



Department of Special Education

Combined B.S./ M.Ed. Program Student Handbook



A publication of the
Special Education Department Advising Office
University of Maryland

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WHAT IS SPECIAL EDUCATION?

Special Education refers to instruction specifically designed to meet the unique needs of infants, children, and youth with disabilities. This highly specialized education requires the work of professionally prepared teachers and education specialists. Federal and state laws require that professionals acquire knowledge and develop skills in educational assessment and instruction for students with disabilities, as well as in working with parents and families of these individuals. A career in special education follows intensive and rigorous preparation. The work is rewarding, exciting, and intellectually challenging.

Being a special education teacher often means being an "educational manager" -- the person who coordinates all of the educational programming a child receives. You'll find that as part of their Individualized Education Program (IEP), many students with disabilities require the services of related professionals (e.g., school psychologists, speech therapists, occupational therapists). As a special education teacher, you need to be aware of the roles and services these professionals bring to your students' educational experience and how they impact the work you're doing with each child. Throughout your program at the University of Maryland (UM), you'll receive training that will permit you to work with these other service providers as a multidisciplinary team member. Although your special education training will not prepare you to serve as a speech therapist or school psychologist, you will learn about the roles, services, and terminology characteristic of these and other related professions.

IS THERE A NEED FOR SPECIAL EDUCATION TEACHERS?

According to the U.S. Department of Labor, Bureau of Labor Statistics, employment of special education teachers is "expected to increase faster than the average for all occupations through 2014. Positions for these workers will be created by continued increases in the number of special education students needing services, by legislation emphasizing training and employment for individuals with disabilities, and by educational reforms requiring higher standards for graduation." In addition to job openings resulting from growth of the field, a large number of openings will result from the need to replace the increasing number of special education teachers who will retire in the coming years. Many school districts report difficulty finding sufficient numbers of qualified teachers. The state of Maryland, in particular, has been hit hard by the scarcity of qualified teachers. As a result, the state offers the Workforce Shortage Student Assistance Grant Program for students enrolled in Special Education teacher preparation programs. More information on this and other financial aid opportunities can be found on page 47 of this handbook.

JOB MOBILITY - IN MARYLAND AND OUT-OF-STATE

As a graduate of UM, you will be a highly qualified special education teacher with extensive field experience in your age-based specialty area. You will receive most of this hands-on experience in Maryland Public Schools. Up to the student teaching experience (which occurs during the final semester of the fifth year), most field placements occur in Prince George's, Howard, Montgomery, and Anne Arundel Counties. Several of the state school systems will be utilized for the student teaching placements. If you plan to teach in Maryland, you'll have the opportunity to make critical job contacts in the placements throughout your three years of professional coursework....And if you plan to teach out-of-state, remember that between the interstate reciprocity agreements and interstate recognition of the NCATE and NASDTEC accreditation our program has received, you'll be eligible to become certified to teach in all fifty states across the country as well as in District of Columbia and Department of Defense schools.

NOTE: Several states require prospective teachers to meet additional ancillary requirements (e.g., additional teacher candidate assessments and/or courses, higher GPA requirement, etc.) in order to be fully certified. In many cases, incoming teachers are issued an initial certificate, allowing them to begin teaching, and are given a specific time line for fulfilling any remaining teacher certification requirements. For further information about a particular state's guidelines, contact that state's Office of Teacher Certification.

WHAT CAN I EXPECT IN TERMS OF SALARY?

Teacher salaries are on the upswing! The average starting salary was \$43, 422 for new teachers with a Master's degree in Maryland Public Schools for the 2007-2008 school year. Close to College Park, Montgomery County Public Schools offered a starting salary of \$48,693 for teachers with a Master's degree for the 2007-2008 year. An experienced teacher in Montgomery County made up to \$98,700 in the 2007-2008 school year. Current salary scales for each Maryland public school system and many out-of-state districts are available in the Special Education Advising Office (Room 1235 Benjamin Building).

Remember that these pay scales are based on TEN-month positions and do not reflect stipends earned during the school year for involvement in extra-curricular activities (e.g., sponsorship of the SGA, yearbook, or coaching). In addition, many teachers supplement their annual income with summer work such as tutoring or teaching summer school. The pay scales you'll see are conservative estimates of a teacher's annual income. There are many different ways to enhance this salary to make it more financially enticing. The choices are numerous and it's up to you to determine what your final income will look like.

PROGRAM PROFILE

The Department of Special Education at UM offers an exciting combined B.S./M.Ed. program leading to a Bachelor of Science degree and a Master of Education degree in Special Education. In addition to the two degrees, you will be eligible for teacher certification in the state of Maryland, with reciprocity in all fifty states. This five-year, 150-credit-hour course of study prepares teachers to successfully assume the increasingly complex and sophisticated responsibilities of a teacher of students with disabilities. The program provides a solid foundation in generic special education followed by a two-year intense specialization phase in one of three age levels: **early childhood special education, elementary special education, or secondary/ middle special education**. Within each age-based specialization, students will be prepared to teach individuals with mild to severe disabilities, across disability categories. Distinctive features include selective admissions, integrated coursework with extensive field experiences, and awarding of both the B.S. and M.Ed. degrees in only five years.

The program includes three phases of preparation. The first phase (first two academic years) involves completion of the liberal arts requirements that all university students are required to take. This coursework is referred to as the Core Liberal Arts and Sciences Studies requirements (CORE). In addition to CORE, students complete pre-professional courses known as Supporting Academic Content coursework (SAC). The SACs provide an understanding of typical human development and behavior, and serve as a foundation for later coursework in special education. The final component of this program phase is the introductory course in special education, EDSP 210, which is usually taken during the sophomore year. The admissions process to the Department of Special Education is described and typically takes place in EDSP 210. Students who have met the selective admission requirements and been admitted to the department may proceed with the last two phases of the program.

The second phase (third academic year) includes the foundation special education coursework - courses that address the basic teaching techniques and strategies that apply to all disabilities, across all age levels. It's during this program component that field placements in special education actually begin. Students are provided numerous opportunities to observe different special education settings addressing the three age-based areas highlighted in the program. Halfway through the foundation coursework year, students select a specialty area of study.

The third and final phase of the program (fourth and fifth academic years) includes coursework and fieldwork specific to the age-based area the student has selected. As in the third year of study, there are extensive opportunities to integrate coursework and fieldwork in this program component. In addition, students who meet the graduate school admission requirements take twelve credits (four courses) during the fourth year that will apply towards both the Bachelor's and Master's degrees. Students complete their graduate coursework in the fifth and final year of the program.

WHY A FIVE YEAR PROGRAM?

Years ago, UM offered a four-year undergraduate program in special education. Feedback from these program graduates, and their employers, suggested a need for a more intensive and extensive curriculum. This information, in conjunction with research findings in the area of special education personnel preparation, led to the development and implementation of a five-year special education program at UM beginning in 1982.

Several universities in the United States have developed five-year programs to prepare teachers of students with disabilities, and many other colleges and universities acknowledge the need to move in this direction. The five-year program gives the teacher candidate both the knowledge and the extensive practical experiences that lead to success in teaching students with disabilities. UM's program has unique features that provide frequent contact with children with disabilities. Supervised field placements accompanying each required course give students many opportunities to apply newly learned skills. The fifth year of coursework and practical field experience provide learning experiences typically not available in four-year programs that include only one semester of student teaching. When students complete the combined program at UM, they are comprehensively prepared for careers in special education. In addition, the program at UM provides its students with the unique opportunity to specialize in an age-based area of special education.

WHAT ARE THE PROGRAM OBJECTIVES?

All program graduates will be expected to:

1. demonstrate an understanding of basic theoretical frameworks used to explain typical human behavior, development, and learning and of typical developmental stages in the areas of language, cognition, motor, perception, and social-emotional development;
2. demonstrate an understanding of the history of special education and of current issues and trends in the field; this will include the development of a personal philosophy and/or position on issues in the field;
3. demonstrate an understanding of the characteristics, educational, and social needs of individuals with disabilities across different age ranges, types and intensities of disabilities, and educated across a broad range of settings;
4. demonstrate sophisticated knowledge of diagnostic and educational assessment procedures. This includes the ability to select, administer, score, and interpret assessment instruments; to critically evaluate the quality of the instruments; and to develop appropriate informal assessment procedures;
5. demonstrate the ability to translate assessment findings into appropriate individual education plans including a statement of realistic long and short term goals and a description of appropriate instructional procedures and materials for program implementation;
6. demonstrate the ability to implement and evaluate educational plans through the use of appropriate teaching methodology, curricula, and materials;
7. demonstrate the ability to effectively manage and structure the classroom environment and to manage individual and group behaviors;
8. demonstrate the ability to communicate effectively with students with disabilities, families of these individuals, and teachers and other professionals involved in the education, health, and welfare of students with disabilities;
9. demonstrate knowledge of, involvement in, and use of community resources to improve the educational program for children with disabilities;
10. demonstrate familiarity with current professional literature relating to special education; this includes the ability to apply research findings to improve educational practice; and
11. demonstrate the ability to comply with those aspects of local, state and federal laws, regulations and guidelines which regulate teacher behavior.

PROGRAM REQUIREMENTS

As mentioned before, there are three general phases in the completion of coursework leading to the Bachelor of Science and the Master of Education degrees in Special Education. They are: (1) liberal arts foundations; (2) professional foundations; and (3) professional, age-based concentration.

PHASE ONE: LIBERAL ARTS FOUNDATION

This phase, which is usually completed during the first two academic years, involves the completion of general University and College requirements. Specific program components include the CORE requirements, College of Education pre-professional coursework, supporting academic pre-professional courses, and the introductory class in special education. The distinctive feature of Phase One coursework is the selective admissions process, described in detail on pages 32-34.

The CORE Liberal Arts and Sciences Studies Program

The CORE Program as described below is applicable to students entering in May 1990 and thereafter, with eight or less credits from this or any other institution. Students with nine or more credits from this or any institution prior to May 1990 may be eligible to complete the old University Studies Program Requirements. (See the Undergraduate Catalog for a description of the University Studies Program Requirements.)

- I. FUNDAMENTAL STUDIES - nine credits (Except for ENGL 391-395, must be attempted by the time student has completed thirty credit hours).
 - A. English Composition - 6 credits
 1. ENGL 101 - 3 credits
 - a. Students with TSWE score below 330 take ENGL 101A.
 - b. Students with an English Language and Composition AP score of 4 or 5, or SAT verbal of 670 or above are exempt.
 - c. Students who achieve a score of 51 or above on the CLEP Subject Examination: College Composition (with essay questions) are exempt.
 2. ENGL 391-395 (Professional Writing) - 3 credits
 - a. Must be taken **after** student has completed 60 credit hours
 - b. Students with an A in ENGL 101 (but not 101A or 101X) are exempt.

B. Mathematics - 3 credits

1. Students with the following minimum examination scores or higher are exempt:
 - a. SAT of 600 or above
 - b. College Board Achievement Tests in Mathematics, Level I or II: 600
 - c. AP Examinations, Calculus AB or BC: 4; Statistics: 4
 - d. Any CLEP **Subject** Examination in Mathematics: 50
2. Successful completion of MATH 110 or 115 or any 100 or 200 level mathematics or statistics course, except MATH 210-214.

II. DISTRIBUTIVE STUDIES - 28 CREDITS

A. Humanities and the Arts (9 credits)

1. Literature - one course
Students should take a course from the English Department to fulfill the literature requirement.
2. History or Theory of the Arts - one course
3. An additional course from one of the above sub-categories, or from a list of approved "Humanities" courses

B. Mathematics and the Sciences (10 credits)

1. Physical Science
2. Life Science
3. Mathematics and Formal Reasoning
Students take STAT 100, Elementary Statistics and Probability, for the Mathematics requirement. The remaining two courses must come from either the Physical or Life Sciences Area, and one of the courses must be a laboratory science.

C. Social Science (9 credits)

1. Social or Political History - one course
Students take either HIST 156, History of the US to 1865, or HIST 157, History of the US since 1865, to fulfill this requirement.
2. Behavioral and Social Sciences - two courses
Students take PSYC 100, Introduction to Psychology, and either SOCY 100, Introduction to Sociology, or SOCY 105, Introduction to Contemporary Social Problems, to fulfill this requirement.

III. ADVANCED STUDIES - 6 CREDITS

- A. Two 300-400, non-internship courses outside of major (**may be fulfilled only after the student has completed 60 credit hours**).

There is also a requirement for one course in **Human Cultural Diversity** under the CORE Program. This course "focuses primarily either on (a) the history, status, treatment, or accomplishments of women or minority groups and subcultures, or (b) cultural areas outside North America and Western Europe" (Pease Report). This Diversity Requirement may be satisfied by the selection of a course from a separate list of approved CORE Diversity courses. Some of these courses also meet the Distributive and Advanced Studies requirements, and hence can be double-counted.

Under the CORE program, courses used to satisfy CORE Liberal Arts and Sciences Studies requirements may also be used to satisfy college, major, and/or supporting area requirements. Those courses required by the Department of Special Education that dual-count for the CORE are listed below. Students must get a grade of C or better in these courses.

Department Requirement

CORE Requirement

English Literature

Distr. Studies - Humanities & Arts

Lab Science
STAT 100

Distr. Studies - Math & Sciences

HIST 156 or HIST 157

Distr. Studies - Social/Political History

PSYC 100 **AND**
SOCY 100 or SOCY 105

Distr. Studies – Behav. & Social Sc.
Distr. Studies – Behav. & Social Sc.

Supporting Academic Content Pre-Professional Coursework (SAC)

An understanding of typical human development and behavior is considered basic and prerequisite to an understanding of disorders of development and behavior. With this assumption in mind, all students are required to complete a series of courses prior to enrollment in the professional special education coursework (third, fourth, and fifth academic years). These classes provide students with the foundation for advanced special education coursework and other upper level courses required in the program. Upon completion of the SACs, students have knowledge of the various theoretical frameworks used to describe development, learning, behavior, and social interactions. Additionally, they are familiar with theories related to the areas of cognitive, perceptual, language, motor, and social-emotional development. Typical developmental sequences for these areas are covered, as well as the instructional implications of each. Finally, students acquire a basic understanding of statistical procedures essential for understanding research and assessment techniques. (In line with current department policy with respect to Supporting Academic Content courses, students are required to pass these classes with a grade of C or better.)

<u>Required Courses</u>	<u>Credits</u>	<u>Knowledge Area</u>
PSYC 100: Introduction to Psychology*	3	Theories of Psychology
SOCY 100: Introduction to Sociology*	3	Theories of Sociology
<u>or</u> SOCY 105: Introduction to Contemporary Social Problems*		
EDHD 411: Child Growth and Development <u>or</u> PSYC 355: Child Psychology	3	Theories of Typical Growth and Development
EDHD Elective (consult advising office for approved list)	3	Theories of Typical Growth and Development
STAT 100: Elementary Statistics & Prob.*	3	Statistics
HESP 202: Introduction to Hearing and Speech Sciences	3	Theories of Typical Growth and Development
MATH 212: Elements of Numbers and Operations	3	Conceptual Mathematics

(* = double-count courses for the CORE requirements)

Introductory Course in Special Education (EDSP 210)

All students planning to major in Special Education are required to complete **EDSP 210: Introduction to Special Education**. This course, usually taken during the sophomore year, provides students with a survey of the history of special education and a forum for discussing current issues in the field. An introduction to the characteristics, etiology, and educational requirements associated with various types of disabilities, as well as the historical and legal foundations of the field, are major course components. Students must pass this class with a grade of C or better. The selective admissions process to the department is described and typically occurs during this course.

GRADING SYSTEM

The University implements a plus/minus grading system. Symbols such as A+, A, A- are recorded on all student transcripts for completed coursework. At this point, plus and minus notations do not affect calculation of grade point averages.

PHASE TWO: PROFESSIONAL FOUNDATION

All students who fulfill the selective admission requirements and are admitted to the department complete a two-semester sequence of **Special Education Foundation coursework** during the third academic year. The purpose of this phase is to provide students with a solid foundation in basic special education, which will support later specialization. Courses in this sequence have been developed with the intent of providing a knowledge of and beginning skill level in areas germane to the education of all children with disabilities. Educational issues addressed include: characteristics and needs of all types of children with disabilities, assessment in special education, classroom management and curriculum in special education, assessment and instructional design for reading and written communication disorders, legal and political processes in special education, and principles and methods of teaching.

In addition to coursework, students enroll in practicum experiences during the professional and foundations phase. Students are required to spend time in the field and participate in a weekly seminar. The Semester V practicum experience is designed to expose students to children with different types of disabilities across age levels in a variety of educational settings. Student exposure to a variety of age levels is designed to facilitate the specialty selection process. Practica are taken concurrently with two or more special education courses and provide students with a setting in which to apply the knowledge gained in the University classroom.

Foundation Course Descriptions

Semester V (Fall)

EDCI 385: Computers for Teachers

Instructional uses of computers, software, and related technology for preservice teachers. (3 credits)

EDSP 406: Field Placement I: Special Education

Practicum experience in special education. (1 credit)

EDSP 413: Behavior and Classroom Management in Special Education

Use of applied behavior analysis for assessment of behavior and learning environments. Design of behavior and classroom management for students in special education. (3 credits)

EDHD 425: Language Development and Reading Acquisition

This course focuses on young children's language development and the relationship between language and reading acquisition. Students will learn concepts central to language development; language achievements at different ages; concepts of emergent literacy, models of reading acquisition and skilled reading. (3 credits)

Semester VI (Spring)

EDSP 403: Instruction of Students with Physical Disabilities

Assessment, curriculum, and instruction for students with physical disabilities. Focus on etiology, environmental and learning adaptations and assistive technology. (3 credits)

EDSP 407: Field Placement II: Special Education

Practicum experience in special education. Field placement for two-three half days. (3 credits)

EDSP 415: Assessment in Special Education

Knowledge and skills for understanding assessment processes and interpretation of assessment data. Emphasis on psychometric aspects of assessment related to screening, eligibility, and program planning. (3 credits)

EDSP 416: Reading and Writing Instruction in Special Education I

Assessment and instruction of reading and writing skills for students in special education. (3 credits)

College of Education Requirement:

EDPS 201: Education in Contemporary American Society

An examination of the relationship between education and the social environment in contemporary American society. Issues of equality or equal opportunity, individual and cultural differences, education outside of schools, the control of education and the future of education. (3 credits)

*satisfies CORE Diversity requirement

OR

EDPS 210: Historical and Philosophical Perspectives in Education

An examination of illustrative historical and philosophical examples of the interplay of ideas and events in the shaping of educational aims and practices from ancient cultures to modern technological societies.

(3 credits) *satisfies CORE HO requirement

OR

EDPS 301: Foundations of Education (College of Education Requirement)

Social context of education and conflicts over philosophies, values, and goals that are reflected in educational institutions in our pluralistic society. Helps teachers become reflective, critical thinkers about the social and philosophical issues they face and the choices they make. (3 credits)

An outline of the suggested course sequence for Semesters I through VI of the program is provided on the following page.

(* = double-count courses for the CORE requirements)

DEPARTMENT OF SPECIAL EDUCATION
Program Sequence - Semesters I - VI

SEMESTER I			SEMESTER II		
<u>Course</u>	<u>Requirement</u>	<u>Credit</u>	<u>Course</u>	<u>Requirement</u>	<u>Credit</u>
ENGL 101 <u>English Composition</u>	CORE Fund. Study	3	ENGL Literature	CORE Literature	3
PSYC 100 <u>Intro to Psychology</u>	SAC/CORE - BSOS	3	HIST 156 or 157	CORE Social or Political History	3
SOCY 100 <u>Intro to Sociology</u>			MATH 110	CORE Fundamental Study	3
or 105 <u>Intro to Contemporary Social Problems</u>	SAC/CORE - BSOS	3	HESP 202 <u>Intro to Hearing and Speech Sciences</u>	College of Education	3
Science with Lab	CORE Physical/Life Sci	4	CORE Elective	CORE History or Theory of Arts	3
Elective	General	<u>2</u>			<u>3</u>
		15			15
SEMESTER III			SEMESTER IV		
EDSP 210 <u>Intro to Special Education</u>	Department	3	MATH 212 <u>Elements of Math for Classroom Teachers</u>	Department	3
STAT 100 <u>Elementary Statis- tics & Probability</u>	SAC/CORE Math or Formal Reasoning	3	EDHD Elective (approved list) Elective	Department General	3
EDHD 411/ <u>Child Growth/Develpt</u>	SAC	3	CORE Elective	CORE Physical/Life Science	3
PSYC 355 <u>Child Psychology</u>			CORE Elective	Diversity	<u>3</u>
Elective	General	3			<u>15</u>
CORE Elective	CORE Arts/Lit/Hum.	<u>3</u>			
		15			
SEMESTER V			SEMESTER VI		
EDCI 385 <u>Computers for Teachers</u>	General Ed. Foundation	3	EDSP 403 <u>Instruction of Students with Physical Disabilities</u>	Low Incidence	3
EDSP 413 <u>Behavior & Classroom Management in Special Education</u>	Sp. Ed. Foundation	3	EDSP 415 <u>Assessment in Sp. Ed.</u>	Sp. Ed. Foundation	3
EDSP 406 <u>Field Placement I: Special Education</u>	Sp. Ed Foundation	1	EDSP 416 <u>Reading and Writing Instruction Sp. Ed. I</u>	Sp. Ed. Foundation	3
EDHD 425 <u>Langu. Dev. And Reading Acquisition</u>	Gen. Ed. Foundation	3	EDSP 407 <u>Field Placement II: Special Education</u>	Sp. Ed. Foundation	3
Upper Level Engl Composition	CORE Fundamental Study	3	EDPS 201/210/301 <u>Foundations of Education</u>	College of Education	<u>3</u>
CORE Elective	Advanced Study	<u>3</u>			15
		16			

PHASE THREE: PROFESSIONAL CONCENTRATION

The third and final phase of the program (fourth and fifth academic years) includes completion of the undergraduate and graduate coursework and fieldwork specific to one of three different emphases: **early childhood, elementary** or **secondary/middle special education**. Within each specialty area students will be prepared to work with students with mild to severe disabilities. Students complete courses and field placements during semesters seven, eight and nine which enable them to acquire a specialized level of expertise in the selected area of concentration. Specialty area overviews and detailed course descriptions for each of the program tracks are provided on the following pages.

Further, beginning in the fourth academic year, students take 12 hours of specified coursework which will "double-count" towards both the B.S. and Master's degrees in Special Education from UM. Requirements for these courses are modified to meet graduate program standards. In turn, academic transcripts are adjusted to reflect courses taken for graduate credit: each double-count course is followed by a noteline indicating the simultaneous fulfillment of both undergraduate and graduate credit. Finally, in the fifth year, teacher candidates enroll as full-time graduate students. At the end of the fifth year, students earn the Master of Education degree and are recommended for two levels of special education teacher certification.

The culmination of the students' undergraduate training occurs during the final, twelve-week student teaching experience. This gives students an extended opportunity to apply the methods and techniques they have acquired and practiced during the previous five semesters. Teacher candidates practice their craft in a cooperative and supportive environment. Observations are made on a daily basis by the clinical supervising teacher as well as a minimum of four observations by the University supervisor. The teacher candidate is also videotaped as many as three times, depending on the University supervisor's choice. These tapes are observed and analyzed by the clinical supervising teacher, University supervisor, and the teacher candidate, at which time constructive feedback is offered to the teacher candidate. Since students are required to videotape themselves as early as semester VII, this final phase of videotaping is a helpful tool for individuals to see their improvement as a teacher over time in the program. This final semester is also paired with a research seminar, which emphasizes the use of research and methods of inquiry to improve teaching and learning. Students apply that knowledge as they complete their (a) inquiry project which focuses on the effectiveness of a specific strategy or technique they have implemented during student teaching and (b) professional portfolio.

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM CONCENTRATION

Overview

The Early Childhood specialty area is designed to prepare professionals to work with infants and preschool children who have or are at risk for disabilities and their families. Patterns of typical development serve as a model for significant skills to be taught, while principles of learning are used as the means to teach these behaviors. There is also an ecological aspect that focuses on the contexts in which intervention is most likely to be successful and the nature of the relationships that should exist between the child and significant others in the environment.

The Early Childhood Special Education area is designed to prepare personnel who have knowledge, skills, and competencies in typical child development, the development and behavioral characteristics and needs of infants and young children with disabilities, child assessment techniques and procedures, behavior and operant procedures, service delivery models for infants and young children, intervention techniques and strategies, models for implementing instruction in natural environments, evaluation of child progress, working in collaboration with families and professionals, philosophical, historical, and legal foundations in special education and professionalism and ethical practices.

There are 23 credit hours of supervised practicum experience within this program concentration. Students are placed with infants and young children with disabilities in a variety of settings including inclusive classrooms, special education classrooms, general education classrooms and children's homes. During the fifth year of the program students are encouraged to stay in one setting for a year long internship. These practicum experiences require students to incorporate knowledge from each semester's coursework and develop practical skills in a supervised environment.

Individuals prepared under the Early Childhood concentration are prepared to assume a variety of professional roles related to the education of infants and young children with disabilities including, but not restricted to, early interventionists, early childhood special educators, transdisciplinary team members and family service coordinators.

Program Objectives

The objectives of the Undergraduate Preparation Program in the area of **Early Childhood Special Education** are to prepare personnel who:

1. are familiar with the development of infants and young children in the areas of cognition, language, motor, self-help and social-emotional domains and who

understand the ways in which these patterns of development may differ for children with a variety of disabilities, mild to severe;

2. are familiar with major theoretical positions and schools of thought regarding the development of young children (e.g. Piagetian theory, behavioral theory, attachment theory);
3. are familiar with the effects of a variety of environments and biological risk factors on the development of young children.
4. can design, implement, and evaluate state-of-the-art services for infants, toddlers, and preschoolers with disabilities in local education agencies, in the state of Maryland, and throughout the nation;
5. can develop and implement programs across a variety of natural environments including home and center-based programs and who value the importance of instruction and interaction in inclusive settings;
6. can establish and maintain data-based instructional programs that are both individually and developmentally appropriate and can evaluate their effectiveness;
7. can assess children's development and needs using a variety of assessment techniques including systematic observation, norm-referenced testing, parent report, criterion-referenced testing, curriculum-based measurement, and portfolio assessments;
8. can work with families to identify child and family outcomes which are reflected in the development and implementation of the IFSP and IEP;
9. can develop and implement lessons that are sensitive to children from a variety of ethnic and cultural backgrounds;
10. can act as service coordinators for infants and toddlers with disabilities and their families;
11. are familiar with a variety of curriculum models currently used in early childhood settings;
12. are able to structure the classroom environments in ways that enhance the learning and development in multiple domains;
13. are familiar with the implications of common medical and physical concerns that affect children with disabilities (e.g., HIV+, drug exposure, medically fragile);

14. can identify and access federal, state and local agencies and organizations, in addition to school systems which provide services (for example, insurance, medical, financial, hospital, health care, and respite care) to infants and young children with disabilities and their families;
15. can work cooperatively with professionals from a variety of disciplines serving young children with disabilities and their families;
16. are knowledgeable about current legislation and its effect on services for infants and young children with disabilities and their families;
17. can communicate in written and oral fashion to other professionals, coworkers, parents and other family members;
18. can critically evaluate and apply the empirical literature on intervention with infants and young children with disabilities and their families;
19. are familiar with a variety of technological devices and procedures which enhance development and learning; and
20. demonstrate the highest standards of professional ethics.

Course Descriptions

Semester VII (Fall)

EDSP 602: Functional Assessment and Instruction in Special Education

Functional assessment procedures and instructional methods for students with severe disabilities from birth to adulthood. (3 credits)

EDSP 626: Characteristics of Infants and Young Children: Early Childhood Special Education

Focus on developmental, behavioral, and learning characteristics of infants and young children with and without disabilities. (3 credits)

EDSP 421: Field Placement III: Early Childhood Special Education

Practicum experience in early childhood special education. Field placement for three half days per week. (4 credits)

EDSP 484: Reading and Writing Instruction in Special Education II

Focus on the development of reading and writing programs for students in special education. Builds on foundations established in EDSP 416. (3 credits)

EDSP 481: Cultural Diversity and Disability

A study of diversity issues within special education, with attention to issues of race, culture, and disability as they pertain to teaching, learning, and social justice. (3 credits)

Semester VIII (Spring)

EDSP 624: Assessment in Early Childhood Special Education

Assessment procedures for infants and young children with disabilities, birth through age eight. (3 credits)

EDSP 424: Field Placement IV: Early Childhood Special Education

Practicum experience in early childhood special education. Field placement for three half days per week. (4 credits)

EDSP 631: Early Intervention: Early Childhood Special Education

Intervention with infants and young children with disabilities. Focus on moderate and severe disabilities. (3 credits)

Recommended Elective – See advisor for approved list. (3 credits)

Semester IX (Fall)

EDSP 604: Education of Students with Autism

Characteristics, needs, assessment, and educational methods for students diagnosed as autistic. (3 credits)

EDSP 627: Curriculum and Instruction: Early Childhood Special Education

Curriculum and instruction for young children with mild and moderate disabilities, preschool through primary grades. (3 credits)

EDSP 691: Field Placement V: Early Childhood Special Education

Practicum experience in early childhood special education. Field placement for three half days per week. (4 credits)

EDSP 687: Family Partnerships in Special Education

Strategies for communicating and working with families of students with disabilities. (3 credits)

Semester X (Spring)

EDSP 694: Internship: Early Childhood Special Education

Student teaching, full-time for twelve weeks, with infants or preschool children with disabilities. (11 credits)

EDSP 690: Teacher Candidate Research Seminar in Special Education
Current issues and research concerning the education of students with disabilities. (3 credits)

Field Placement Summary

Practicum I (Semester VII) 4 credits	4 hours/day, 3 days/week; 14 weeks
Practicum II (Semester VIII) 4 credits	4 hours/day, 3 days/week; 14 weeks
Practicum III (Semester IX) 4 credits	4 hours/day, 3 days/week; 14 weeks
Student Teaching (Semester X) 11 credits	8 hours/day, 5 days/week; 12 weeks

A weekly seminar accompanies each practicum experience in Semesters VII through IX. Seminar meetings for the Student Teaching experience in Semester X are arranged by the instructors and do not meet on a weekly basis. This seminar course serves as a point of integration between the University coursework and the field-based program component.

Early Childhood Special Education Program Sequence

<u>Semester VII</u>	(Fall)		<u>Semester VIII</u>	(Spring)	
EDSP 400 or 602 (DC)	Functional Assessment & Instruction in Special Education	3	EDSP 423 or 624 (DC)	Assessment in Early Childhood Special Education	3
EDSP 484	Reading and Writing Instruction in Special Ed. II	3	EDSP 430 or 631 (DC)	Early Intervention: Early Childhood Special Education	3
EDSP 420 or 626 (DC)	Characteristics of Infants & Young Children: Early Childhood Special Education	3	EDSP 424	Field Placement IV: Early Childhood Special Education	4
EDSP 421	Field Placement III: Early Childhood Special Education	4		Recommended Elective	3
EDSP 481	Cultural Diversity and Disability	3		CORE Elective Advanced Study II	3
				AWARD B.S., NO CERTIFICATION	
<u>Semester IX</u>	(Fall)		<u>Semester X</u>	(Spring)	
EDSP 627	Curriculum & Instruction: Early Childhood Special Education	3	EDSP 690	Teacher Candidate Research Seminar in Special Education	3
EDSP 687	Family Partnerships in Special Education	3	EDSP 694	Internship: Early Childhood Special Education	11
EDSP 604	Education of Students with Autism	3		***AWARD M.ED., WITH TWO SPECIAL EDUCATION CERTIFICATIONS: GENERIC INFANT-GRADE 3; SEVERELY AND PROFOUNDLY HANDICAPPED	
EDSP 691	Field Placement V: Early Childhood Special Education	4			

NOTE: All undergraduate coursework MUST be completed before Semester IX.

Courses still needed from the first three years:

*(DC) Double Count

ELEMENTARY SPECIAL EDUCATION PROGRAM CONCENTRATION

Overview

The major goal of the specialty area in Elementary Special Education is to prepare professionals to work with children with disabilities in grades one through six. This includes working with children with learning disabilities, emotional/behavioral disabilities, attention deficit hyperactivity disorder, developmental delays, mental retardation, severe disabilities, and physical and other health impairments. This program prepares professionals to work with these children in a continuum of settings at the elementary level, including the general education classroom as well as more intensive instructional arrangements. Students in the program are also prepared to work with other professionals and parents. A basic cornerstone of the program is emphasis on the application of research-based instructional practices in teaching children with disabilities.

Students in the program develop the skills needed to assess the academic and social strengths and limitations of children with special needs; plan, implement, and evaluate instruction for these pupils; and organize learning environments that are designed to meet their individual needs. This includes the development of programs to facilitate access to the general education curriculum by students with disabilities as well as the development of the skills needed by these children to function independently. In addition, coursework, practica, and internship experiences are designed to prepare our students to be effective teachers, leaders, and advocates for children with disabilities.

The preparation program in Elementary Special Education provides graduates with B.S. and M.Ed. degrees in Special Education, as well as Maryland State Certification in Special Education. All students participate in field experiences and internships that are closely tied to content and objectives emphasized in university coursework. Coursework, practica, and internships provide a comprehensive grounding in the foundations of education, general education curriculum and pedagogy, and effective instruction in special education for children at the elementary level.

Program Objectives

The objectives of the Undergraduate Preparation Program in **Elementary Special Education** are to prepare students who:

1. use research-based practices to work with children with learning disabilities, emotional/behavioral disabilities, attention deficit hyperactivity disorders, developmental delays, mental retardation, severe disabilities, and physical and other health impairments in a variety of educational settings;
2. are knowledgeable about the characteristics of elementary school children with and without disabilities;

3. can identify and access federal, state and local agencies or organizations outside the school system that provide services to children with disabilities and their families;
4. are competent in conducting assessments, diagnoses, and evaluations with elementary school children with disabilities;
5. are competent in ecological and curriculum-based assessment procedures, task analysis, data-based instructional procedures and longitudinal skill instruction;
6. can communicate in written and oral fashion to other professionals and family members of youth with disabilities;
7. are competent in designing and delivering instructional content and practices for facilitating the academic, social, and independent functioning of children with disabilities in the elementary grades;
8. are competent in planning and managing the teaching and learning environment in the elementary school to facilitate the academic, social, and independent functioning of children with disabilities;
9. are knowledgeable about social skills needed for educational and functional living and working environments and effective instruction in the development of social skills;
10. are competent in developing, implementing and evaluating individualized education programs based on functional, age-appropriate, longitudinal curriculum which meet the needs of each individual with severe disabilities;
11. are competent in managing the behavior of elementary age children with disabilities and promoting their social interaction skills, including strategies for crisis prevention and intervention;
12. can apply principles of behavioral theory including systematic selection and delivery of positive reinforcement, appropriate instructional procedures, generalization, fading and maintenance procedures;
13. are competent in supporting families of individuals with disabilities based on the ecological and cultural needs of the family;
14. are competent in communicating with other professionals and parents about the needs of elementary age children with disabilities and in developing collaborative partnerships for meeting these children's special needs; and
15. are caring, ethical, and professional as a teacher, leader, and advocate for children with disabilities.

Course Descriptions

Semester VII (Fall)

EDSP 602: Functional Assessment and Instruction in Special Education

Functional assessment procedures and instructional methods for students with severe disabilities from birth to adulthood. (3 credits)

EDSP 484: Reading and Writing Instruction in Special Education II

Focus on the development of reading and writing programs for students in special education. Builds on the foundation established in EDSP 416. (3 credits)

EDSP 652: Curriculum & Instruction: Elementary Special Education

Methods for effective instruction of students with disabilities in the general education curriculum. Collaboration with other professionals is included. (3 credits)

EDSP 452: Field Placement III: Elementary Special Education

Practicum experience in elementary special education. Field placement for three half days per week. (4 credits)

EDSP 481: Cultural Diversity and Disability

A study of diversity issues within special education, with attention to issues of race, culture, and disability as they pertain to teaching, learning, and social justice. (3 credits)

Semester VIII (Spring)

EDSP 614: Community-Based Assessment and Curriculum in Special Education

Functional assessment, curriculum development, and instructional methods related to community functioning skills for students with severe disabilities. (3 credits)

EDSP 454: Field Placement IV: Elementary Education

Practicum experience in elementary special education. Field placement for three half days per week. (4 credits)

EDSP 683: Assessment and Instruction in Mathematics in Special Education

Instructional methods and assessment in mathematics for students with disabilities. (3 credits)

Recommended Elective – See advisor for approved list. (3 credits)

Semester IX (Fall)

EDSP 654: Assessment in Elementary Special Education

Focus on the selection, administration, and interpretation of assessment tools

and results for designing instruction and evaluating progress of elementary students in special education. (3 credits)

EDSP 692: Field Placement V: Elementary Education

Practicum experience in elementary special education. Field placement for three half days per week. (4 credits)

EDSP 604: Education of Students with Autism

Characteristics, needs, assessment, and educational methods for students with autism. (3 credits)

OR

EDSP 622: History, Research and Context in Behavioral and Learning Disorders

Examination of theoretical, historical, and contextual influences affecting the study and treatment of persons with behavioral/learning disorders. (3 credits)

EDSP 687: Family Partnerships in Special Education

Strategies for communicating and working with families of students with disabilities. (3 credits)

Semester X (Spring)

EDSP 695: Internship: Elementary Special Education

Student teaching, full-time for twelve weeks, with elementary age children with disabilities. (11 credits)

EDSP 690: Teacher Candidate Research Seminar in Special Education

Current issues and research concerning the education of students in special education. (3 credits)

Field Placement Summary

Practicum I (Semester VII)	4 credits, 4 hours per day, 3 days per week; 14 weeks
Practicum II (Semester VIII)	4 credits, 4 hours per day, 3 days per week; 14 weeks
Practicum III (Semester IX)	4 credits, 4 hours per day, 3 days per week; 14 weeks
Student Teaching (Semester X)	11 credits, 8 hours per day, 5 days per week; 12 weeks

Each practicum experience in Semesters VII through IX also includes a weekly seminar that serves as an integration point between the University coursework and field-based program component. Seminar meetings for the Student Teaching experience in Semester X are arranged by the instructors and do not meet on a weekly basis.

Elementary Special Education Program Sequence

<u>Semester VII</u>	(Fall)		<u>Semester VIII</u>	(Spring)	
EDSP 400 or 602 (DC)	Functional Assessment & Instruction in Special Education	3	EDSP 614 (DC)	Functional Reading & Community Based Curriculum in Special Education	3
EDSP 484	Reading and Writing Instruction in Special Ed. II	3	EDSP 683 (DC)	Assessment and Instruction in Mathematics in Special Education	3
EDSP 451 or 652 (DC)	Curriculum & Instruction: Elementary Special Education	3	EDSP 454	Field Placement IV: Elementary Special Education	4
EDSP 452	Field Placement III: Elementary Special Education	4	Elementary	Recommended Elective (See approved list.)	3
EDSP 481	Cultural Diversity and Disability	3	CORE Elective Advanced Study II		3
			AWARD B.S., NO CERTIFICATION		
<u>Semester IX</u>	(Fall)		<u>Semester X</u>	(Spring)	
EDSP 687	Family Partnerships in Special Education	3	EDSP 690	Teacher Candidate Research Seminar in Special Education	3
EDSP 654	Assessment in Elementary Special Education	3	EDSP 695	Internship: Elementary Special Education	11
EDSP 604 OR EDSP 622	Education of Students with Autism History, Research, and Context in Behavioral and Learning Disorders	3	***AWARD M.ED., WITH TWO SPECIAL EDUCATION CERTIFICATIONS: GENERIC GRADE 1-6; SEVERELY AND PROFOUNDLY HANDICAPPED		
EDSP 692	Field Placement V: Elementary Special Education	4	NOTE: All undergraduate coursework MUST be completed before Semester IX.		
	* (DC) Double Count		Courses still needed from the first three years:		
			_____	_____	
			_____	_____	
			_____	_____	

SECONDARY/MIDDLE SPECIAL EDUCATION PROGRAM CONCENTRATION

Overview

The Secondary/Middle specialty area is designed to prepare special educators to work with youth and young adults with disabilities in middle and high schools. The major goal of the secondary/middle specialty area is to prepare special educators for the complex requirements of planning and delivering educational services in inclusive settings. Special educators working with youth with disabilities must be aware of the demands of various learning environments in middle and high schools. For some students with disabilities, this involves knowledge of how to individualize instruction in general education classes including remedial and instructional methods, techniques for accommodating special needs, and materials that promote appropriate instruction. For other students with disabilities, special educators must be familiar with functional, longitudinal curricula that promote age-appropriate experiences in inclusive educational, community and work settings. Finally, special educators in secondary/middle schools must be familiar with the multiple transitions that youth with disabilities encounter and provide appropriate support as these individuals transition from elementary to middle schools, from middle to high school, from high school to adult life, or from residential/hospital settings to schools. We believe that special educators need to understand how to collaborate with regular educators, community agency professionals, students, and their families, to achieve success during these transitions and how to plan individualized education programs, instruction and support services that promote inclusive experiences.

The Department of Special Education at the University of Maryland prepares personnel to educate and advocate for youth with disabilities. Our preparation program incorporates a philosophy that all individuals are entitled by right, regardless of the severity of their conditions, to be respected, functioning members of our society. This preparation program incorporates comprehensive coursework in the foundations of education, human development, generic special education, and secondary/middle special education paired with extensive field experiences culminating in a student teaching internship and a capstone research seminar.

Program Objectives

The objectives of the program in **Secondary/Middle Special Education** are to prepare personnel who:

1. are knowledgeable about current legislation in the areas of special education, rehabilitation, mental health services, social services, developmental disabilities services, and juvenile services and their effect on educational and community services/supports for youth and young adults with disabilities and their families;

2. can identify and access federal, state and local agencies or organizations outside the school system that provide services to youth with disabilities and their families;
3. can work cooperatively with general educators, career and technology educators, and community-agency personnel to implement or plan appropriate individualized services and goals for youth with disabilities;
4. can provide students with disabilities with appropriate instruction in the areas of reading, mathematics, composition, writing, and spelling in the content areas at the secondary/middle level;
5. are knowledgeable about instructional techniques and strategies for teaching mathematics and content area instruction (e.g., science, social studies) at the secondary level, including content enhancement techniques, advanced organizers, graphic organizers, study guides, and mnemonic devices appropriate for secondary setting demands;
6. can examine the instructional cycle and different approaches to teaching students (student-directed instruction, direct instruction, unit approach) and apply them at the secondary level;
7. are competent in developing, conducting, and interpreting the results of assessments related to educational and transition planning;
8. are competent in conducting functional behavior assessments and interpreting the results of these assessments for developing functional behavior intervention plans;
9. are competent in ecological and curriculum-based assessment procedures, task analysis, data-based instructional procedures and longitudinal skill instruction;
10. can communicate in written and oral fashion to other professionals and family members of youth with disabilities;
11. are knowledgeable about accommodations to facilitate the inclusion of youth with disabilities in state and local assessments (for students seeking diplomas) and about the requirements of alternative assessments (for students seeking certificates or modified diplomas);
12. are competent in selecting materials and teaching strategies that promote self-determination for youth with disabilities across educational and community settings;
13. are knowledgeable about social skills needed for educational and functional living and working environments and effective instruction in the development of social skills;

14. are competent in developing, implementing and evaluating individualized education programs based on functional, age-appropriate, longitudinal curriculum which meet the needs of each individual with severe disabilities;
15. can instruct in all inclusive domestic, school, community, recreational, and work environments and value the importance of instruction and interaction in integrated settings;
16. are competent in selecting and using assistive technology across school and community settings;
17. are competent in supporting families of individuals with disabilities based on the ecological and cultural needs of the family;
18. are knowledgeable about family systems and the role of families in supporting child development and educational progress;
19. are effective advocates for the establishment of appropriate education and transition services for youth with disabilities;
20. can apply principles of behavioral theory including systematic selection and delivery of positive reinforcement, appropriate instructional procedures, generalization, fading and maintenance procedures; and
21. can apply basic classroom management theories, methods, and techniques for youth with disabilities including strategies for crisis prevention and intervention.

Course Descriptions

Semester VII (Fall)

EDSP 602: Functional Assessment and Instruction in Special Education

Functional assessment procedures and instructional methods for students with severe disabilities from birth to adulthood. (3 credits)

EDSP 434: Field Placement III: Middle/Secondary Special Education

Practicum experience in middle and secondary special education. Field placement for three half days per week. (4 credits)

EDSP 664: Issues and Models of Instruction: Middle/Secondary Special Education

Issues, legislation, and service models in middle/secondary special education. Emphasis on career and vocational education, self-determination, and transition. (3 credits)

EDHD 426: Cognition and Motivation in Reading: Reading in Content Areas
Cognitive and motivational aspects of reading and learning from text in subjects of literature, science, history and mathematics. Different structured approaches to using text for content learning are presented. Classroom contexts that enable students to engage productively with diverse texts and internet resources are identified. (3 credits)

EDSP 481: Cultural Diversity and Disability
A study of diversity issues within special education, with attention to issues of race, culture, and disability as they pertain to teaching, learning, and social justice. (3 credits)

Semester VIII (Spring)

EDSP 614: Community-Based Assessment and Curriculum in Special Education
Functional assessment, curriculum development, and instructional methods related to community functioning skills for students with severe disabilities. (3 credits)

EDSP 435: Field Placement IV: Middle/Secondary Education
Practicum experience in middle and secondary special education. Field placement for three half days per week. (4 credits)

EDSP 674: Assessment in Middle/Secondary Special Education
Cognitive, vocational, and social assessment for students with disabilities. Emphasis on interpretation of assessment results and case management practices. (3 credits)

EDSP 485: Assessment and Instruction in Mathematics in Special Education
Instructional methods and assessment in mathematics for students in special education. (3 credits)

Semester IX (Fall)

EDSP 693: Field Placement V: Middle/Secondary Special Education
Practicum experience in middle and secondary special education. Field placement for three half days per week. (4 credits)

EDSP 677: Curriculum, Assessment, & Instruction: Middle/Secondary Special Education
Methods and assessment practices for effective instruction in the middle and secondary content areas for students in special education. (3 credits)

EDSP 682: Advanced Literacy Approaches for At-Risk Adolescents
Provides approaches to teaching reading in the content areas for secondary students with disabilities. (3 credits)

EDSP 687: Family Partnerships in Special Education
Strategies for communicating and working with families of students with disabilities. (3 credits)

Semester X (Spring)

EDSP 696: Internship: Middle/Secondary Special Education
Student teaching, full-time for twelve weeks, with middle or high school age students with disabilities. (11 credits)

EDSP 690: Teacher Candidate Research Seminar in Special Education
Current issues and research concerning the education of students in special education. (3 credits)

Field Placement Summary

Practicum I (Semester VII) 4 credits	4 hours per day, 3 days per week; 14 weeks
Practicum II (Semester VIII) 4 credits	4 hours per day, 3 days per week; 14 weeks
Practicum III (Semester IX) 4 credits	4 hours per day, 3 days per week; 14 weeks
Student Teaching (Semester X) 11 credits	8 hours per day, 5 days per week; 12 weeks

Each practicum experience in Semesters VII through IX also includes a weekly seminar that serves as an integration point between the University coursework and field-based program component. Seminar meetings for the Student Teaching experience in Semester X are arranged by the instructors and do not meet on a weekly basis.

