

Online Post Graduate Master of Teaching – Special Education General Curriculum

Learn more about our program:

<https://education.virginia.edu/academics/master-teaching-special-education-online>

General admissions questions? Email ehd-information@virginia.edu

Online PGMT SPED program questions? Email Courtney Sullivan, academic program officer, at cb8tq@virginia.edu

Resources for admitted teacher education students:

<https://education.virginia.edu/academics/master-teaching-special-education-online>

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PROGRAM OVERVIEW

Program: Online Post-Graduate Master of Teaching: Special Education General Curriculum K-12

Degree: Master of Teaching

License: Upon successful completion of all degree requirements, students will be eligible for a post-graduate professional license in the Commonwealth of Virginia. Students will be endorsed in **Special Education General Curriculum K-12**.

- Designed specifically for teachers in Virginia schools, this part-time, online program helps you earn a Special Education master's degree while working full-time
- The UVA School of Education and Human Development is proud to offer a Master of Teaching (MT) degree with licensure and endorsement in Special Education-General Curriculum (i.e. mild to moderate disabilities) online. We offer a part-time program designed specifically for those who work during the school day and have already completed an undergraduate degree — hence, we call this our PG/MT (post-graduate/master of teaching) program.
- The Virginia Department of Education has five distinct special education license endorsements; The UVA School of Education and Human Development offers one: Special Education-General Curriculum. Special Education at the UVA School of Education and Human Development includes areas of emphasis for Learning Disabilities (LD), Emotional and Behavioral Disorders (EBD), and Intellectual Disabilities (ID). At the master's level, these programs prepare you to provide exemplary, evidence-based services for individuals with disabilities. At the doctoral level, you will contribute to the advancement of scholarly knowledge about disabilities and special education, prepare future professionals and contribute to the common wealth of the discipline.
- **Careers:** After completing the teacher preparation program at the UVA School of Education and Human Development, you can work in a variety of school settings. If you completed our Special Education program (with an emphasis on LD, EBD, and ID), you will likely focus on preschool through secondary-aged students (K-12) in school settings. We don't prepare teachers to work with students who have low incidence, or profound, disabilities where students are in self-contained classrooms. We do prepare teachers who work with students who have high incidence, or mild to moderate, disabilities. These include students who are included in general education classrooms, who have learning disabilities, high functioning autism, and who take SOLs and move on to college and university settings. While you may teach in special schools or self-contained special education classrooms, you will most likely find employment in collaborative or inclusion settings where you work with regular educators to meet students' unique needs in typical school situations.
- **When to apply:** Admissions are rolling, and admissions decisions will be delivered approximately 6 weeks after all applications materials (including transcripts and letters of recommendation) are received. Admission deadline are all follows:
 - **Fall entry:** July 1
 - **Spring entry:** November 1
 - **Summer entry:** May 1

ADMISSIONS REQUIREMENTS

Academic Record

Applicants to the PG/MT Special Education program must:

1. Possess an undergraduate degree, preferably with coursework in child learning and development. Courses in the major should reflect a cumulative grade point average of 2.7 or better.
2. Complete the online application for admission and submit supporting materials, including transcripts, reference letters, and a goal statement.

NOTE: Applicants may upload unofficial transcripts with applications, but will need to provide official transcripts before they can matriculate.

International Students

International students must submit TOEFL or IELTS scores. Scores must not be more than two years old. Applicants who have or will have earned an undergraduate degree from an institution where English is the primary language of instruction do not need to provide TOEFL or IELTS scores.

Unlike for the admissions exams listed above, the scores for the TOEFL and IELTS are hard cutoffs.

Option 1: iBT TOEFL (preferred)		
Category	Benchmark Score	Notes
Writing	22	
Speaking	22	
Reading	23	
Listening	23	
Option 2: TOEFL Paper-Delivered Test		
Category	Benchmark Score	Notes
Writing	22	
Reading	23	
Listening	23	
The TOEFL paper-delivered test is only offered in locations where internet testing is unavailable. There is no speaking section because of the technological requirements of capturing spoken responses.		
Option 3: IELTS		
Category	Benchmark Score	Notes
Overall Band Score	7	Scores from each component are averaged to produce an overall score.

Applicants may self-report unofficial scores on the application. Official scores are required prior to matriculation. Send official scores to the University of Virginia. Institutional codes:

- TOEFL: B875
- IELTS: no institutional code required

All incoming (new) graduate students whose first language is one other than English are required to take the University of Virginia English Language Proficiency Exam unless they have been exempted from TOEFL or IELTS. Please direct questions about this requirement to the Center for American English Language and Culture, which oversees this requirement: <https://caelc.virginia.edu/assessment>

PLAN OF STUDY

RECOMMENDED PLAN for coursework only	Offered	MT
Semester 1		
(3) EDIS 5000 The Exceptional Learner	Online-Spring, Summer, Fall	3
(3) EDIS 5025 Curriculum, Instruction and Assessment, PK-12	Online- Spring, Summer, Fall	3
Semester 2		
(3) EDIS 5221 Reading Development	Online-Fall	3
(3) EDIS 5041 Behavior Management	Online-Fall	3
Semester 3		
(3) EDIS 5175: Issues in K-12 Education	Online-Spring, Summer	3
(1) EDIS 5141 IEP and Transition Planning	Online-Spring, Summer	1
Semester 4		
(3) EDIS 5230 Reading and Writing for Special Education <i>prereq: EDIS 5221</i>	Online-Spring, Summer	3
(3) EDIS 5040 Psychoeducational Assessment	Online- Summer, Fall	3
Semester 5		
(3) EDIS 5060 Math Methods for SPED & ELED <i>prereq: EDIS 5025</i>	Online-Fall	3
(3) EDLF 5160 Lifespan Development	Online-Spring, Summer, Fall	3
Semester 6		
(3) EDIS 5140 Methods of SPED & Collaboration [take w/EDIS 5867] <i>prereq: EDIS 5025</i>	Online- Spring	3
(1) EDIS 5867 - Clinical Experience in Special Education [take w/EDIS 5140]		
Semester 7		
(3) EDIS 5887 Teaching Internship: SpEd [take with EDIS 5877/5870]** <u>Must apply 6 mos. in advance</u>		
(3) EDIS 5877/EDIS 5870 Seminar: Teaching Internship: SpEd/DivCommunities [take with EDIS 5887]**		3

Need ≥30 academic credits at the 5000 level or above with a grade of B- or better in order to earn a Master's degree

****for those who will not have 1-year of full-time teaching experience in SPED-General Curriculum on a provisional license**

LICENSURE REQUIREMENTS

The Virginia Department of Education requires all teacher candidates to pass specific licensure exams prior to the teaching internship. Students should email their score reports to teachered@virginia.edu. Even if you “send the scores to UVA” when you take the exam, you must send a .pdf of the score report to the Teacher Ed office. Students will complete these requirements during the teacher education program; they do not need to complete them before applying.

Virginia Communication and Literacy Assessment: <https://www.va.nesinc.com/>

Students should take this exam early. It is a basic skills reading and writing exam, and the teacher education courses do not directly prepare students for this exam.

Reading for Virginia Educators: <https://www.ets.org/praxis/prepare/materials/5306>

The teacher education reading series will prepare students for this exam, so students are encouraged to finish their reading courses before taking it.

Additional Trainings: The Virginia Department of Education requires that several additional trainings be completed by all teacher candidates. These should be completed prior to the Teaching Internship.

- Hands-on training in CPR, AED, and First Aid (students must schedule this on their own; students with previous certification should submit it to for review)
- Child Abuse and Neglect, Recognizing, Reporting, and Responding for Educators module: http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html
- Dyslexia Awareness Training Module: <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>
- Use of Restraint and Seclusion Module: <https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion>
- Instructional Technology modules: (email Courtney Sullivan for access, cb8tq@virginia.edu)

Students should email their completion certificates to teachered@virginia.edu AND cb8tq@virginia.edu

Notes on CPR, AED, and First Aid training:

- Many students sign up through Red Cross: <https://www.redcross.org/local/virginia/take-a-class>
- Make sure your training includes CPR, AED, and First aid
- It is acceptable to do a hybrid training in which some is online and some is in person
- It is not acceptable to do a training that is solely online
- VDOE does not specify whether you need to do adult or pediatric training, so either is fine
- Individuals with a disability may be eligible for a waiver from VDOE: http://www.doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

ACADEMIC POLICIES AND FORMS

A full list of academic rules can be found in the Graduate Record:

<http://records.ureg.virginia.edu/index.php?catoid=50>

Teacher Education clinical experience policies:

<https://education.virginia.edu/clinical-experiences>

Clinical Experiences FAQs:

“The core experience in teacher preparation is clinical practice. Content and pedagogy are woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school-embedded practice” (NCATE, 2010, p. 5).

1. *What kind of classrooms meet the M.T. clinical experience (practicum and internship) requirements?*

While there are four other endorsements in special education in Virginia, UVA School of Education and Human Development focuses on the endorsement with the greatest need. This program prepares teachers for students with high incidence (mild to moderate) disabilities who take SOLs and who work towards high school regular or college prep diplomas. Only classrooms serving students with high incidence disabilities meet these requirements.

2. *Can I complete the teaching internship part-time or in the summer?*

VDOE requires that the internship (or “student teaching”) be a minimum of 10 full-time weeks. Teaching internships and clinical experiences at the University of Virginia School of Education and Human Development are 16 weeks. Therefore, a part-time or summer placement is not possible.

3. *Can I identify my own placement?*

UVA School of Education and Human Development Teacher Candidates may not identify their own placements. Just as with course requirements, the clinical experiences must be systematically structured and meet professional licensure requirements. It is critically important that you communicate with the Teacher Education Office (typically with Jeff Davis, Director of Clinical Practice and Partnerships) to share additional details about your specific situation and mutually plan for your success.

4. *Can I speak with school personnel and make recommendations regarding with what teachers I might best work?*

In the interest of quality, program requirements, and professional courtesy, all placement coordination and communication must be between the UVA School of Education and Human Development Director of Clinical Practice and Partnerships and the School Division identified liaison. UVA School of Education and Human Development Teacher Candidates may not speak with school personnel regarding clinical experience placements as that can jeopardize UVA School of Education and Human Development’s relationship with schools and school divisions.

5. *It would be more convenient to work in my child’s school in order to manage childcare arrangements. Can I request that?*

It is critically important that school leadership and mentor teachers see you as an emerging professional during your Practicum/Internship. We also want you to have the broadest possible latitude as a parent, guardian, spouse or interested party in schools where you have family members. In order to accomplish both of these goals, we strictly prohibit placements in settings where the two might be compromised. While we certainly understand the juggling act necessitated

by balancing family, work, and school, we will not place you in a school where your family, significant other, or close friend works or attends. This protects you from potential conflicts of interest that may arise in the complex context of a school building.

6. *I am a provisionally licensed teacher. Do I need a practicum placement?*

You may complete your practicum assignments in your place of employment as long as you have a provisional license in Special Education-General Curriculum. You do not need a separate placement, but you will complete all requirements for the practicum course and enroll in the corresponding credit hours. If you intend on completing your practicum assignments in your place of employment you must notify your building administrator and the Teacher Education Office.

7. *I am a provisionally licensed teacher. Do I need to complete a teaching internship?*

If you hold a provisional license in Special Education-General Curriculum and complete a full school year of effective teaching as a Special Education teacher serving students with high incidence disabilities, then you may request that your supervising administrator sign a form for VDOE indicating your year of experience in lieu of student teaching/ teaching internship. If you intend on utilizing your year of provisional teaching in lieu of your student teaching/teaching internship you must notify your building administrator.

8. *I am a para-professional in a classroom. Do I need a practicum placement?*

Similar to provisionally licensed teachers, you may complete your practicum assignments in your place of employment so long as you work in a special education classroom with students who have high incidence (mild to moderate) disabilities. You will need the consent of the teacher(s) you work with as well as your building administrator. In addition, you will need both elementary and secondary (middle or high school) placements during the course of your program. We may need to find additional locations and opportunities for you to complete field work at both levels. If you do not work in your licensure area, the Office of Teacher Education can work with your building administration to place you in another classroom in your place of employment for a contained number of hours to complete your practicum assignments.

9. *Will I need a background check, fingerprinting and a TB test prior to placement?*

If you are not currently working in a school as a para-educator, instructional assistant, provisionally licensed teacher, etc., then yes, you will need to complete a background check, fingerprinting and a TB test prior to placement

ACADEMIC FORMS

Academic forms are available on the UVA EHD forms page:

<https://education.virginia.edu/admissions/student-services/undergraduate-graduate-academic-forms-resources>

Teacher Education forms should be submitted to the Director of Teacher Education, Jillian McGraw (jep4j@virginia.edu) and Academic Program Officer, Courtney Sullivan (cb8tq@virginia.edu)

ADDING AN ENDORSEMENT

Information about adding an endorsement can be found on VDOE's licensure page:
<http://www.doe.virginia.gov/teaching/licensure/>

Students interested in adding an endorsement through testing should refer to [VDOE's list of approved tests](#). Students should take the relevant Praxis exam and send a .pdf of the score report to the Teacher Education Office at least a week prior to graduation. Note that several endorsements (including elementary education and special education) have exams on this list but cannot be added by testing per the VDOE regulations linked above.

It is possible to add an endorsement using content coursework taken during your undergraduate program. Review the [Licensure Regulations for School Personnel](#) for a detailed list of requirements. In recent years, UVA Teacher Education students have added drama, music (instrumental or vocal), computer science, and visual arts through undergraduate coursework.

For more information about add-on endorsements, contact Courtney Sullivan (cb8tq@virginia.edu)
It is important to verify your eligibility for adding an endorsement before registering for additional exams.

SUPPORT SERVICES

UVA and the School of Education and Human Development have a wide range of services to support you in your time here. Information about these services can be found on the UVA EHD Student Services website: <https://education.virginia.edu/current-students>. A few of these services are highlighted below.

If you're not sure whom to contact, reach out to your academic advisor, Courtney Sullivan (cb8tq@virginia.edu) or the Director of Student Affairs (Jessica Livingston, jl5ne@virginia.edu).

Counseling and Psychiatric Services (CAPS): <http://studenthealth.virginia.edu/caps>

CAPS is the primary student counseling clinic on grounds. Students participate in a brief initial screening that helps the CAPS staff determine whether to proceed to a full intake appointment or connect the student with community resources.

If you are having a psychological emergency, call 911 or 434-243-5150 and ask to speak with the on-call counselor 24 hours/day.

Student Disability Access Center (SDAC): <https://studenthealth.virginia.edu/sdac>

SDAC is committed to promoting a culture of access and inclusion for students with disabilities to all academic programs and University resources. Their goal is to support the student with a disability to participate fully in campus life. They achieve this goal through the provision of academic accommodations, support services, advocacy, and educational training throughout the University community. Their work is guided in accordance to the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973.

Office of African-American Affairs (OAAA): <https://oaaa.virginia.edu/>

OAAA was established in 1976 as part of the Division of Student Affairs. It is charged with the responsibility of assisting academic and non-academic units in meeting the challenges of service delivery to African-American students. The Office assumes broad responsibility for the creation of a supportive environment which promotes the students' full participation in the University's extracurricular life and enhances the sensitivity of the larger community to the needs, interests, and culture of African-American students. It maintains on-going cooperative relationships with students, faculty/staff, alumni, parents, and the community. These liaisons exchange information and advice, enhance the opportunities for the educational growth and successful matriculation and retention of African-American students.

Student Financial Services: <http://sfs.virginia.edu/>

Tuition, fees, and financial aid are processed through Student Financial Services, not the School of Education and Human Development. Contact SFS with questions related to your bill or financial aid.

Student Health: <http://studenthealth.virginia.edu/>

Under the health insurance hard waiver program, all students who pay the comprehensive fee must carry insurance that meets specific coverage requirements and provide proof of that insurance. Students who do not meet this requirement will be enrolled in – and responsible for the cost of – the university-endorsed Aetna student health insurance plan. More information

about these requirements can be found here: <http://studenthealth.virginia.edu/hard-waiver-program>.

UVA Career Services: <https://career.virginia.edu/>

UVA EHD Career Services: <https://education.virginia.edu/admissions/student-services/career-services> All teacher education students are invited to the annual [Ed Expo](#), which draws more than 100 recruiters from public schools, charter schools, private schools, and education recruiting agencies.

Student Information System:

https://sisuva.admin.virginia.edu/psp/ihprd/UVSS/SA/h/?tab=PAPP_GUEST

Canvas: <https://education.virginia.edu/admissions/student-services/canvas-support>

Clinical Experience Website: <https://education.virginia.edu/clinical-experiences>

Chalk and Wire UVA EHD login: https://ep.chalkandwire.com/ep2_curry/login.aspx?cus=377

Chalk and Wire user guide: <http://userguide.chalkandwire.com/>

Students should first consult the user guide and/or reach out to Chalk and Wire for support. If additional help is needed, students can then reach out to Tim Cannon (tmc2y@virginia.edu).

Advising for Students Enrolled in the M.T. Program:

Courtney Sullivan, Academic Program Officer	Courtney Sullivan, Academic Program Officer	Jeff Davis, Director of Clinical Practice and Partnerships
Start here with most program questions, including questions about your coursework and program of study.	Reach out to Courtney with questions about licensure requirements, including teaching in other states.	Reach out to Jeff with questions about clinical experiences.

GETTING INVOLVED WITH THE EHD COMMUNITY

There are many ways to get involved with the school community. A full list of ways can be found on Student Services website: <https://education.virginia.edu/current-students>.

Education Council:

<https://education.virginia.edu/admissions/student-services/education-council>

The Education Council represents the student body of the School of Education and Human Development at the University of Virginia. The Education Council serves to satisfy the needs of students by providing a voice to the administration and faculty, as well as the general public. The mission of the Education Council is to improve the experience of students through initiatives that enrich the intellectual, social, and cultural aspects of their lives.

First-Generation Support Working Group (FIRST):

<https://education.virginia.edu/first-generation-support-working-group-first>

FIRST facilitates community empowerment to promote belonging and success at the School of Education and Human Development for students who are the first in their families to pursue higher education. FIRST acknowledges that first-generation students often encompass a diverse set of identities, including low-income, working class, first-generation American, and students from rural or urban backgrounds. FIRST is intentional in using a strengths-based approach to avoid deficit perspectives that center problems on individual students. Instead, we focus on acknowledging institutional norms that disempower diverse student perspectives and ways of knowing. We believe it is the University's responsibility to foster a campus climate and culture that empower first-generation college students to succeed.

Student Virginia Education Association (SVEA):

<https://education.virginia.edu/student-virginia-education-association>

The Student Virginia Education Association (SVEA) is the largest professional organization for pre-service educators in the state. It is the student branch of the Virginia Education Association, which is an affiliate of the larger National Education Association. The UVA chapter of the SVEA seeks to provide teacher candidates with resourceful tools and meaningful opportunities to become involved on and off campus through community service opportunities and professional development workshops.