EDSP  Education, Special  Fall 2016

**EDSP210**

**Introduction to Special Education**

Credits: 3  Grading Method: Regular, Audit  General Education: DVUP

Restriction: Sophomore standing or lower. Credit only granted for: EDSP210 or EDSP470.

Characteristics and needs of individuals receiving special education and related services. Current issues and practices in special education.

<table>
<thead>
<tr>
<th>Seats (Total: 40, Open: 40, Waitlist: 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0201 Sarah Mallory</td>
</tr>
<tr>
<td>TuTh 9:30am - 10:45am</td>
</tr>
<tr>
<td>EDU 1121</td>
</tr>
</tbody>
</table>

**EDSP211**

(Perm req)

**Introduction to Special Education**

Credits: 3  Grading Method: Regular, Audit  General Education: DVUP

Corequisite: EDHD210. Restriction: Sophomore standing or lower; and permission of EDUC-Counseling, Higher Education and Special Education department. Credit only granted for: EDSP210 or EDSP470.

An introduction to the field of special education. Students examine historical foundations, including legislation; review components necessary for effective service delivery; and develop an understanding of the role of collaboration and consultation with parents, school personnel and other professionals. In addition, students are introduced to the nature and characteristics of various disabilities and review current issues in the field including overrepresentation of minority students in special education, inclusion, and federal and state assessment mandates. Current topics are addressed including evidence-based practices, universal design for learning, and individualization and differentiation of instruction.

<table>
<thead>
<tr>
<th>Seats (Total: 25, Open: 25, Waitlist: 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0101 Joan Lieber</td>
</tr>
<tr>
<td>M 1:00pm - 3:45pm</td>
</tr>
<tr>
<td>EDU 2119</td>
</tr>
</tbody>
</table>

**EDSP220**

**Disability in Community: Access, Accommodation, and Adaptation**

Credits: 3  Grading Method: Regular  General Education: DSSP, DVCC

Examines the concept of disability in a variety of community settings. Drawing on classic and contemporary readings in psychology, sociology and special education, the course will couple conceptual and historical understanding of disability with first-hand service-learning experiences in the community. Students will develop a plan in several phases that encompasses principles of Universal Design for Living/Learning (UDL) to study and participate in community-based activities.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grading Method</th>
<th>Corequisite(s)</th>
<th>General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>0101</td>
<td>Disability: From Stigma and Sideshow to Mainstream and Main Street</td>
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<tr>
<td>0101</td>
<td>EDSP289I</td>
<td>3</td>
<td>Regular, Pass-Fail, Audit</td>
<td>SB, D</td>
<td>DSHS, DVUP, SCIS</td>
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<tr>
<td>0101</td>
<td>EDSP321</td>
<td>3</td>
<td>Regular</td>
<td>Prerequisite: EDSP423, EDHD431, and EDSP315; and Track 1: Must have completed EDSP430 and EDSP433; OR Track 2: Must have completed EDHD415 and EDHD424. Corequisite: EDHD322, EDHD323, EDSP417, EDHD441, EDHD442, EDHD443, and EDHD444.</td>
<td>A theoretical and pedagogical framework for evidence-based inclusive science instruction in inclusive early childhood classrooms. Examination of principles of inquiry-based science learning and develop strategies for helping children acquire fundamental problem-solving skills that may be applied to understanding a wide array of science content. Assessment strategies for evaluating the achievement of science objectives, and the achievement for all children will be addressed. Includes field experience.</td>
</tr>
<tr>
<td>0101</td>
<td>EDSP376</td>
<td>3</td>
<td>Regular, Pass-Fail, Audit</td>
<td>DVCC</td>
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</tbody>
</table>
Receptive and expressive skills in American Sign Language. Examination of the causes of deafness, characteristics of deaf education, and aspects of the culture of the deaf community.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Seats (Total: X, Open: X, Waitlist: X)</th>
<th>Days and Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP400</td>
<td>Functional Assessment and Instruction in Special Education</td>
<td>Michael Dunham</td>
<td>Seats (Total: 30, Open: 30, Waitlist: 0)</td>
<td>MW 5:00pm - 6:15pm</td>
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<tr>
<td>EDSP402</td>
<td>Field Placement: Severe Disabilities I</td>
<td>Frances Kohl</td>
<td>Seats (Total: 40, Open: 40, Waitlist: 0)</td>
<td>W 4:15pm - 6:15pm, Tu 9:00am - 11:00am</td>
</tr>
<tr>
<td>EDSP404</td>
<td>Education of Students with Autism Spectrum Disorders</td>
<td>Frances Kohl</td>
<td>Seats (Total: 10, Open: 10, Waitlist: 0)</td>
<td>Contact instructor or department for details.</td>
</tr>
</tbody>
</table>

EDSP400 Functional Assessment and Instruction in Special Education

Credits: 3  Grading Method: Regular, Audit

Restriction: Must be in Special Education program. Also offered as: EDSP602. Credit only granted for: EDSP400 or EDSP602.

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

EDSP402 Field Placement: Severe Disabilities I

(Perm req)  Credits: 2-5  Grading Method: Regular, Pass-Fail, Audit

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

Practicum experience in settings serving students with severe disabilities.

EDSP404 Education of Students with Autism Spectrum Disorders

(Perm req)  Credits: 3  Grading Method: Regular, Audit

Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department. Also offered as: EDSP604. Credit only granted for: EDSP404 or EDSP604.

Characteristics, needs, assessment, and educational methods for students with autism spectrum disorders.
EDSP411  
**Universal Design for Learning**

Credits: 3  
Grading Method: Regular

Prerequisite: EDSP210 or EDSP470.  
Restriction: Must be in Special Education program.

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.

0101  
Debra Neubert  
Seats (Total: 40, Open: 40, Waitlist: 0)

Th 1:15pm - 4:00pm  
ARC 1101

EDSP413  
**Behavior and Classroom Management in Special Education**

Credits: 3  
Grading Method: Regular, Audit

Restriction: Must be in Special Education program. Also offered as: EDSP613. Credit only granted for: EDSP413, or EDSP613.

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

0101  
Kelli Cummings  
Seats (Total: 40, Open: 40, Waitlist: 0)

Tu 4:15pm - 7:00pm  
EDU 2119

EDSP417  
**Reading Diagnosis and Assessment**

Credits: 3  
Grading Method: Regular

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.

Reading Diagnosis and Assessment prepares teacher candidates to assess children in general and special early childhood education settings in the areas of reading and writing in order to plan for instruction. The course will focus on diagnostic, screening, progress monitoring, and outcome assessments in early and beginning literacy. The course is designed to provide participants with the knowledge and skills necessary to collect and use a wide range of assessment data in general education and special education settings. Includes field experience.
EDSP420  Child Development, Birth to Three Years
Credits: 3  Grading Method: Regular, Audit
Prerequisite: EDHD210 and EDHD220. Corequisite: EDHD425 and EDHD314. Restriction: Must be in Special Education program.

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.

EDSP443  Language and Literacy Acquisition in Children with Disabilities
Credits: 3  Grading Method: Regular
Restriction: Must be in Special Education program. Additional information: This course is the first of four reading courses required by the Maryland State Department of Education for teacher certification in Special Education.

Language and literacy acquisition and characteristics of typical and atypical language development in supporting students with reading and writing disabilities.

EDSP451  Curriculum and Instruction: Elementary/Middle Special Education
Credits: 3  Grading Method: Regular, Audit
Restriction: Must be in Special Education program. Also offered as: EDSP652. Credit only granted for: EDSP451 or EDSP652.
Methods for instruction of students with disabilities in the general education curriculum. Collaboration with other professionals is included.

**EDSP452**  
**Field Placement in Special Education: Elementary I**  
Credits: 2-4  
Grading Method: Regular, Audit  
General Education: DSSP  
Restriction: Must be in Special Education program.  
Field experience in elementary special education.

<table>
<thead>
<tr>
<th>0101</th>
<th>Stacey Williams, Patricia Ulf</th>
<th>Seats (Total: 25, Open: 25, Waitlist: 0)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>M 10:30am - 12:00pm</td>
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<td></td>
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<td>MTuWTh 8:00am - 1:00pm</td>
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</tbody>
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**EDSP470**  
**Introduction to Special Education**  
Credits: 3  
Grading Method: Regular, Audit  
General Education: DVUP  
Restriction: Must not have completed EDSP210. Credit only granted for: EDSP210 or EDSP470.  
Designed to give an understanding of the needs of all types of exceptional children.

<table>
<thead>
<tr>
<th>0201</th>
<th>Sarah Mallory</th>
<th>Seats (Total: 10, Open: 10, Waitlist: 0)</th>
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<td></td>
<td>TuTh 9:30am - 10:45am</td>
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Restricted to EDSP majors only, permission of instructor is required.

**EDSP484**  
**Reading and Writing Instruction in Special Education II**  
Credits: 3  
Grading Method: Regular, Audit  
Prerequisite: EDSP416. Restriction: Must be in Special Education program. Also offered as: EDSP684. Credit only granted for: EDSP484 or EDSP684.  
Focus on the development of reading and writing programs for students in special education. Builds on foundations established in EDSP416.
EDSP487  
**Family Partnerships in Special Education**

Credits: 3  
Grading Method: Regular, Audit

Restriction: Must be in Special Education program. Also offered as: EDSP687. Credit only granted for: EDSP487 or EDSP687.

Strategies for communicating and working with families of students with disabilities.

0101  
Sarah Mallory  
Seats (Total: 40, **Open: 40**, Waitlist: 0)

M 4:15pm - 7:00pm  
EDU 1121

EDSP498  
**Special Problems in Special Education**

(Perm req)  
Credits: 1-6  
Grading Method: Regular, Pass-Fail, Audit

Available only to education majors who have definite plans for individual study of approved problems. Credit according to extent of work.

Special education majors only.

Contact department for information to register for this course.

EDSP498B  
**Special Problems in Special Education; Career Development and Advising**

(Perm req)  
Credits: 1-6  
Grading Method: Regular, Pass-Fail, Audit

Available only to education majors who have definite plans for individual study of approved problems. Credit according to extent of work.

0101  
Shannon Hayes  
Seats (Total: 15, **Open: 15**, Waitlist: 0)

F 10:00am - 10:50am  
Contact instructor or department for details.

EDU 3236

EDSP499F  
**Workshops, Clinics, and Institutes in Special Education; Teaching Children with Disabilities in Elementary Classrooms**

(Perm req)  
Credits: 3  
Grading Method: Regular, Pass-Fail, Audit
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.

Must be an Elementary Education major with a minimum cumulative GPA of 2.75.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Seats (Total:</th>
<th>Open:</th>
<th>Waitlist:</th>
<th>Time:</th>
<th>Location</th>
<th>Discussion</th>
</tr>
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<tbody>
<tr>
<td>EDSP600</td>
<td>Issues and Trends in Educating Individuals with Disabilities</td>
<td>Susan De La Paz</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>M 4:15pm - 5:30pm, Th 11:00am - 12:15pm</td>
<td>ASY 1213, EDU 1121</td>
<td>Discussion</td>
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<tr>
<td>EDSP602</td>
<td>Functional Assessment and Instruction in Special Education</td>
<td>Debra Neubert</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>W 4:15pm - 7:00pm</td>
<td>EDU 1121</td>
<td></td>
</tr>
</tbody>
</table>

EDSP600

Issues and Trends in Educating Individuals with Disabilities

Credits: 3  
Grading Method: Regular, Audit

Prerequisite: 9 credits in EDSP courses. Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department.

Examines research and practice relevant to the education of individuals with disabilities.

EDSP602

Functional Assessment and Instruction in Special Education

Credits: 3  
Grading Method: Regular, Audit

Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master’s) program. Also offered as: EDSP400. Credit only granted for: EDSP400 or EDSP602.

Functional assessment procedures and instructional methods for students with severe disabilities from birth to adulthood.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Grading Method</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP604</td>
<td>Education of Students with Autism Spectrum Disorder</td>
<td>TBA</td>
<td>3</td>
<td>Regular, Audit</td>
<td>Permission of EDUC-Counseling, Higher Education and Special Education department. Also offered as: EDSP604, EDSP604. Credit only granted for: EDSP404 or EDSP604. Characteristics, needs, assessment, and educational methods for students diagnosed as autistic or having a pervasive development disorder.</td>
</tr>
<tr>
<td>EDSP613</td>
<td>Behavior and Classroom Management in Special Education</td>
<td>Kelli Cummings</td>
<td>3</td>
<td>Regular</td>
<td>Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program; or permission of instructor. Also offered as: EDSP413. Credit only granted for: EDSP413 or EDSP613. Applied behavior analysis for assessment of behavior and learning environments. Behavior and classroom management strategies for students in special education.</td>
</tr>
<tr>
<td>EDSP625</td>
<td>Seminar on Severely Handicapping Conditions</td>
<td>Frances Kohl</td>
<td>3</td>
<td>Regular, Audit</td>
<td>Prerequisite: EDSP600. Permission of EDUC-Counseling, Higher Education and Special Education department. Research and theories relevant to the education of severely handicapped individuals.</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Grading Method</th>
<th>Restrictions</th>
</tr>
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<tbody>
<tr>
<td>EDSP604</td>
<td>Education of Students with Autism Spectrum Disorder</td>
<td>TBA</td>
<td>3</td>
<td>Regular, Audit</td>
<td>Permission of EDUC-Counseling, Higher Education and Special Education department. Also offered as: EDSP604, EDSP604. Credit only granted for: EDSP404 or EDSP604. Characteristics, needs, assessment, and educational methods for students diagnosed as autistic or having a pervasive development disorder.</td>
</tr>
<tr>
<td>EDSP613</td>
<td>Behavior and Classroom Management in Special Education</td>
<td>Kelli Cummings</td>
<td>3</td>
<td>Regular</td>
<td>Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program; or permission of instructor. Also offered as: EDSP413. Credit only granted for: EDSP413 or EDSP613. Applied behavior analysis for assessment of behavior and learning environments. Behavior and classroom management strategies for students in special education.</td>
</tr>
<tr>
<td>EDSP625</td>
<td>Seminar on Severely Handicapping Conditions</td>
<td>Frances Kohl</td>
<td>3</td>
<td>Regular, Audit</td>
<td>Prerequisite: EDSP600. Permission of EDUC-Counseling, Higher Education and Special Education department. Research and theories relevant to the education of severely handicapped individuals.</td>
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</tbody>
</table>
**EDSP652**

**Curriculum and Instruction: Elementary Special Education**

Grading Method: Regular, Audit

*Also offered as: EDSP652, EDSP652. Credit only granted for: EDSP451 or EDSP652.*

Methods for instruction of students with disabilities in the general education curriculum. Collaboration with other professionals is included.

For EDSP majors only.

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Seats (Total: 40, Open: 40, Waitlist: 0)</th>
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</thead>
<tbody>
<tr>
<td>0101</td>
<td>Sarah Mallory</td>
<td>M 1:15pm - 3:15pm EDU 1107 Th 9:00am - 11:00am Location: TBA Lab</td>
</tr>
</tbody>
</table>

**EDSP684**

**Reading and Writing Instruction in Special Education II**

Credits: 3 Grading Method: Regular

*Prerequisite: EDSP616. Restriction: Permission of EDUC-Counseling, Higher Education and Special Education department. Also offered as: EDSP484. Credit only granted for: EDSP484 or EDSP684.*

Development of effective reading and writing programs for students receiving special education services. Builds on the foundation established in EDSP 616.

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Seats (Total: 40, Open: 40, Waitlist: 0)</th>
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</thead>
<tbody>
<tr>
<td>0101</td>
<td>Jade Wexler</td>
<td>M 1:15pm - 4:00pm TWS 0310</td>
</tr>
</tbody>
</table>

**EDSP687**

**Family Partnerships in Special Education**

Credits: 3 Grading Method: Regular

*Restriction: Must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program. Also offered as: EDSP487. Credit only granted for: EDSP487 or EDSP687.*

Strategies for communicating and working with families of students with disabilities.

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<thead>
<tr>
<th>Section</th>
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<tbody>
<tr>
<td>0101</td>
<td>Sarah Mallory</td>
<td>M 4:15pm - 7:00pm EDU 1121</td>
</tr>
</tbody>
</table>

**EDSP691**

**Graduate Internship in Special Education I: Early Childhood**

Credits: 2-4 Grading Method: Regular, Audit

*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.*
Internship I in early childhood special education.

Students must reserve three half-days (8-1) for this experience.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSP692</td>
<td>Graduate Internship in Special Education I: Elementary</td>
<td>2-4</td>
<td>Regular, Audit</td>
<td>(Total: 5, Open: 5, Waitlist: 0)</td>
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<tr>
<td>EDSP798</td>
<td>Special Problems in Special Education</td>
<td>1-6</td>
<td>Regular, Audit</td>
<td>(Perm req)</td>
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<tr>
<td>EDSP799</td>
<td>Master's Thesis Research</td>
<td>1-6</td>
<td>Regular</td>
<td></td>
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<tr>
<td>EDSP875</td>
<td>Policy Issues Affecting Individuals with Disabilities</td>
<td>3</td>
<td>Regular, Audit</td>
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</tbody>
</table>
Restriction: Permission of instructor; or must be in Special Education (Doctoral) program; or must be in Special Education (Master's) program.

An analysis of current educational and disability issues and policies pertaining to children, youth, and adults with disabilities.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Seats (Total:</th>
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<tbody>
<tr>
<td>EDSP888</td>
<td>Apprenticeship in Special Education</td>
<td>Philip Burke</td>
<td>15</td>
<td>15</td>
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<td>Th 4:15pm - 7:00pm</td>
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<tr>
<td>EDSP888A</td>
<td>Apprenticeship in Special Education; Apprenticeship in College Teaching</td>
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<td>EDSP889</td>
<td>Internship in Special Education</td>
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<tr>
<td>EDSP898</td>
<td>Pre-Candidacy Research</td>
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<tr>
<td>EDSP899</td>
<td>Doctoral Dissertation Research</td>
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</table>
Credits: 6  Grading Method: Regular

Registration required to the extent of 6-9 hours for an Ed.D. Project and 12-18 hours for a Ph.D. dissertation.

Special education majors only.

Contact department for information to register for this course.