SPECIAL EDUCATION CONCENTRATION
COURSE SHEET
30 credit degree program
(12 credits of Core courses, 18 credits of Concentration courses)

Core Courses: 12 credits *Required for all ASTL M.Ed. students*	Credit Hours
EDUC 612: Inquiry into Practice Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity and gender issues in research.	2
EDUC 613: How Students Learn Advanced course in study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through study of different learning systems, and understanding each learner in context of learning process itself.	3
EDUC 614: Designing and Assessing Teaching and Learning Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.	2
EDUC 606: Education and Culture Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in students' own practice.	3
EDUC 615: Educational Change Explores influences on educational change at classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors, and involves students in reflecting on their own experiences.	2

Special Education Concentration Courses: 18 credits Students work with a Special Education advisor to select 18 credits in the Emphases below.	Credit Hours
Applied Behavior Analysis Emphasis: 18 credits	
EDSE 619: Applied Behavior Analysis: Principles, Procedures, and Philosophy Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.	3
EDSE 621: Applied Behavior Analysis: Empirical Bases Focuses on basic content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.	3
EDSE 623: Applied Behavior Analysis: Assessments and Interventions Expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.	3
EDSE 624: Applied Behavior Analysis: Applications Develops capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments.	3
EDSE 625: Applied Behavior Analysis: Verbal Behavior Expands students' abilities to deal with more complex behavioral situations and enables students to relate to more sophisticated professional issues and environments.	3
EDSE 664: Ethical and Professional Conduct for Behavior Analysis Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis.	3
Assistive Technology Emphasis: 18 credits **Choose 18 credits from the options below**	
EDAT 510: Introduction to Assistive Technology Provides an understanding of assistive technology and Introduction to Assistive Technology Provides an understanding of assistive technology and application in instructional programs, career tasks, and life skills for individuals with disabilities. Presentation and exploration experiences enable students to better use assistive technology in education, work, community, and home environments.	3
EDAT 521: Augmentative Communication Provides an overview of augmentative and alternative communication tools for use by individuals with speech and communication disabilities. Exploration experiences enable students to locate, use and train others on the range of AAC technologies available. Field experience may be required.	3

EDAT 522: Assistive Technology for Individuals with Sensory Impairments Provides an overview of specific technology and resources available to enhance and improve the ability of individuals who are visually impaired/blind or hearing-impaired/deaf. Field experience may be required.	3
EDAT 523: Accessibility and Input Modifications Provides an overview of accessibility strategies and input modifications designed for use by individuals with disabilities. Exploration experiences enable students to locate, use and train others on the range of technologies available as well as design opportunities for constructing unique devices. Field experience may be required.	3
EDAT 524: Universal Design for Learning Describes the foundations and principles of Universal Design for Learning (UDL). Focuses on teaching students with various disabilities including those with learning disabilities from preschool to postsecondary education implementing technology-based and other UDL strategies. Applies UDL principles to the design of accessible instructional materials. Students have the opportunity to develop and implement UDL lesson plans.	3
EDAT 525: Software and Mobile Applications for Individuals with Disabilities Provides overview with software, mobile applications, and accessibility features. Identifies design features to meet individual's special needs; provides hands-one experiences with the range of software and mobile applications that incorporate evidence-based strategies for individuals with disabilities across environments, settings and the life span. Field experience may be required.	3
EDAT 527: Assistive Technology for Independent Living and Employment Provides an overview of assistive technology accommodations and public policy related to independent living for individuals with disabilities throughout their life span. Focuses on assistive technologies that support daily living tasks and workplace accommodations to improve the performance of daily living and work activities for individuals with disabilities.	3
Teaching Students with Autism Emphasis: 18 credits	
EDSE 620: Supporting the Behavior and Sensory Needs of Individuals with Autism Describes the behavior and sensory development of individuals with autism spectrum disorder across their lifespans. Analyzes the principles of behavior management and the evidence and research-based interventions that have been proven to be effective with individuals with autism and sensory needs.	3
EDSE 634: Characteristics of Individuals with Autism Describes the varying characteristics of individuals with autism spectrum disorders across their lifespans including, (a) diagnosis, (b) early childhood, (c) school-age, (d) transition, (e) employment, and (f) aging. Examines definitions, eligibility criteria, incidence rates, and etiology of autism spectrum disorders. Analyzes perspectives from students, families, educational, community, and career personnel.	3

EDSE 635: Interventions for Individuals with Autism Analyzes evidence and research-based interventions for individuals with autism in a variety of domains across their lifespans including academic, communication, social, and behavioral. Evaluates methods for prioritizing intervention needs for individuals with autism across their lifespans, developing appropriate interventions to address those needs, and measuring the impact of interventions in a variety of service delivery models.	3
EDSE 636: Supporting Communication and Literacy for Individuals with Autism Surveys the characteristics of communication and literacy, as well as the design and implementation of communication systems for individuals with autism spectrum disorder across their lifespans. Explains methods for assessment, identification of priorities, and monitoring progress of communication and literacy instruction in order to improve behavior, academic skills, and social interactions in various environments.	3
EDSE 637: Autism Across the Lifespan: Collaboration with Critical Partners Examines characteristics, milestones, critical issues, and areas of need for individuals with autism spectrum disorder across their lifespans. Prioritizes key features of effective collaboration and partnership. Utilizes a strengths-based problem-solving perspective to frame collaboration and partnership for individuals with autism spectrum disorder across their lifespans and simulates partnership practices with a variety of stakeholders across the lifespan of an individual with autism spectrum disorder.	3
Choose an elective course from among the other ASTL Special Education emphases to complete the required 18 credits.	3
Visual Impairments Licensure, PK-12 Emphasis: 18 credits **Choose 18 credits from the options below**	
EDAT 522: Assistive Technology for Individuals with Sensory Impairments Provides an overview of specific technology and resources available to enhance and improve the ability of individuals who are visually impaired/blind or hearing-impaired/deaf. Field experience may be required.	3
EDSE 511: Characteristics of Students with Visual Impairments Provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psychosocial, and physical implications of a visual impairment.	3
EDSE 512: Braille Code Provides understanding of the literary code of Braille and its implications for educational/literacy programs for students with a visual disability. Enables students to better understand the Braille code and how to teach it to students with a visual disability.	3
EDSE 513: Medical and Educational Implications of Visual Impairments Provides an introduction to anatomy and physiology of the visual sy3stem and the educational implications of visual pathology. Covers anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development.	3

EDSE 514: Orientation and Mobility for Students with Visual Impairments Provides the foundation for understanding the components and essence of orientation and mobility (O&M). Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility, including cane instruction, dog guides, and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Emphasizes motor and concept skill development. Field experience is required.	2
EDSE 518: Curriculum and Assessment of Students with Visual Impairments Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Provides practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Notes: Field Experience Required.	3
EDSE 532: Positive Behavior Supports Focuses on employing concepts and skills to design, implement, and evaluate behavior support programs derived from functional assessment; addressing relevant replacement skills; facilitating generalization and maintenance of skills; and incorporating individually designed crisis intervention procedures.	3
EDSE 613: Teaching Methods for Students with Visual Impairments Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth. Notes: Delivered online.	3
EDSE 616: Braille Reading and Writing Provides instruction on transcription of advanced braille codes, including mathematics (Unified English Braille (UEB) and Nemeth), music, foreign language, and other specialized codes. Introduces techniques for teaching skills in each code. Explores technology tools used to create braille and tactile materials in addition to other assistive technologies used for instruction in science, technology, engineering, and mathematics (STEM) content.	3
EDSE 663: Collaborative Teamwork to Support Students with Significant Disabilities Focuses on models of teamwork, group decision making, team process, leadership and communication and how they influence services for individuals with significant disabilities and their families. Provides an understanding of collaborative structures and demonstrates knowledge of skills and strategies to maintain effective relationships with a variety of stakeholders in collaborative settings.	3
Students with Disabilities Who Access the General Curriculum Concentration: 18 credits Choose 18 credits from the options below	

EDSE 501: Introduction to Special Education Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances.	3
EDSE 502: Classroom Management and Applied Behavior Analysis Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management including use of technological advances. Emphasizes developing classroom and individual behavior management plans. Note: Field experience required.	3
EDSE 503: Language Development and Reading Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required.	3
EDSE 540: Characteristics of Students with Disabilities who Access the General Curriculum Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Notes: Field experience required.	3
EDSE 544: Adapted Instructional Methods and Transition for Secondary Learners Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities. Note: Field experience required.	3
EDSE 627: Assessment Offers knowledge and experiential learning activities related to assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions. Note: Field experience required.	3
EDSE 628: Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; cognitive strategies in study skills; attention and memory; and peer-mediated instruction. Note: Field experience required.	3

EDSE 629: Secondary Curriculum and Strategies for Students with Disabilities Who Access the General Curriculum Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum. Note: Field experience required.	3
EDSE 662: Consultation and Collaboration Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers. Note: Field experience required.	3
Students with Disabilities Who Access the Adapted Curriculum Concentration: 18 credits Choose 18 credits from the options below	
EDSE 501: Introduction to Special Education Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances.	3
EDSE 531: Transition and Community-Based Instruction Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments.	3
EDSE 532: Positive Behavior Supports Focuses on employing concepts and skill3s to design, implement, and evaluate behavior support programs derived from functional assessment; addressing relevant replacement skills; facilitating generalization and maintenance of skills; and incorporating individually designed crisis intervention procedures.	3
EDSE 533: Curriculum and Assessment in Severe Disabilities Addresses best practices in curriculum and assessment for individuals with severe disabilities. Covers the design of assessment and evaluation techniques and procedures for the severe-needs population, including adaptations and accommodations. Covers IEP formulation and implementation with linkage to assessment. Note: Field experience required.	3
EDSE 534: Communication and Severe Disabilities Introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. Addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction, aimed at motivating, building, and expanding communication, choice-making, and social interaction.	3

EDSE 547: Medical and Developmental Risk Factors for Children with Disabilities Examines the nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications.	3
EDSE 557: Foundations of Language and Literacy for Diverse Learners Examines the complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures. Emphasizes first and second language acquisition. Notes: Field Experience required.	3
EDSE 661: Curriculum and Methods: Severe Disabilities Focuses on current best practices in curriculum, and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities. Note: Field experience required.	3
EDSE 663: Collaborative Teamwork to Support Students with Significant Disabilities Focuses on models of teamwork, group decision making, team process, leadership and communication and how they influence services for individuals with significant disabilities and their families. Provides an understanding of collaborative structures and demonstrates knowledge of skills and strategies to maintain effective relationships with a variety of stakeholders in collaborative settings.	3
EDSE 669: Interdisciplinary Approach for Children with Sensory and Motor Disabilities Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery.	3
PROGRAM EXIT REQUIREMENT	
Professional Development Portfolio: A performance-based portfolio that provides evidence of a teacher's teacher professional learning and development throughout the ASTL program. The portfolio is presented the last spring semester of a student's program.	NA

Advanced Studies in Teaching and Learning (ASTL)
Division of Advanced Professional Teacher Development and International Education
College of Education and Human Development

Dr. Stephanie Dodman (sdodman@gmu.edu)
Dr. Nancy Holincheck (nholinch@gmu.edu)
ASTL Academic Program Coordinators

Advisor and Support Contact List

Concentration	Advisor	Email	Phone
Designing Digital Learning in Schools	Dr. Dawn Hathaway	dhathawa@gmu.edu	(703) 993-2019
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ASTL program (general)		astl@gmu.edu	(703) 993-2794
ASTL program website	https://gse.gmu.edu/advanced-teaching-studies/		
ASTL Facebook page	https://www.facebook.com/ASTLProgramGMU/		

*   *Liaison Contact for Departmental Advising*

Advanced Studies in Teaching and Learning (ASTL)

Program of Study Form

Once you are admitted and you indicate your intent to enroll, contact your Advisor *immediately*. Advisor information is located in your admissions materials and at https://gse.gmu.edu/advanced-teaching-studies/current-student-information. Complete this form with your Advisor *by the end of your second semester*. What you include on this form is not permanent, and you can adjust as necessary. However, it will provide you with a roadmap for your program. See the Concentration Course Sheet for your specific Concentration for guidance in course selection.

Any changes to your Program of Study should be made in consultation with your Advisor.

Student Name	Concentration
Advisor Name	

Notes on Core courses:
The Core classes may be taken concurrently and interspersed with the Concentration courses OR the Core may be taken in a one year block as necessitated by Concentration course availability.
EDUC 612: offered face to face and online; summer only; must be first Core course taken
EDUC 613: offered face to face and online; fall only; must be second Core course taken
EDUC 614: offered face to face and online; fall only; can be taken concurrently with EDUC 613
EDUC 606: offered face to face and online; spring only; can be taken concurrently with EDUC 615
EDUC 615: offered face to face and online; spring only; must be taken the last spring semester of program

Semester	Semester, Year	Course number	Credits	Concentration or Core?
(Example)	*Summer 2019*	*EDUC 612* *EDLE 620*	*2* *3*	*Core* *Concentration*
1				
2				
3				
4				
5				
6				
7				
8				

Student's signature		Date	
Advisor's signature		Date	