Prerequisite to all other courses
EDSP 622- Collaboration to Teach and Support Diverse Learners (3)
EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)
EDSP 605- Introduction to Educational Research (3) To be taken in first 9 hours of coursework

Required Concentration Courses
EDSP 526- Introduction to Deaf and Hard of Hearing (3) Prerequisite for 527 & 528
EDSP 527- Curriculum and Methods for Deaf and Hard of Hearing Students (3)
EDSP 628 - Language and Development and Literacy for Deaf and Hard of Hearing Students (3)
COSD 525 - Audiological Rehabilitation (3)
EDSP 669- Diagnostic and Assessment Procedures for Individuals with Disabilities (3)
EDSP/EDRD 641- Assessment and Intervention for Language Development (3)

Optional Portfolio Course
EDSP 700- E-Portfolio Preparation for Special Education (1)

Additional Coursework for Licensure
EDEF 320 or 607- Foundations of Education (3)
HUMD 300 or EDEF 600- Human Growth and Development, Birth through Adolescence (3)
EDET 620- Educational Technology: Applications, Applied Research and Integration (3)

American Sign Language I-IV

Teaching Internship
EDSP 755- Practicum in Deaf and Hard of Hearing, Preschool-Elementary (6)
EDSP 756- Practicum in Deaf and Hard of Hearing, Secondary (6)

Special Education, Adapted Curriculum (Master’s degree with licensure)

Required Tests: Praxis Core – Math (5732), Virginia Communication and Literacy Assessment (VCLA)

Required Core Courses
EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) Prerequisite for all other courses
EDSP 622- Collaboration to Teach and Support Diverse Learners (3)
EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)
EDEF 605- Introduction to Educational Research (3) To be taken in first 9 hours of coursework

Required Concentration Courses
EDSP 674- Teaching Students with Individualized Adapted Curriculum (3)
EDSP 663- Characteristics of Students with Severe Disabilities (3)
EDSP 664- Curriculum and Assessment in Severe Disabilities (3)
EDSP 665- Positioning and Handling (3)
EDSP 667- Communication and Severe Disabilities (3)
EDSP 668- Transition and Community-based Instruction (3)

Required Portfolio Course
EDSP 700- E-Portfolio Preparation for Special Education (1)
Guide for Graduate Students in Special Education

Additional Courses for Licensure
EDEF 320 or 607 - Foundations of Education (3)
HUMD 300 or EDEF 600 - Human Growth and Development, Birth through Adolescence (3)
EDSP 691 Emergent and Early Literacy for Students with Complex Language and Learning Needs
Teaching Internship
EDSP 781 Teaching Internship in Severe Disabilities- Elementary, K-8 (3)
EDSP 782 Teaching Internship in Severe Disabilities- Secondary, 6-12 (3)

Early Childhood Special Education (Master’s degree with licensure)

Required Tests: Praxis Core – Math (5732), Virginia Communication and Literacy Assessment (VCLA)

Required Core Courses
EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) Prerequisite for all other courses
EDSP 622- Collaboration to Teach and Support Diverse Learners (3)
EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)
EDSP 605- Introduction to Educational Research (3) To be taken in first 9 hours of coursework

Required Concentration Courses
EDSP 536- Teaching Infants, Toddlers, and Preschoolers with Special Needs (3)
EDSP 538- Program Management in Early Childhood Special Education (3)
EDSP/PSYC 638- Early Childhood Assessment and Intervention (3)
EDSP 677- Medical Aspects of Teaching Young Children with Disabilities (3)
EDSP 602- Language Disorders (3)
Elective in EDSP/EDRD/EDET (3)

Recommended Portfolio Course
EDSP 700- E-Portfolio Preparation for Special Education (1)

Additional Courses for Licensure
EDEF 320 or 607 - Foundations of Education
HUMD 300 or EDEF 600 - Human Growth and Development, Birth through Adolescence (3)
EDRD 688- Foundations of Literacy Instruction (3) EDET/EDSP 554 or approved technology course (3)
Teaching Internship
EDSP 740- Teaching Internship in Early Childhood Special Education: Home and Community-Based Services (3-6)
EDSP 741- Teaching Internship in Early Childhood Special Education: School-Based Services (3-6)

Special Education, General Curriculum (Master’s degree with licensure)

Required Tests: Praxis Core – Math (5732), Virginia Communication and Literacy Assessment (VCLA), Reading for Virginia Educators (RVE)

Required Core Courses
EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) Prerequisite for all other courses
EDSP 622- Collaboration to Teach and Support Diverse Learners (3)
EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)
EDSP 605- Introduction to Educational Research (3) To be taken within first 9 hours of coursework

Required Concentration Courses
EDSP 672- Characteristics of Learners with Disabilities who Access the General Curriculum, K-12 (3)
Prerequisite to EDSP 675 & 676
Guide for Graduate Students in Special Education

EDSP 669- Diagnostic and Assessment Procedures for Individuals with Disabilities (3)
EDSP/EDRD 695- Alternative Approaches to Reading Instructions (3) Need UG or Graduate reading/phonics instruction class as prerequisite
EDSP 675- Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum (3)
EDSP 676- Teaching Students with Exceptional Learning Needs in the Secondary General Curriculum (3)
EDSP 641- Assessment and Intervention for Language Development (3)

Required E-Portfolio Course
EDSP 700- E-Portfolio Preparation for Special Education (1)

Additional Courses for Licensure
EDEF 320 or 607- Foundation of Education (3)
HUMD 300 or EDEF 600- Human Growth and Development, Birth through Adolescence (3)
EDRD 314 and 414 or EDRD 688- Foundations of Literacy Instruction (3) OR passing the Reading for Virginia Educators exam

Teaching Internship
EDSP 429 or 430- Practicum: Special Education: General Curriculum: Elementary or Secondary (6)
May be waived if candidate has recent, prior paid experience with students with disabilities within the school setting.
EDSP 791- Teaching Internship in Special Education, General Curriculum-Elementary (6)
EDSP 792- Teaching Internship in Special Education, General Curriculum- Secondary (6)

Special Education, Visual Impairments (Master’s degree with licensure)

Required Tests: Praxis Core – Math (5732), Virginia Communication and Literacy Assessment (VCLA), RVE, Braille Competency Exam

Required Core Courses
EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) Prerequisite to all other courses
EDSP 622- Collaboration to Teach and Support Diverse Learners (3)
EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)
EDEF 605- Introduction to Educational Research (3) To be taken in first 9 hours of coursework

Required Concentration Courses
EDSP 650- Characteristics of Students with Visual Impairments (2)
EDSP 653- Teaching Methods for Students with Visual Impairments (3)
EDSP/EDET 654- Assistive Technology for Individuals with Sensory Impairments (3)
EDSP 655- Braille Code (3)
EDSP 656- Braille Reading and Writing (3)
EDSP 657- Curriculum and Assessment for Students with Visual Impairments (3)
EDSP 658- Medical and Educational Implications of Visual Impairments (3)

Required E-Portfolio Course
EDSP 700- E-Portfolio Preparation for Special Education (1)

Additional Courses for Licensure
EDEF 320 or 607- Foundations of Education (3)
HUMD 300 or EDEF 600- Human Growth and Development, Birth through Adolescence (3)
EDRD 688- Foundations of Literacy Instruction (3) OR passing the Reading for Virginia Educators exam
EDSP 659- Orientation and Mobility for Students with Visual Impairments (2)

Teaching Internships
EDSP 771- Teaching Internship in Visual Impairments (3)
EDSP 772- Teaching Internship in Visual Impairments (3)
Master’s Only, Non-Licensure Option

This option only applies to teachers who already have licensure and who are seeking advanced professional development or to add an endorsement. This option is NOT for individuals who wish to obtain a Full Collegiate Professional License through Radford University by completing our state approved program with courses and internship. If you need student teaching to obtain licensure, please choose one of our master’s degree programs with licensure options. Individuals with a provisional license in special education who are completing an Alternate Route to Licensure often choose this option.

Required Core Courses
EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) Prerequisite for all other courses
EDSP 622- Collaboration to Teach and Support Diverse Learners (3)
EDSP 670- Proactive Classroom Management and Advanced Behavior Support (3)
EDEF 605- Introduction to Educational Research (3) To be taken in first 9 hours of coursework

Electives in Special Education
Course in Characteristics (3)
Course in Curriculum and Methods (3)
Course in Reading, Writing, Communication, and Language Development (3)
Course in Assessment and Evaluation (3)
Elective from EDEL, EDUC, EDRD, COED, COSD, EDEC, EDET, EDSP or PSYC (3)
Other course in Special Education (3)

Special Education, 5-year Program (Master’s degree with licensure in General Curriculum, or General Curriculum/Adapted Curriculum)

Available only to individuals who have received their BS from RU in an area of teacher preparation and have completed a special education concentration or minor.
Required Tests: Praxis Core – Math (5732), Virginia Communication and Literacy Assessment (VCLA), Reading for Virginia Educators (RVE)

Required Courses
EDEF 605- Introduction to Educational Research (3)
EDSP 641- Assessment and Intervention for Language Development (3)
EDSP 675- Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum (3)
EDSP 676- Teaching Students with Exceptional Learning Needs in the Secondary General Curriculum (3)
EDSP 695- Alternative Approaches to Reading (3)
EDSP 669- Diagnostic and Assessment Procedures for Individuals with Disabilities (3)

Required Portfolio Course
EDSP 700 – E-Portfolio Preparation for Special Education (1)

Teaching Internship
EDSP 791- Teaching Internship in Special Education- General Curriculum, Elementary (6)
EDSP 792- Teaching Internship in Special Education- General Curriculum, Secondary (6)