

Radford University
Graduate Certificate

Name of Certificate: Special Education, Adapted Curriculum

CIP Code: 13.1007

Initiation Date: Summer 2022

Description of Certificate:

The Graduate Certificate in Special Education, Adapted Curriculum, is designed to provide specific background, education, and tools to licensed special educators to prepare them to address the needs of K-12 special education students with more significant disabilities, and to support their participation in the general education curriculum and within the community to the maximum extent possible. The program will educate students about the definitions, characteristics, and needs of learners with intellectual or multiple disabilities. Students will develop knowledge and skills in creating, implementing, and monitoring individual education programs (IEP) for learners in the adapted curriculum. Students will learn to implement evidence-based instructional practices. Graduates will be prepared to teach and support K-12 learners with disabilities in the adapted curriculum.

This Graduate Certificate provides a route to licensure/endorsement in Special Education, Adapted Curriculum K-12. The certificate program will provide graduates with the necessary coursework to complete the requirements for their provisional licensure in Special Education, Adapted 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, Adapted Curriculum K-12 through their employing school division and the Virginia Department of Education.

See Appendix for Virginia's Licensure Regulations: 8VAC20-23-510. Special Education, Adapted 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 whose cognitive and functional skills are significantly different from typically developing peers and therefore require adaptations to the general curriculum for an appropriate education. Students will learn to deliver instruction using evidence-based methods and assistive technology (including alternative communication methods), assess student learning, and provide specialized supports to learners with significant disabilities. Coursework will provide students with knowledge of developing an Individualized Education Program (IEP).

If deemed necessary for licensure, additional courses in special education 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: 12 credit hours

EDSP 663 Characteristics of Students with Severe Disabilities (3 credit hours)

EDSP 664 IEP, Assessment, and Program Planning for Adapted Curriculum (3 credit hours)

EDSP 665 Individualized Supports and Specialized Care of Students with Significant Disabilities (3 credit hours)

EDSP 674 Teaching Students with Individualized Adapted 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 667 Language Development and Communication Strategies for Students with Complex Disabilities (3 credit hours)

EDSP 668 Transition and Community-based Instruction (3 credit hours)

EDSP 670 Proactive Classroom Management and Advanced Positive Behavior Support (3 credit hours)

hours)

EDSP 691 Emerging and Early Literacy for Students with Complex Language and Learning Needs (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. Three existing faculty members will teach in the certificate program. Two faculty have doctoral degrees in Special Education or a related field. One instructor has a master's degree in special education and extensive experience in working with learners with significant disabilities.

Minimum requirement for faculty teaching in the certificate 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. She will engage in recruiting activities, review and approve admissions, and complete program reports. Existing faculty will teach certificate courses within their current teaching load. No new faculty positions are needed to initiate and sustain the certificate. 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 come under Gainful Employment regulations.

Course Descriptions:

Core Courses

EDSP 663 - Characteristics of Students with Severe Disabilities

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: Permission of instructor.

Provides knowledge and understanding of the characteristics and needs of individuals with severe disabilities. Serves as the foundational course for the licensure program in special education, adapted curriculum.

EDSP 664 - IEP, Assessment and Program Planning for Adapted Curriculum

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: Permission of instructor.

Note(s): This course is designed to develop knowledge and skills about best special education practice in assessment and evaluation, and Individualized Education Program (IEP) and program planning for those preparing to teach K-12 students with disabilities in the adapted curriculum. Field experience required.

EDSP 665 - Individualized Supports and Specialized Care of Students with Significant Disabilities

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 464 or EDSP 663

Provides an understanding of the unique physical, sensory, communication, and health and medical needs of students with significant disabilities, how these needs impact the educational program, how special education and related services are delivered, and how to design academic, functional and behavioral instruction and adaptations to meet those needs.

EDSP 674 - Teaching Students with Individualized Adapted Curriculum

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 464 or EDSP 663

Corequisites: EDSP 781 or EDSP 782 or on-the-job placement

This course focuses on evidence-based strategies and methods for students in the adapted curriculum, including specific individualized instructional strategies, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to ensure academic access and success for students with severe disabilities. IEP planning and program content for K-12 levels are addressed.

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 667 - Language Development and Communication Strategies for Students with Complex Disabilities

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: Permission of instructor.

This course examines augmentative and alternative communication (AAC) for students with complex language and learning needs. It addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement communication instruction, and evaluate the effects of instruction with focus on motivating, building and expanding communication, choice-making and social interaction.

EDSP 668 - Transition and Community-based Instruction

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: Permission of instructor.

This course provides an overview of the special educator's role in preparing students with disabilities for postsecondary educational and vocational environments. Emphasis is placed on designing and modifying high school curricula, involving students and their families in transition planning and helping students acquire the services needed to be successful in adult life. Field-based activities are required to allow students to directly apply and demonstrate their learning.

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 691- Emergent Literacy for Students with Complex Language and Learning Needs

Credits: (3)

Instructional Method: Lecture.

This course provides an understanding of the emergent and early literacy in developmentally typical learners and learners with complex language and learning needs, the interrelationship of language and literacy development, and the strategies for promoting emergent literacy for students with complex needs.