

EDSP - EDUCATION, SPECIAL

EDSP400 Instruction of Students with Severe Disabilities I (3 Credits)

Functional assessment procedures and instructional methods for students with severe disabilities.

Restriction: Must be in Special Education program. Jointly offered with EDSP602.

Credit Only Granted for: EDSP400 or EDSP602.

EDSP401 Teaching Students with Disabilities in Elementary Classrooms (3 Credits)

This course is designed for elementary education majors to prepare for teaching students with disabilities in elementary classrooms. The course examines the legal requirements for general education teachers in the public schools including best practices for participating in the Individual Education Program (IEP) team process, and understanding Response to Intervention (RTI) as a approach to the early identification and support of students with learning and behavior needs. Information is provided on the characteristics of students who have been identified as having high incidence disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, speech and language delays, emotional or behavioral disorders, and other health impairments). The course then provides information on universal design (UDL) principles for learning, instructional suggestions to include students with disabilities in the general classroom, co-teaching and methods for integrating technology and assistive technology to benefit all students.

Restriction: Permission of EDUC-Special Education department.

Credit Only Granted for: EDSP401 or EDSP499F.

Formerly: EDSP499F.

EDSP402 Field Placement: Severe Disabilities I (1 Credit)

Practicum experience in settings serving students with severe disabilities.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP403 Supporting Access for Students with Multiple Disabilities Across Settings (3 Credits)

Knowledge and practices in characteristics of multiple disabilities, assessment, individualized educational programming, universal design processes for instruction, assistive technology, environmental accessibility, and collaboration.

Prerequisite: EDSP400 or EDSP602.

Jointly offered with: EDSP603.

Credit Only Granted for: EDSP403 or EDSP603.

EDSP404 Methods of Teaching Autistic Students (3 Credits)

Characteristics of children and youth diagnosed with an autism spectrum disorder (ASD), assessment, and evidence-based instructional methods in teaching autistic students who come from diverse ethnic, cultural, and socio-economic backgrounds.

Jointly offered with: EDSP604.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

Credit Only Granted for: EDSP404 or EDSP604.

EDSP410 Instruction of Students with Severe Disabilities II (3 Credits)

Functional assessment, curriculum, and instruction related to academic and community functioning skills for students with severe disabilities.

Restriction: Must be in Special Education program. Jointly offered with EDSP614.

Credit Only Granted for: EDSP410 or EDSP614.

EDSP411 Foundations of Technology Integration for Curriculum Access (3 Credits)

Addresses ways to integrate technology and Assistive Technology (AT) into content area instruction, use Accessible Educational Materials (AEM), and the Universal Design for Learning (UDL) framework to evaluate, analyze, and develop responsive instruction.

Prerequisite: EDSP210 or EDSP470.

Restriction: Must be in Special Education program.

EDSP413 Principles and Practices in Positive Behavior Interventions and Classroom Supports (3 Credits)

Use of positive behavior supports to promote both classwide and individual student behavior skills through function-based behavior assessment, establishing classroom expectations, and examining common misbehaviors that often result in learning loss.

Jointly offered with: EDSP613.

Restriction: Must be in Special Education program.

Credit Only Granted for: EDSP413 or EDSP613.

EDSP415 Assessment Techniques and Practices in Special Education (3 Credits)

Knowledge and skills for understanding assessment process and interpretation of assessment data. Emphasis on psychometric aspects of assessment related to screening, eligibility, and intervention planning within a Multi-Tiered System of Supports (MTSS).

Recommended: STAT100; or SOCY201.

Jointly offered with: EDSP615.

Restriction: Must be in Special Education program.

Credit Only Granted for: EDSP415 or EDSP615.

EDSP416 Reading and Writing Instruction in Special Education I (3 Credits)

Assessment and instruction of reading and writing skills for students in special education.

Restriction: Must be in Special Education program. Jointly offered with EDSP616.

Credit Only Granted for: EDSP416 or EDSP616.

EDSP417 Reading Diagnosis and Assessment (3 Credits)

Reading Diagnosis and Assessment prepares teacher candidates to assess children in general and special early childhood education settings in the areas of reading and writing in order to plan for instruction. The course will focus on diagnostic, screening, progress monitoring, and outcome assessments in early and beginning literacy. The course is designed to provide participants with the knowledge and skills necessary to collect and use a wide range of assessment data in general education and special education settings. Includes field experience.

Prerequisite: EDSP423, EDHD431, and EDSP315; and track 1: Must have completed EDSP430 and EDSP433; OR Track 2: Must have completed EDHD415 and EDHD424.

Corequisite: EDHD322, EDHD323, EDSP321, EDHD441, EDHD442, EDHD443, and EDHD444.

EDSP420 Child Development, Birth to Three Years (3 Credits)

Designed to provide students with an understanding of child development theory and research, as well as knowledge about typical and atypical development of children from birth to three years of age. The course emphasizes learning for children with and without disabilities, and for children who are at risk due to poverty and other environmental factors. The course will introduce how children develop and the challenges they face within the domains of physical, cognitive, language, social, and emotional development, with particular attention paid to the impact of risk factors on development. Students will become familiar with delays and differences in development that may occur as the result of disability. Finally, students will learn the effects of cultural and linguistic differences on growth and development. Information about theory and research in child development for children with and without disabilities will be enhanced through a series of observational experiences, which will build upon concepts addressed during class. Includes field experiences.

Prerequisite: EDHD210, EDHD220, and EDSP211.

Corequisite: EDHD314 and EDHD425.

Cross-listed with: EDHD434.

Credit Only Granted for: EDHD419A, EDSP420 or EDHD434.

Formerly: EDHD419A.

EDSP422 Curriculum and Instruction: Early Childhood Special Education (3 Credits)

Curriculum and instruction for young children with mild and moderate disabilities, preschool through primary grades.

Restriction: Must be in Special Education program. Jointly offered with EDSP627.

Credit Only Granted for: EDSP422 or EDSP627.

EDSP423 Assessment in Early Childhood Special Education (3 Credits)

Assessment procedures for infants and young children with disabilities, birth through grade 3.

Restriction: Must be in Special Education program.

Credit Only Granted for: EDSP423 or EDSP624.

EDSP425 Pre-Internship I (1 Credit)

This required EDSP field placement is a 3-hour per week seminar and field placement that meets across 15 weeks. Opportunities are provided to observe and participate in instructional experiences under the guidance of an assigned Host Teacher (HT) in a four-week experience in a high incidence placement AND a four-week experience in a low incidence (LI) placement. The purpose is to provide each special education teacher candidate (TC) with practical experience to complete field-based requirements and begin to meet the CEC Initial Preparation Standards (2012). Furthermore, since EDSP 425 is the first internship experience in the Special Education Program in the College of Education at University of Maryland, teacher candidates will become familiar with the Special Education Program, College of Education, Maryland State Department of Education (MSDE), Counsel for Accreditation of Educator Preparation (CAEP), and Council for Exceptional Children (CEC) expectations and requirements for graduation and teacher licensure.

Corequisite: EDSP451 and EDSP400.

Restriction: Must be in the Special Education major.

EDSP426 Pre-Internship II (1 Credit)

A 3-hour per week seminar and field placement that meets across 15 weeks. Teacher candidates will assess and provide instruction for first grade students at a local public elementary school. The field experience is also supported through content delivered in EDSP 415/615 (Assessment in Special Education) and EDSP 416/616 (Reading and Writing Instruction in Special Education). The tutoring program is meant to provide an opportunity for teacher candidates to practice the assessment and instructional skills they are learning, while also providing a needed service to the community. Teacher candidates will work one-on-one with select first graders whose teachers have determined to be in need of extra support in reading and writing.

Corequisite: EDSP415 and EDSP416.

Restriction: Must be in the Special Education major.

EDSP430 Early Intervention: Early Childhood Special Education (3 Credits)

Intervention with infants and young children with disabilities. Focus on moderate and severe disabilities.

Restriction: Must be in Special Education program.

Credit Only Granted for: EDSP430 or EDSP631.

EDSP433 Families and Culture in Early Intervention (Birth-5) (3 Credits)

Provides students with the skills and information they need to work effectively with families of young children (birth to age 5) who have or are at risk for disabilities in early childhood or early intervention programs. Students will review current local, state and federal policies establishing the rights of families of infants and young children with disabilities to participate in decision making for their child. We will discuss relevant theoretical and research literature as well as the cultural and contextual issues involved in working with families of very young children. Includes field experiences.

Prerequisite: EDHD314 and EDHD425; and (EDHD419 or EDSP420).

Corequisite: EDSP430, EDSP315, and EDHD431.

EDSP443 Language and Literacy Acquisition in Children with Disabilities (3 Credits)

Language and literacy acquisition and characteristics of typical and atypical language development in supporting students with reading and writing disabilities.

Restriction: Must be in Special Education program.

Additional Information: This course is the first of four reading courses required by the Maryland State Department of Education for teacher certification in Special Education.

EDSP451 Curriculum and Instruction: Elementary/Middle Special Education (3 Credits)

Methods for instruction of students with disabilities in the general education curriculum. Collaboration with other professionals is included.

Restriction: Must be in Special Education program. Jointly offered with EDSP652.

Credit Only Granted for: EDSP451 or EDSP652.

EDSP452 Internship I: Elementary/Middle Special Education (2-4 Credits)

Field experience in elementary/middle school special education.

Restriction: Must be in Special Education program. Jointly offered with EDSP692.

Credit Only Granted for: EDSP452 or EDSP692.

EDSP470 Introduction to Special Education (3 Credits)

Designed to give an understanding of the needs of all types of exceptional children.

Restriction: Must not have completed EDSP210.

Credit Only Granted for: EDSP210, EDSP211 or EDSP470.

EDSP484 Reading and Writing Instruction in Special Education II (3 Credits)

Focus on the development of reading and writing programs for students in special education. Builds on foundations established in EDSP416.

Prerequisite: EDSP416.

Restriction: Must be in Special Education program. Jointly offered with EDSP684.

Credit Only Granted for: EDSP484 or EDSP684.

EDSP485 Assessment and Instruction in Mathematics in Special Education (3 Credits)

Instructional methods and assessment in mathematics in special education.

Restriction: Must be in Special Education program; or must be in one of the following programs (Special Education (Doctoral); Special Education (Master's)). Jointly offered with EDSP683.

Credit Only Granted for: EDSP485 or EDSP683.

EDSP486 Promoting Prosocial Behavior in Special Education (3 Credits)

Focus on social development among students with and without disabilities, the relationship between pedagogy and student behavior, and classroom, school, and community approaches for developing prosocial behavior.

Jointly offered with: EDSP686.

Credit Only Granted for: EDSP486 or EDSP686.

EDSP487 Collaborative Partnerships in Special Education (3 Credits)

Strategies for positively collaborating with families, practitioners, and community stakeholders to implement Specially Designed Instruction (SDI) for students with disabilities.

Jointly offered with: EDSP687.

Restriction: Must be in Special Education program.

Credit Only Granted for: EDSP487 or EDSP687.

EDSP488 Selected Topics in Teacher Education (1-3 Credits)

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department; or must be in a major in EDUC-College of Education.

Repeatable to: 6 credits if content differs.

EDSP489 Field Experiences in Special Education (1-4 Credits)

Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP490 Teacher Candidate Research Seminar in Special Education (3 Credits)

Study of current issues and research concerning the education of students in special education.

Restriction: Must be in Special Education program.

EDSP495 Internship II: Elementary/Middle Special Education (6-12 Credits)

Internship II is a full-time 15 week field-placement experience in a local school system working with students with disabilities in an elementary or middle school environment. Internship II allows the intern to apply and integrate teaching competencies and responsibilities by systematically increasing independence in conducting all aspects of the special education mentor teacher's role. The intern will incrementally assume responsibility for planning, instruction, management, collaboration, and other essential tasks assigned in their internship placement. The intern will be responsible for the successful completion of edTPA, seminar assignments, and self-evaluation using Live Text for Foundational Competencies (FCs) and the Performance Based Assessment (PBA). Interns will be asked to recall and integrate course content from their prerequisite coursework during seminar and their field placement experience.

Corequisite: EDSP490.

Jointly offered with: EDSP695.

Restriction: Must be in Special Education program; or must be in one of the following programs (Special Education (Doctoral); Special Education (Master's)).

Credit Only Granted for: EDSP495 or EDSP695.

EDSP498 Special Problems in Special Education (1-6 Credits)

Available only to education majors who have definite plans for individual study of approved problems. Credit according to extent of work.

Prerequisite: Available only to education majors who have definite plans for individual study of approved problems.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP499 Workshops, Clinics, and Institutes in Special Education (1-6 Credits)

The following type of educational enterprise may be scheduled under this course heading: workshops conducted by the special education department (or developed cooperatively with other departments, colleges and universities) and not otherwise covered in the present course listing. Laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals and supervisors.

Repeatable to: 6 credits if content differs.

EDSP600 Issues and Trends in Educating Individuals with Disabilities (3 Credits)

Examines research and practice relevant to the education of individuals with disabilities.

Prerequisite: 9 credits in EDSP courses.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP601 Special Education for School Counselors (3 Credits)

Designed to give school counseling students an understanding of the needs of children with disabilities, and the school-based services that they received. The course focuses on the school counselor's role in identifying and supporting children who have disabilities.

Restriction: Must be in Counseling and Personnel Services (Master's) program.

Credit Only Granted for: EDSP470 or EDSP601.

EDSP602 Instruction of Students with Severe Disabilities I (3 Credits)

Functional assessment procedures and instructional methods for students with severe disabilities.

Restriction: Must be in Special Education (Master's) program.

Credit Only Granted for: EDSP400 or EDSP602.

EDSP603 Supporting Access for Students with Multiple Disabilities Across Settings (3 Credits)

Knowledge and practices in characteristics of multiple disabilities, assessment, individualized educational programming, universal design processes for instruction, assistive technology, environmental accessibility, and collaboration .

Jointly offered with: EDSP403.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program.

Credit Only Granted for: EDSP403 or EDSP603.

EDSP604 Methods of Teaching Autistic Students (3 Credits)

Characteristics of children and youth diagnosed with an autism spectrum disorder (ASD), assessment, and evidence-based instructional methods in teaching autistic students who come from diverse ethnic, cultural, and socio-economic backgrounds.

Jointly offered with: EDSP404.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

Credit Only Granted for: EDSP404 or EDSP604.

EDSP605 The Exceptional Child and Society (3 Credits)

Relationship of the role and adjustment of the child with an exceptionality to societal characteristics.

Prerequisite: EDSP600.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP606 Advanced Study in Inclusive Practices in The Schools (3 Credits)

Educational practices regarding inclusive education in the schools for students with and without disabilities. Jointly offered with EDSP450.

Credit Only Granted for: EDSP450, EDSP606 , or EDSP788P.

Formerly: EDSP788P.

EDSP610 Neurodevelopment and Disability for Educators (4 Credits)

Designed for educators of students with disabilities interested in understanding cognition and learning from a neurodevelopmental perspective. Students will be introduced to the basics of neuro-anatomy as well as typical and atypical brain development as it relates to children from birth to age 21.

Restriction: Must be in the Supporting Children with Intensive Behavior Needs in a Public School Setting Post-Baccalaureate Certificate program.

EDSP611 Teaching Students with Disabilities in Elementary Classrooms (2 Credits)

This course is designed for elementary education majors to prepare for teaching students with disabilities in elementary classrooms. The course examines the legal requirements for general education teachers in the public schools including best practices for participating in the Individual Education Program (IEP) team process, and understanding Response to Intervention (RTI) as a approach to the early identification and support of students with learning and behavior needs. Information is provided on the characteristics of students who have been identified as having high incidence disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, speech and language delays, emotional or behavioral disorders, and other health impairments). The course then provides information on Universal Design for Learning (UDL) principles, instructional suggestions to include students with disabilities in the general classroom, co-teaching and methods for integrating technology and assistive technology to benefit all students.

Restriction: Permission of EDUC-Special Education department.

Credit Only Granted for: EDSP608, EDSP611, EDSP401 or EDSP499F.

EDSP613 Principles and Practices in Positive Behavior interventions and Classroom Supports (3 Credits)

Use of positive behavior supports to promote both classwide and individual student behavior skills through function-based behavior assessment, establishing classroom expectations, and examining common misbehaviors that often result in learning loss.

Jointly offered with: EDSP413.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program; or permission of instructor.

Credit Only Granted for: EDSP413 or EDSP613.

EDSP614 Instruction of Students with Severe Disabilities II (3 Credits)

Functional assessment, curriculum, and instruction related to academic and community functioning skills for students with severe disabilities.

Restriction: Must be in Special Education (Master's) program.

Credit Only Granted for: EDSP410 or EDSP614.

EDSP615 Assessment Techniques and Practices in Special Education (1-3 Credits)

Knowledge and skills for understanding assessment process and interpretation of assessment data. Emphasis on psychometric aspects of assessment related to screening, eligibility, and intervention planning within a Multi-Tiered System of Supports (MTSS).

Prerequisite: EDSP600 and EDMS646; or permission of EDUC-Counseling, Higher Education and Special Education department.

Jointly offered with: EDSP415.

Credit Only Granted for: EDSP415 or EDSP615.

EDSP616 Reading and Writing Instruction in Special Education I (3 Credits)

Assessment and instruction of reading and writing skills and strategies for students in special education.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program. Jointly offered with EDSP416.

Credit Only Granted for: EDSP416 or EDSP616.

EDSP617 Social-Communication Challenges and Strategies for Individuals with Autism Spectrum Disorder and Severe Disabilities (3 Credits)

Provides students with an in-depth analysis of social and communicative challenges typically observed in children with autism spectrum disorder (ASD) and severe disabilities. Theoretical perspectives of communication in individuals with ASD and severe disabilities will be discussed. The application of social-communication evidence-based practices will be emphasized.

Prerequisite: EDSP604; or permission of instructor.

Credit Only Granted for: EDSP617 or EDSP678G.

Formerly: EDSP678G.

EDSP623 Challenges and Issues in Behavioral and Learning Disorders (3 Credits)

Development and outcomes for students with behavioral and learning disorders for inclusive schools, discipline, professional development and ethics.

Prerequisite: EDSP470.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP624 Assessment in Early Childhood Special Education (3 Credits)

Assessment procedures for infants and young children with disabilities, birth through age eight.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program. Jointly offered with EDSP423.

Credit Only Granted for: EDSP423 or EDSP624.

EDSP625 Evidence Based Practices for Individuals with Significant Disabilities (3 Credits)

Examine and apply empirical research aligned to current trends and areas of investigation in the field of students with significant support needs.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP626 Characteristics of Infants and Young Children: Early Childhood Special Education (3 Credits)

Focus on developmental, behavioral, and learning characteristics of infants and young children with and without disabilities. Jointly offered with EDSP420.

Credit Only Granted for: EDSP420 or EDSP6 26.

EDSP627 Curriculum and Instruction: Early Childhood Special Education (3 Credits)

Curriculum and instructor for young children with mild and moderate disabilities, preschool through primary grades. Jointly offered with EDSP422.

Credit Only Granted for: EDSP422 or EDSP6 27.

EDSP631 Early Intervention: Early Childhood Special Education (3 Credits)

Intervention with infants and young children with disabilities. Focus on moderate and severe disabilities.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program. Jointly offered with EDSP43 0.

Credit Only Granted for: EDSP430 or EDSP631.

EDSP632 Embracing Diversity: Teaching Students with Disabilities and Gifted Learners in Secondary (3 Credits)

Designed for secondary education majors to prepare for teaching students with disabilities in secondary classrooms. Examines the legal requirements for general education teachers in the public schools including best practices for participating in the Individual Education Program (IEP) team process, and understanding Response to Intervention (RTI) as a approach to the early identification and support of students with learning and behavior needs. Information is provided on the characteristics of students who have been identified as having high incidence disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, speech and language delays, emotional or behavioral disorders, and other health impairments). Information is also provided on the characteristics of students who are considered gifted and/or talented, as well as instructional methods for differentiating instruction to meet their needs. Also provides information on universal design (UDL) principles for learning, instructional suggestions to include students with disabilities in the general classroom, co-teaching, and methods for integrating technology and assistive technology to benefit all students.

Prerequisite: Permission of instructor.

Restriction: Permission of EDUC-Special Education department.

Credit Only Granted for: EDSP609 or EDSP632.

Formerly: EDSP609.

EDSP652 Curriculum and Instruction: Elementary Special Education (3 Credits)

Methods for instruction of students with disabilities in the general education curriculum. Collaboration with other professionals is included. Jointly offered with EDSP451.

Credit Only Granted for: EDSP451 or EDSP6 52.

EDSP655 Seminar in Secondary and Transition Special Education (3 Credits)

Review of research pertaining to individuals with disabilities in secondary and post-secondary vocational and transitional settings.

Prerequisite: EDSP600.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP664 Issues and Models: Secondary/Middle Special Education (3 Credits)

Issues, legislation, and service models in secondary/middle special education. Emphasis on career and vocational education, self-determination, and transition.

Jointly offered with: EDSP466.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

Credit Only Granted for: EDSP466 or EDSP664.

EDSP665 Families, Culture, and Disability (3 Credits)

Current research on service delivery and cultural factors that influence families of children and youth with disabilities.

Prerequisite: EDSP600.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP670 Single Case Research Designs in Education (3 Credits)

Design, application, procedures, and analysis of single case research designs in special education to effectively evaluate instructional decisions.

Prerequisite: EDSP600.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

Credit Only Granted for: EDSP670 or EDSP870.

EDSP671 Qualitative Methodologies in Special Education (3 Credits)

Design and evaluation of qualitative research in special education across disabilities and ages.

Prerequisite: EDSP600.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP673 Evaluating Evidence-Based Practices in Special Education (3 Credits)

Evaluating evidence-based practices in special education, by examining theoretical origins, use of causal designs, programmatic lines of research, and research syntheses to explore the development of what it means for an intervention to have the potential to significantly impact practice.

Prerequisite: EDMS645.

Recommended: EDSP670 and EDSP600.

Credit Only Granted for: EDSP673 or EDSP798E.

Formerly: EDSP798E.

EDSP675 Legal and Policy Foundations for Individuals with Disabilities (3 Credits)

Regulatory and statutory foundations for public policies addressing the education of children and youth with disabilities.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP678 Seminar in Special Education (3 Credits)**EDSP683 Assessment and Instruction in Mathematics in Special Education (3 Credits)**

Instructional methods and assessment in mathematics in special education.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program. Jointly offered with EDSP485.

Credit Only Granted for: EDSP485 or EDSP683.

EDSP684 Reading and Writing Instruction in Special Education II (3 Credits)

Development of effective reading and writing programs for students receiving special education services. Builds on the foundation established in EDSP 616.

Prerequisite: EDSP616.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department. Jointly offered with EDSP484.

Credit Only Granted for: EDSP484 or EDSP684.

EDSP686 Advanced Studies in Promoting Prosocial Behavior in Special Education (3 Credits)

Focuses on effective practices for social development among students with disabilities. Classroom, school, and community approaches for developing prosocial behavior are covered.

Jointly offered with: EDSP486.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program; or permission of EDUC-Counseling, Higher Education and Special Education department.

Credit Only Granted for: EDSP486 or EDSP686.

EDSP687 Collaborative Partnerships in Special Education (3 Credits)

Strategies for positively collaborating with families, practitioners, and community stakeholders to implement Specially Designed Instruction (SDI) for students with disabilities.

Jointly offered with: EDSP487.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program.

Credit Only Granted for: EDSP487 or EDSP687.

EDSP690 Teacher Candidate Research Seminar in Special Education (3 Credits)

Required seminar for master's certification teacher candidates in special education focusing on research methods and applications with students having disabilities.

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program.

EDSP692 Graduate Internship I: Elementary/Middle Special Education (2-4 Credits)

Field experience in elementary/middle school special education.

Restriction: Must be in Special Education (Master's) program.

Credit Only Granted for: EDSP452 or EDSP692.

EDSP695 Graduate Internship II: Elementary/Middle Special Education (6-11 Credits)

Internship II is a full-time 15 week field-placement experience in a local school system working with students with disabilities in an elementary or middle school environment. Internship II allows the intern to apply and integrate teaching competencies and responsibilities by systematically increasing independence in conducting all aspects of the special education mentor teacher's role. The intern will incrementally assume responsibility for planning, instruction, management, collaboration, and other essential tasks assigned in their internship placement. The intern will be responsible for the successful completion of edTPA, seminar assignments, and self-evaluation using Live Text for Foundational Competencies (FCs) and the Performance Based Assessment (PBA). Interns will be asked to recall and integrate course content from their prerequisite coursework during seminar and their field placement experience.

Corequisite: EDSP690.

Recommended: Must be in Special Education (Master's) program EDSPM Special Education.

Restriction: Must be in Special Education (Master's) program.

Credit Only Granted for: EDSP495, EDSP695 or EDSP888A.

EDSP788 Selected Topics in Special Education (1-3 Credits)

Current topics and issues in teacher education.

Repeatable to: 6 credits if content differs.

EDSP798 Special Problems in Special Education (1-6 Credits)

Intended for Master's, AGS, or doctoral students in education who desire to pursue a research problem.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP799 Master's Thesis Research (1-6 Credits)

Registration required to the extent of six hours for Master's thesis.

EDSP829 Doctoral Capstone (1-12 Credits)

Provides for demonstration of excellence in professional practice in the field of educational leadership. The topic, activities, and outcomes related to the Doctoral Capstone must be approved by the doctoral advisor and capstone committee and presented and defended by the student. The Doctoral Capstone in the Special Education EdD program requires scholars to identify a problem of professional practice in the field of special education. Scholars identify the antecedents, causes and issues related to this problem, subsequently conduct an extensive review of literature, and propose a defensible possible solution for which they provide the rationale.

Prerequisite: Successful completion of mid-program evaluation.

Repeatable to: 12 credits.

EDSP850 Intervention Research in Special Education (3 Credits)

Focuses on the design and implementation of intervention research studies in the field of Special Education. This course will focus on knowledge and skills necessary for (a) evaluating the quality of group and single case design intervention research and related conceptual and methodological issues (e.g., replication, fidelity of implementation), (b) designing and evaluating interventions, (c) implementing interventions in schools, and (d) translating research to practice.

Prerequisite: EDSP860.

Recommended: EDMS646.

EDSP860 Doctoral Research Seminar (3 Credits)

Issues and procedures relevant to conducting and analyzing research in special education.

EDSP870 Advanced Single-Case Research Designs in Special Education (3 Credits)

This advanced single case research methods course is specifically designed for doctoral students in the special education program. This course prepares students to conduct rigorous research using a variety of single case research designs. Students will engage in critical analysis of published single-case research studies and apply their acquired knowledge to the design and implementation of their own single-case research projects.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

Credit Only Granted for: EDSP670 or EDSP870.

EDSP871 Qualitative Methodology in Special Education (3 Credits)

The purpose of this course is to provide graduate students with an introduction to qualitative inquiry and its application in special education. Students will learn about the different types of qualitative research designs including narrative research, phenomenology, grounded theory, ethnography, and case study, and the philosophical assumptions and interpretive frameworks. Students will learn about the process of designing a qualitative study as well as the process of conducting qualitative research. Students will learn and practice collecting and analyzing qualitative data through an interview and observation. Students will also learn how to establish rigor in qualitative studies; discuss strategies for ensuring quality, credibility and trustworthiness; and practice writing and presenting qualitative research.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP872 Theory and Empirical Design in Educational Research (3 Credits)

Design and evaluation of quantitative research in special education across disabilities and ages.

Prerequisite: EDMS645 and EDMS646; or permission of EDUC-Counseling, Higher Education and Special Education department.

Restriction: Must be in Special Education (Doctoral) program.

Credit Only Granted for: EDSP672 or EDSP872.

Formerly: EDSP672.

EDSP875 Policy Issues Affecting Individuals with Disabilities (3 Credits)

An analysis of current educational and disability issues and policies pertaining to children, youth, and adults with disabilities.

Restriction: Permission of instructor; or must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program.

EDSP888 Apprenticeship in Special Education (1-8 Credits)

Apprentice practice under professional supervision in an area of competence compatible with the student's professional goals. Credit not to be granted for experience accrued prior to registration. Open only to degree- and certificate- seeking graduate students.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP889 Internship in Special Education (3-8 Credits)

Internship experiences at a professional level of competence in a particular role with appropriate supervision. Credit not to be granted for experience accrued prior to registration. Open only to students advanced to candidacy for doctoral degree.

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP898 Pre-Candidacy Research (1-8 Credits)**EDSP899 Doctoral Dissertation Research (1-8 Credits)**

Registration required to the extent of 6-9 hours for an Ed.D. Project and 12-18 hours for a Ph.D. dissertation.