EXCEPTIONAL EDUCATION

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

The exceptional education major consists of required education courses and affiliated courses from departments across the College. The sequence of required courses is informed by our state and national accrediting agencies, the VDOE and CAEP. Starting to plan your education program as early as possible is advised. Application to the program is submitted in spring semester of the student's sophomore year. Candidates student teach in the senior year. For licensure in Virginia, candidates must achieve passing scores on the Praxis® Teaching Reading: Elementary (5205). They must also complete a series of online trainings and become CPR certified. Students who complete this major are eligible to apply for Virginia licensure—Special Education (General Curriculum, K-12).

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

Students who wish to earn licensure in both a secondary/arts/language field and Exceptional Education should double major in Exceptional Education and their secondary endorsement area and minor in Education.

- Exceptional Education Major (https://catalog.rmc.edu/programs/exceptionaleducation/exceptionaleducation-major/)
- Exceptional Education Minor (https://catalog.rmc.edu/programs/exceptionaleducation/exceptionaleducation-minor/)

EXED 334 - IEP's and Evaluation (3 Hours)
Students will learn to develop and implement legally correct and educationally useful IEPs. Skills in this area include the ability to apply knowledge of assessment and evaluation to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning.
Prerequisite(s): EDUC 220 and EDUC 233

EXED 357 - Transition for Students & Teachers (3 Hours)
Transition needs for students and teachers are explored with a focus on self-determination and advocacy. Exceptional educators prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources,self-advocacy, guardianship, and legal considerations.Likewise, candidates'transition needs and professional development goals are explored as they prepare to launch their teaching careers.
Prerequisite(s): EDUC 234 or 235

Curriculum: CC

EXED 360 - Designing Exceptional Instruction (3 Hours)
Management of classroom instruction and behaviors includes research-based classroom management techniques, positive behavior support, instructional design, and establishment of classroom routines and procedures. Elements of effective instructional planning, differentiation of instruction, and other instructional approaches to enhance student engagement and achievement are presented. Students learn research-based highleverage practices and instructional strategies (i.e., explicit instruction, self-regulated strategy development).
Prerequisite(s): EDUC 220 and EDUC 233

EXED 417 - Collaboration Seminar (3 Hours)
Collaboration includes consultation, case management, and collaborative teaching models; effective communication skills; culturally responsive practices; and the ability to develop home, school, and community partnerships to address the needs of students with disabilities. This class meets one evening each week during student teaching during the student teaching block providing candidates opportunities for reflection and evaluation of their student teaching experience.
Prerequisite(s): Completion of all education coursework prior to student teaching and admission to student teaching