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 (2-5 Credits)
Practicum experience in settings serving students with severe disabilities.
Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

EDSP403 Instruction of Students with Physical Disabilities (3 Credits)
Assessment, curriculum, and instruction for students with physical disabilities. Focus on etiology, environmental and learning adaptations, and assistive technology.
Prerequisite: EDSP400 or EDSP602. Jointly offered with EDSP603.
Credit Only Granted for: EDSP403 or EDSP603.

EDSP404 Education of Students with Autism Spectrum Disorders (3 Credits)
Characteristics, needs, assessment, and educational methods for students with autism spectrum disorders.
Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department. Jointly offered with EDSP604.
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 Universal Design for Learning (3 Credits)
Universal Design for Learning addresses a foundation framework for teacher candidates to learn how to design and implement instruction for a broad range of students with diverse needs rather than rely exclusively on accommodations to instruction for some students.
Prerequisite: EDSP210 or EDSP470.
Restriction: Must be in Special Education program.

EDSP413 Behavior and Classroom Management in Special Education (3 Credits)
Use of applied behavior analysis for assessment of behavior and learning environments. Design of behavior and classroom management of students in special education.
Restriction: Must be in Special Education program. Jointly offered with EDSP613.
Credit Only Granted for: EDSP413, or EDSP613.

EDSP415 Assessment 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 program planning.
Recommended: STAT100; or SOCY201.
Restriction: Must be in Special Education program. Jointly offered with EDSP615.
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 educations 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP420</td>
<td>Child Development, Birth to Three Years (3 Credits)</td>
<td>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.</td>
<td>Prerequisite: EDHD210 and EDHD220. Corequisite: EDHD425 and EDHD314. Restriction: Must be in Special Education program. Cross-listed with EDHD434. Credit Only Granted for: EDHD419A, EDSP420 or EDHD434.</td>
</tr>
<tr>
<td>EDSP421</td>
<td>Field Placement in Special Education: Early Childhood I (2-4 Credits)</td>
<td>Field experience I in early childhood 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)).</td>
<td>EDSP422 or EDSP627.</td>
</tr>
<tr>
<td>EDSP422</td>
<td>Curriculum and Instruction: Early Childhood Special Education (3 Credits)</td>
<td>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.</td>
<td>EDSP423 or EDSP624.</td>
</tr>
<tr>
<td>EDSP423</td>
<td>Assessment in Early Childhood Special Education (3 Credits)</td>
<td>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.</td>
<td>EDSP424 or EDSP627.</td>
</tr>
<tr>
<td>EDSP424</td>
<td>Field Placement in Special Education: Early Childhood II (2-4 Credits)</td>
<td>Field experience in early childhood special education. Restriction: Must be in Special Education program.</td>
<td>EDSP425 Pre-Internship I (1 Credit)</td>
</tr>
<tr>
<td>EDSP426</td>
<td>Pre-Internship II (1 Credit)</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>EDSP430</td>
<td>Early Intervention: Early Childhood Special Education (3 Credits)</td>
<td>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.</td>
<td>EDSP433 Families and Culture in Early Intervention (Birth-5) (3 Credits)</td>
</tr>
<tr>
<td>EDSP434</td>
<td>Field Placement in Special Education: Secondary Middle I (2-4 Credits)</td>
<td>Field experience in secondary middle special education. Restriction: Must be in Special Education program.</td>
<td>EDSP435 Field Placement in Special Education: Secondary Middle II (2-4 Credits)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDSP443</td>
<td>Language and Literacy Acquisition in Children with Disabilities (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language and literacy acquisition and characteristics of typical and atypical language development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in supporting students with reading and writing disabilities.</td>
<td></td>
<td>required by the Maryland State Department of Education for teacher certification</td>
</tr>
<tr>
<td>EDSP450</td>
<td>Inclusive Practices in the Schools (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational practices regarding inclusive education in the schools for students with and without disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP451</td>
<td>Curriculum and Instruction: Elementary/Middle Special Education (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods for instruction of students with disabilities in the general education curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP452</td>
<td>Internship I: Elementary/Middle Special Education (2-4 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field experience in elementary/middle school special education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP453</td>
<td>Methods and Models of Instruction: Elementary Special Education (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on models and methods of instruction responsive to the cognitive, linguistic, and cultural characteristics of elementary students in special education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP454</td>
<td>Field Placement in Special Education: Elementary II (2-4 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field experience in elementary special education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP455</td>
<td>Assessment in Elementary Special Education (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on selection, administration, and interpretation of assessment tools and results for designing instruction and evaluating progress of elementary students in special education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP466</td>
<td>Issues and Models of Instruction: Middle/Secondary Special Education (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Issues, legislation, and service models in middle/secondary special education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP470</td>
<td>Introduction to Special Education (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designed to give an understanding of the needs of all types of exceptional children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP474</td>
<td>Assessment in Middle/Secondary Special Education (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive, vocational, and social assessment for students with disabilities. Emphasis on interpretation of assessment results and case management practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP476</td>
<td>Communicating with Sign Language (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intermediate level receptive/expressive skills in American Sign Language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aspects of the culture, history, and research perspectives of the deaf community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP477</td>
<td>Curriculum, Assessment, and Instruction: Middle/Secondary Special Education (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods and assessment practices for effective instruction in middle and secondary content areas for students in special education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP481</td>
<td>Cultural Diversity and Disability (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A study of diversity issues within special education, with attention to uses of race, culture, and disability as they pertain to teaching, learning, and social justice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP482</td>
<td>Literacy Approaches for At-Risk Adolescents (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides approaches to teaching reading in the content areas for secondary students with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP484</td>
<td>Reading and Writing Instruction in Special Education II (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on the development of reading and writing programs for students in special education. Builds on foundations established in EDSP416.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSP485</td>
<td>Assessment and Instruction in Mathematics in Special Education (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional methods and assessment in mathematics in special education.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Restriction: Must be in Special Education program.
Credit Only Granted for: EDSP486 or EDSP686.

EDSP487 Family Partnerships in Special Education (3 Credits)
Strategies for communicating and working with families of students with disabilities.
Restriction: Must be in Special Education program. Jointly offered with EDSP687.
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.

EDSP494 Internship: Early Childhood Special Education (6-12 Credits)
Student teaching, full-time for twelve weeks, with infants or preschool children with disabilities.
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.
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: EDSP695.
Credit Only Granted for: EDSP495 or EDSP695.

EDSP496 Internship: Middle/Secondary Special Education (6-12 Credits)
Student teaching, full-time for twelve weeks, with middle or high school age students with disabilities.
Restriction: Must be in Special Education program.

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 Instruction of Students with Physical Disabilities (3 Credits)
Assessment, curriculum, and instruction for students with physical disabilities. Focus on etiology, environmental and learning adaptations, and assistive technology.
Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master’s) program. Jointly offered with EDSP403. Credit Only Granted for: EDSP403 or EDSP603.

EDSP604 Education of Students with Autism Spectrum Disorder (3 Credits)
Characteristics, needs, assessment, and educational methods for students diagnosed as autistic or having a pervasive development disorder.
Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department. Jointly offered with EDSP404. 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
EDSP607 School Violence and Disruption (3 Credits)
An examination of school violence and disruption from multiple perspectives. Societal, community, and individual factors are examined. Prevention strategies, interagency collaboration, and intervention techniques are addressed.
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 an 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.
EDSP612 Transition Methods and Disability Systems (3 Credits)
Philosophical and historical foundations of transition service delivery and current methods that comprise transition services for students with disabilities.
Restriction: Permission of instructor.
EDSP613 Behavior and Classroom Management in Special Education (3 Credits)
Applied behavior analysis for assessment of behavior and learning environments. Behavior and classroom management strategies for students in special education.
Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program; or permission of instructor. Jointly offered with EDSP413.
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 Evaluation and Measurement of Exceptional Children and Youth (1-3 Credits)
Deals with the understanding and interpretation of the results of psychological and educational tests applicable for use with exceptional children and youth.
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 EDSP41 6.
Credit Only Granted for: EDSP416 or EDSP616.
EDSP621 Designing Intensive Interventions for Social and Academic Skill Development for Students with Persistent Needs (3 Credits)
Prerequisite: EDSP 600, EDSP 601 or consent of instructor. Strategies to teach social and academic skills to behaviorally disordered students.
Prerequisite: EDSP600 and EDSP601; or permission of instructor.
Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.
EDSP622 History, Research and Context in Behavioral and Learning Disorders (3 Credits)
Examination of theoretical, historical, and contextual influences affecting the study and treatment of persons with behavioral and learning disorders.
Prerequisite: EDSP470.
Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.
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 EDSP42 3.
Credit Only Granted for: EDSP423 or EDSP624.
EDSP625 Seminar on Severely Handicapping Conditions (3 Credits)
Research and theories relevant to the education of severely handicapped individuals.
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 EDSP430.
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 an 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 EDSP652.

EDSP654 Assessment in Elementary Special Education (3 Credits)
Focus on selection, administration, and interpretation of assessment tools and results for designing instruction and evaluating progress of elementary students in special education. Jointly offered with EDSP455.
Credit Only Granted for: EDSP455 or EDSP654.

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)
Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department. Jointly offered with: EDSP466.
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 Subject Research Designs (3 Credits)
Design, application, and analysis of single subject research in special education classrooms across all disabilities.
Prerequisite: EDSP600.
Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

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.

EDSP674 Assessment in Middle/Secondary Special Education (3 Credits)
Cognitive, vocational, and social assessment for students with disabilities. Emphasis on interpretation of assessment results and case management practices.
Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master’s) program. Jointly offered with EDSP474.
Credit Only Granted for: EDSP474 or EDSP674.

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.

EDSP677 Curriculum, Assessment, and Instruction: Middle/Secondary Special Education (3 Credits)
Methods and assessment practices for effective instruction in middle and secondary content areas for students in special education. Jointly offered with EDSP477.
Credit Only Granted for: EDSP477 or EDSP677.
EDSP678 Seminar in Special Education (3 Credits)

EDSP681 Seminar in Cultural Diversity and Disability (3 Credits)
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.
Restriction: Must be in Special Education (Doctoral) program or must be in Special Education (Master's) program. Jointly offered with EDSP481.
Credit Only Granted for: EDSP481 or EDSP681.

EDSP682 Advanced Literacy Approaches for At-Risk Adolescents (3 Credits)
Approaches to teaching reading in the content areas for secondary students with disabilities. Jointly offered with EDSP482.
Credit Only Granted for: EDSP482, EDSP488 R, EDSP682, or EDSP788R.
Formerly: EDSP788.

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 EDSP484.
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.

EDSP687 Family Partnerships in Special Education (3 Credits)
Strategies for communicating and working with families of students with disabilities.
Restriction: Must be in Special Education (Doctoral) program or must be in Special Education (Master's) program. Jointly offered with EDSP487.
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.

EDSP691 Graduate Internship in Special Education I: Early Childhood (2-4 Credits)
Internship I in early childhood special education.
Restriction: Must be in Special Education (Doctoral) program or must be in Special Education (Master's) program.
Credit Only Granted for: EDSP431 and EDSP691.
Formerly: EDSP431.

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.

EDSP693 Graduate Internship in Special Education I: Secondary Middle (2-4 Credits)
Internship I in secondary middle special education.
Restriction: Must be in Special Education (Doctoral) program or must be in Special Education (Master's) program.
Credit Only Granted for: EDSP436 or EDSP693.
Formerly: EDSP436.

EDSP694 Graduate Internship in Special Education II: Early Childhood (6-11 Credits)
Student teaching, full-time for twelve weeks, with infants or preschool children with disabilities.
Corequisite: EDSP690.
Restriction: Must be in Special Education program or must be in Special Education (Doctoral) program or must be in Special Education (Master's) program.
Credit Only Granted for: EDSP494, EDSP694, or EDSP889A.

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 EDSP495, EDSP695 or EDSP888A.

EDSP696 Graduate Internship in Special Education II: Secondary Middle (6-11 Credits)
Student teaching, full-time for twelve weeks, with students with disabilities in secondary or middle school settings.
Corequisite: EDSP690.
Restriction: Must be in Special Education program or must be in Special Education (Doctoral) program or must be in Special Education (Master's) program.
Credit Only Granted for: EDSP495, EDSP696 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.

EDSP860 Doctoral Research Seminar (3 Credits)
Issues and procedures relevant to conducting and analyzing research in special education.
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.