

Do you aspire to meet the needs of children with disabilities in elementary/middle special education classrooms?



Do you want to understand the instructional strategies to support children with disabilities?



If you answered yes, we invite you to learn about the Track 1: Elementary/Middle Special Education Program at the University of Maryland.

Do you aspire to meet the needs of all children in elementary/middle general education classrooms?



Do you want to understand the strategies to support children with and without disabilities?



If you answered yes, we invite you to learn about the Track 2: Inclusive Education Program.

## OUR VISION

As a visible leader and go-to source for research and evidence-based innovations in education and human development, the University of Maryland College of Education will fearlessly lead efforts to transform educational contexts and learning experiences. Our work will expand access to high quality educational opportunities that empower individuals to reach their goals and contribute to the broader civic, democratic, and economic goals of society.

## OUR MISSION

The mission of the College of Education is to enhance the lives of individuals, families, schools, and communities through our research, teaching, and engagement. We create knowledge about critical facets of education and human development, and share that knowledge to improve lives in Maryland and throughout the broader national and international community. We prepare students to be the next generation of scholars, educators, and transformative leaders.

## OUR PROCESS

Promote equity through quality education and human services, especially for individuals in traditionally underserved groups and communities.

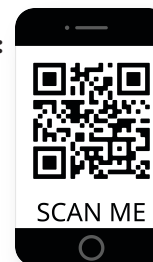
Collaborate across all areas of expertise within the College and across the University to prepare teachers, researchers, school leaders, policymakers, and other education professionals to work in critical areas of need.

Leverage our location near the nation's capital to form strategic partnerships with school districts, government agencies, and national community-based organizations to promote sustainable reforms in local, state, national and global contexts.

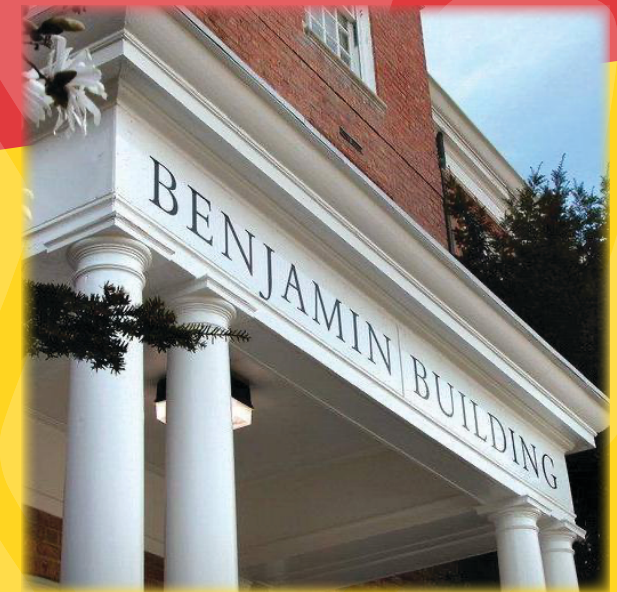
### College of Education (COE) Scholarship and Financial Aid Information:

We offer scholarship and financial aid for teacher candidates. We are excited to announce that Maryland Higher Education Commission (MHEC) launched a new full tuition program for future teachers.

Please visit our page for more information:



# UMD COE



## B.S. Teacher Certification Program in Special Education

Track 1:  
Mild to Moderate and Severe Disability Certification

Track 2:  
Dual Certification in General/Special Education



# COLLEGE OF EDUCATION

## What is the University of Maryland's Track 1 Elementary/Middle Special Education Program?

**If you want to make a difference in the lives of students with mild/moderate to severe disabilities:**

You will be certified to teach students (Grades 1-8) with both mild/moderate and severe disabilities (Birth- Grade 12).

We offer rigorous coursework for you to develop the knowledge, skills, and dispositions necessary for a successful teaching career in special education.

Our Track 1 program focuses on students with autism, learning disabilities, emotional behavior disabilities, physical disabilities, intellectual disabilities, ADHD/ADD, and other disabilities.

You learn from experienced mentors during the Year 4 internship.

## What types of teacher preparation and support are offered in the University of Maryland's Track 1 Program?

Year 3 course work supports instructional design in assessment, behavior management, curriculum, and universal design for students with mild/moderate to severe disabilities.

Students benefit from rigorous and relevant coursework to develop the knowledge, skills, and dispositions necessary to support and instruct children with disabilities.

During the fall of Year 3, students observe in resource rooms and self-contained classrooms.

During the spring of Year 3, students provide 1-1 specialized reading tutoring.

Year 4 includes a yearlong internship with students having mild/moderate OR severe disabilities.

Mentors have an in-depth understanding of students with disabilities.

## What opportunities exist after graduation?

According to the U.S. Bureau of Labor Statistics, the demand for teachers with special education certification will increase 8% over the next ten years. As a result, there will be a demand for 33,300 additional teaching positions nationally.



Once you are certified as a teacher, your teaching license is transferrable in most states, District of Columbia, Puerto Rico, Guam, American Samoa, Northern Mariana Islands, British Columbia, and Department of Defense Schools.



If you decide to continue your education and obtain a Master's degree in Special Education, 12 credits of your undergraduate coursework will count toward the graduate degree. Bottom line, the "double count" saves a significant amount of money towards graduate education.



COLLEGE OF  
EDUCATION

## What is the University of Maryland's Track 2 Elementary Special Education Program?

**If you have a passion to support ALL learners:**

You will be certified to teach as a special educator and general educator in different settings, specifically inclusive classrooms for students with and without disabilities, general education settings as a general educator, and self-contained classrooms for students with mild to moderate disabilities.

Courses focus on the needs of students in an inclusive general education environment and specific strategies to support access for students with disabilities (e.g., autism spectrum disorder, learning disabilities, emotional behavior disabilities, ADHD/ADD, and other disabilities).

You learn from experienced mentors during the Year 4 internship.

## What types of teacher preparation and support are offered in the University of Maryland's Track 2 Program?

Students benefit from rigorous and relevant coursework to develop the knowledge, skills, and dispositions necessary to support children with and without disabilities.

During fall of Year 3, students observe in inclusive general education and special education classrooms.

During spring of Year 3, students provide 1-1 specialized reading tutoring.

Year 4 includes a year-long internship in an inclusive general education classroom.

Mentors have in-depth understanding of general and special education.

Interns may also work with a collaborative team of a special educator and a general educator to design lessons for all children.