

# EDSP - EDUCATION, SPECIAL

## EDSP210 Foundations of Special Education: Inclusive Practices (3 Credits)

Students examine historical foundations of special education, including legislation; review components necessary for effective service delivery; and develop an understanding of the role of collaboration and consultation with parents, school personnel and other professionals.

**Restriction:** Sophomore standing or lower.

**Credit Only Granted for:** EDSP210, EDSP211 or EDSP470.

## EDSP211 Foundations of Special Education: Inclusive Practices (3 Credits)

Students examine historical foundations of special education, including legislation; review components necessary for effective service delivery; and develop an understanding of the role of collaboration and consultation with parents, school personnel and other professionals.

**Restriction:** Sophomore standing or lower; and permission of EDUC-Counseling, Higher Education and Special Education department.

**Credit Only Granted for:** EDSP210, EDSP211 or EDSP470.

## EDSP220 Disability in Community: Access, Accommodation, and Adaptation (3 Credits)

Examines the concept of disability in a variety of community settings. Drawing on classic and contemporary readings in psychology, sociology and special education, the course will couple conceptual and historical understanding of disability with first-hand service-learning experiences in the community. Students will develop a plan in several phases that encompasses principles of Universal Design for Living/Learning (UDL) to study and participate in community-based activities.

## EDSP288 Special Topics in Teacher Education (1-3 Credits)

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

**Repeatable to:** 6 credits if content differs.

## EDSP298 Special Problems in Teacher Education (1-6 Credits)

Available only to freshmen and sophomore education majors who have definite plans for individual study of approved problems relative to their preparation for teaching. Credit according to extent of work.

**Restriction:** Permission of EDUC-Counseling, Higher Education and Special Education department; and available only to freshmen and sophomore education majors who have definite plans for individual study of approved problems relative to their preparation for teaching.

## EDSP310 International Perspective on Educational Access for People with Disabilities (3 Credits)

A deep dive into the intersectionality of disability, culture, social norms, policy and more that impacts educational access for people with disabilities in a global context.

## EDSP311 Peer Mentor Training and Certification (3 Credits)

Opportunity for peer mentor training and field experience for national CRLA certification (crla.net) to become a certified peer mentor by learning about and providing inclusive support for students with intellectual disabilities (ID) in the inclusive post-secondary TerpsEXCEED program at UMD. Students will develop an understanding of disability inclusion and ways to support students and build friendships through a mentoring relationship. Direct application of content instruction with weekly field experience allows students to maximize peer mentoring scholarship-to-practice understanding and application. The course trains peer mentors who provide same-age academic, social, and career mentoring supports for TerpsEXCEED students with intellectual disabilities on campus.

## EDSP315 Inclusive Instruction: Reading Methods II (3 Credits)

Focus on current research and methods of teaching reading in the primary grades. Examination of development of a balanced literacy program of children of all reading levels in inclusive early childhood classrooms. Students will learn to select and use a variety of evidence-based reading strategies and assessment tools for reading and writing instruction. Includes field experiences.

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

**Corequisite:** EDSP423 and EDHD431; and track 1: Must be concurrently enrolled in EDSP430 and EDSP433; OR Track 2: Must be concurrently enrolled in EDHD415 and EDHD424.

## EDSP321 The Young Child As Scientist (3 Credits)

A theoretical and pedagogical framework for evidence-based inclusive science instruction in inclusive early childhood classrooms. Examination of principles of inquiry-based science learning and develop strategies for helping children acquire fundamental problem-solving skills that may be applied to understanding a wide array of science content. Assessment strategies for evaluating the achievement of science objectives, and the achievement for all children will be addressed. 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, EDSP417, EDHD441, EDHD442, EDHD443, and EDHD444.

## EDSP376 Fundamentals of Sign Language (3 Credits)

Receptive and expressive skills in American Sign Language. Examination of the causes of deafness, characteristics of deaf education, and aspects of the culture of the deaf community.

**Credit Only Granted for:** EDSP376 or CHSE376.

**Formerly:** EDSP376.

## EDSP386 Experiential Learning (3-6 Credits)

**Prerequisite:** Learning proposal approved by the Office of Experiential Learning Programs, faculty sponsor, and student's internship sponsor.

**Restriction:** Junior standing or higher.

## 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.