

ELEMENTARY/MIDDLE SPECIAL EDUCATION MAJOR

Program Director: Dawn Jacobs Martin, Ph.D.

The Elementary/Middle Special Education Program offers a rigorous undergraduate teacher preparation program that prepares teachers with the necessary skills to assess, plan, teach, and evaluate children with disabilities. The program is nationally ranked, recognized as one of the top preparation programs in the country, and focuses on students with high incidence disabilities and low incidence disabilities. Students who complete the program graduate with a Bachelor of Science in Special Education. The program offers two certification tracks: *Track 1: Severe Disabilities* leads to Maryland Certification in Special Education in Elementary/Middle (Grades 1-8) AND Maryland Endorsement in Severe Disabilities (Birth to Age 21); *Track 2: Inclusive Education* leads to Maryland Certification in Special Education in Elementary/Middle (Grades 1-8) AND Maryland Certification in Elementary Education (Grades 1-6). Program coursework meets state, university, and college requirements and is designed to provide an understanding of human development, including the basic psychological and sociological principles of human behavior. There is an instructional focus on universal design of learning/assistive technology; academic, language, motor, and cognitive development; social and educational needs of individuals with disabilities; diagnostic and educational assessment; evidenced-based instructional procedures and materials; national standards and curriculum development; classroom and behavior management; effective communication and partnership with parents and families of children with disabilities; community resource planning; and local, state, and federal laws and policies concerning children and youth with and without disabilities. The program ends with a required two-semester internship during the senior year that focuses on the application of teaching skills. Courses offered in the special education program may be found under the acronym EDSP.

Note: Please contact an advisor in the Office of Student Services (1204 Benjamin) for additional information

Admission to the Major

Prior to formal acceptance as a special education major, undergraduates are required to enroll in a special education introductory course (EDSP210/EDSP470), which provides a survey of the history and current issues in special education. Upon successful completion of the introductory course and 45 semester hours of requirements, teacher candidates apply for formal admission to the professional program by submitting an application with a statement of intent specifying their professional goals. To be accepted as a full special education major, teacher candidates must fulfill the College of Education requirements for admission to Teacher Education, as well as the following program requirements:

1. Completion of course work indicated below:

Course	Title	Credits
EDSP210	Introduction to Special Education	3
STAT100	Elementary Statistics and Probability	3
MATH212	Elements of Numbers and Operations	3
LAB SCIENCE 1	Physical, Biological, or Environmental ¹	
LAB SCIENCE 2	Physical, Biological, or Environmental ¹	

PSYC100	Introduction to Psychology	3
SOCY100	Introduction to Sociology	3
	or SOCY105 Introduction to Contemporary Social Problems	
EDHD411	Child Growth and Development	3
HIST200	Interpreting American History: Beginnings to 1877	3
HESP202	Introduction to Hearing and Speech Sciences	3

¹ Students must complete two lab sciences from two different categories to be admitted to the program. Students who pursue Track 2 will complete one lab science from each of the following categories for a total of 3 lab sciences: (a) biological lab science, (b) environmental lab science, and (c) physical lab science.

2. Admission is competitive beyond the minimum 2.75 grade point average required for consideration.
3. Submission of an application together with a statement of intent specifying the applicant's professional goals.
4. Submission of two letters of recommendation and a Foundational Competency Review.
5. Completion of College of Education Foundational Competencies Acknowledgment Form.
6. Completion of an interview with a special education faculty member.

Admittance will be based on a variety of criteria, including completion of the required courses, the grade point average, the applicant's experience with persons with disabilities, and the appropriateness and clarity of the professional goal statement. For more information, see the admission section of the College of Education entry.

Placement in Courses

The Special Education program includes both pre-professional and professional education course work. Before teacher candidates may enroll in courses identified as part of the professional sequence, they must complete the selective admissions requirements and be fully admitted to the College of Education's Teacher Education program.

Program Learning Outcomes

1. Special Education teacher candidates have in-depth knowledge of the subject matter they teach as described in professional (CEC, ACEI), state (MSDE), and University standards.
2. Special Education teacher candidates practice evidence-based instruction and decision-making through the use of assessment as well as the critical interpretation of research and inquiry to improve educational practice. They accurately assess, plan, and analyze student learning, make appropriate modifications to instruction, monitor student learning, and have a positive effect on learning for all students.
3. Special Education teacher candidates demonstrate understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures. They are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (CEC, ACEI), state (MSDE), and University standards.
4. Special Education teacher candidates competently integrate technology and universal design in learning in instruction to support student learning and develop data-driven solutions for instructional

and school improvement. They demonstrate proficiency in the Maryland Teacher Technology Standards.

REQUIREMENTS

Undergraduates who are interested in majoring in Special Education must consult a program advisor as early as possible after matriculation at the university since the curriculum requires an extensive and sequenced program of studies. Individuals accepted as Special Education majors take a two-semester sequence of foundational courses and practicum experiences during the third year (Semesters V and VI). Teacher candidates are provided opportunities to observe and participate in different elementary or middle special education classroom settings during their first semester in the program (Semester V) so they may declare a track of focus, Track 1: Severe Disabilities or Track 2: Inclusive Education, before the start of their second semester (Semester VI). These courses provide the teacher candidate with a solid foundation in theory and practice related to the education of children of their chosen track.

Teacher candidates work directly with children from their chosen track during each semester, leading up to student teaching during the last semester.

Course	Title	Credits
College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext)		
Complete the following with a B- or better:		
EDSP210	Introduction to Special Education	3
or EDSP211	Introduction to Special Education	
Complete the following with a C- or better:		
PSYC100	Introduction to Psychology (HS or NS) ¹	3
SOCY100	Introduction to Sociology ¹	3
or SOCY105	Introduction to Contemporary Social Problems	
Select one of the following:		
HIST200	Interpreting American History: Beginnings to 1877 (HS or HU) ¹	3
HIST201	Interpreting American History: From 1865 to the Present (HS or HU and DVUP)	3
HESP202	Introduction to Hearing and Speech Sciences	3
Select a Physical Science with Lab ³		
Select a Biological Science with a Lab ³		
Select a Environmental Science with a Lab ³		
STAT100	Elementary Statistics and Probability (AR) ^{1,2}	3
EDHD411	Child Growth and Development (HS)	3
or PSYC355	Developmental Psychology	
MATH212	Elements of Numbers and Operations	3
MATH213	Elements of Geometry and Measurement	3
ENGL Literature (HU) ¹		3
Select one of the following:		
TLPL360	Foundations of Education (HS) ¹	3
TLPL250	Historical and Philosophical Perspectives on Education (HU) ¹	3
Professional Requirements Track 1		
PROFESSIONAL SEMESTER I (Fall Only):		
EDSP411	Foundations of Technology Integration for Curriculum Access	3

EDSP413	Principles and Practices in Positive Behavior Interventions and Classroom Supports	3
EDSP400	Instruction of Students with Severe Disabilities I	3
EDSP451	Curriculum and Instruction: Elementary/Middle Special Education	3
EDSP443	Language and Literacy Acquisition in Children with Disabilities	3
EDSP425	Pre-Internship I	1
PROFESSIONAL SEMESTER II (Spring Only):		
EDSP403	Supporting Access for Students with Multiple Disabilities Across Settings	3
EDSP415	Reading Assessment for Intervention	3
EDSP416	Reading and Writing Instruction in Special Education I ((HU))	3
EDSP410	Instruction of Students with Severe Disabilities II	3
EDSP485	Assessment and Instruction in Mathematics in Special Education	3
EDSP426	Pre-Internship II (Pre-Internship II)	1
PROFESSIONAL SEMESTER III (Fall Only):		
EDSP484	Reading and Writing Instruction in Special Education II	3
EDSP487	Collaborative Partnerships in Special Education	3
EDSP404	Methods of Teaching Autistic Students	3
EDSP452	Internship I: Elementary/Middle Special Education	2-4
PROFESSIONAL SEMESTER IV (Spring Only):		
EDSP490	Teacher Candidate Research Seminar in Special Education	3
EDSP495	Internship II: Elementary/Middle Special Education	12
Professional Requirements Track 2		
PROFESSIONAL SEMESTER I (Fall Only):		
EDSP411	Foundations of Technology Integration for Curriculum Access	3
EDSP413	Principles and Practices in Positive Behavior Interventions and Classroom Supports	3
EDSP400	Instruction of Students with Severe Disabilities I	3
EDSP451	Curriculum and Instruction: Elementary/Middle Special Education	3
EDSP443	Language and Literacy Acquisition in Children with Disabilities	3
EDSP425	Pre-Internship I (Pre-Internship I)	1
PROFESSIONAL SEMESTER II (Spring Only):		
TLPL362	Curriculum and Instruction in Elementary Education: Social Studies	3
EDSP415	Reading Assessment for Intervention	3
EDSP416	Reading and Writing Instruction in Special Education I	3
EDSP485	Assessment and Instruction in Mathematics in Special Education	3
EDSP426	Pre-Internship II (Pre-Internship II)	1
PROFESSIONAL SEMESTER III (Fall Only):		
EDSP484	Reading and Writing Instruction in Special Education II	3
EDSP487	Collaborative Partnerships in Special Education	3
EDSP404	Methods of Teaching Autistic Students	3

TLPL321	Curriculum and Instruction in Elementary Education: Science	3
EDSP452	Internship I: Elementary/Middle Special Education	2-4
PROFESSIONAL SEMESTER IV (Spring Only):		
EDSP490	Teacher Candidate Research Seminar in Special Education	3
EDSP495	Internship II: Elementary/Middle Special Education	6-12
Total Credits		155-165

¹ May double count for GenEd and major requirement

² MATH111 will NOT satisfy this requirement

³ Students must complete one lab science from each of the following categories for a total of 3 lab sciences: (a) biological lab science, (b) environmental lab science, and (c) physical lab science.

Other Requirements for the Major

A minimum overall grade point average of 2.75 must be maintained after admission to Teacher Education. All teacher candidates are required to obtain satisfactory evaluations on the College of Education Foundational Competencies and attain qualifying scores for the State of Maryland on a Test of Basic Skills assessment. A Test of Basic Skills assessment is required for admission, and Praxis II Special Education is required for the teaching internship and graduation. The culminating experience of the program is the yearlong internship, which takes place in a partner school or a professional development school (PDS).

FOUR-YEAR PLAN

Click here (<https://education.umd.edu/student-resources/student-services/coe-undergraduate-studies-student-services-office/major-four/>) for roadmaps for four-year plans in the College of Education.

Additional information on developing a four-year academic plan can be found on the following pages:

- <http://4yearplans.umd.edu>
- the Student Academic Success-Degree Completion Policy (<https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/academic-advising/#success>) section of this catalog