

## SPECIAL EDUCATION

### OVERVIEW

These programs are designed to prepare students to collaborate with families, educators, and other professionals and service agencies in the development, implementation, and evaluation of instructional programs and supports for learners with disabilities in integrated school and community settings. There are two separate tracks in this program, with each track having its own requirements:

- **Early Childhood Special Education:** The Early Childhood Special Education program is designed to provide students with the perspectives and skills necessary to work with young children from birth through kindergarten and their families in a range of family-centered, culturally responsive, inclusionary and developmentally appropriate settings. The program leads to teacher licensure.
- **Special Education (K-12):** This master's program is designed to prepare students to collaborate with families, educators, and other professionals and service agencies in the development, implementation and evaluation of instructional programs and supports for learners with disabilities in integrated school and community settings. The program requires that students have appropriate professional experience.

### DEGREES

- Special Education M.Ed.

### FACULTY

**Giangreco, Michael F.;** Professor, Department of Education; PHD, Syracuse University

**Haines, Shana Jackson;** Assistant Professor, Department of Education; PHD, University of Kansas

**Hurley, Jennifer Jo;** Associate Professor, Department of Education; PHD, Vanderbilt University

**Kervick, Colby;** Assistant Professor, Department of Education/ Special Education; EDD, University of Vermont

**Meyer, Lori;** Assistant Professor, Department of Education; PHD, University of Illinois

**Salembier, George B.;** Associate Professor, Department of Education; EDD, University of Vermont

**Shepherd, Katharine Green;** Associate Professor, Department of Education; EDD, University of Vermont

### Courses

#### **EDSP 200. Contemporary Issues. 1-3 Credits.**

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in education and related areas.

#### **EDSP 201. D2:Foundations of Special Ed. 3 Credits.**

Examination of historical and current trends in the treatment of individuals with disabilities including effects of discrimination, advocacy, litigation, legislation and economic considerations on educational services and community inclusion. Prerequisite: Twelve hours in Education and related areas, or Instructor permission.

#### **EDSP 202. Severe Disabil Char&Intervent. 3 Credits.**

Physical, sensory, health, intellectual and behavioral characteristics of developmental disabilities. Educational approaches and supports from various professional disciplines to educate students with severe disabilities. Prerequisite: Permission of Instructor.

#### **EDSP 207. Cooperative Learning. 3 Credits.**

Theoretical and experiential instruction in procedures to increase social acceptance and academic achievement of exceptional learners in mainstream settings through cooperative learning. Prerequisites: Instructor permission.

#### **EDSP 216. Curr&Insruct in Special Ed. 3 Credits.**

Introduction to curriculum and instruction for individuals who present academic and behavioral challenges. Emphasis on assessment, evaluation, curriculum, instruction, theories of learning and social development. Pre/co-requisite: Instructor Permission.

#### **EDSP 217. Behavior Analysis in SpecialEd. 3 Credits.**

Individualized instruction for learners with significant disabilities emphasizing learning principles, behavior analysis, and research based instruction and interventions. Prerequisite: Instructor Permission.

#### **EDSP 221. Family Centered Services. 3 Credits.**

An in-depth study of families of children with special needs; family ecology; interaction and life cycle. Development and implementation of family/professional collaboration strategies. Practicum required. Prerequisite: Instructor permission.

#### **EDSP 224. Meeting Inst Needs/All Stdnts. 3 Credits.**

Students apply principles of learning and social development to improve academic and social skills of all individuals with a focus on those who present academic and behavioral challenges. Prerequisite: Instructor permission.

#### **EDSP 228. Adv Methods & Instr Special Ed. 3 Credits.**

Students apply advanced principles of behavior analysis in the development and implementation of instructional programs for learners with moderate and severe disabilities. Prerequisite: Instructor permission and introductory behavior analysis course.

#### **EDSP 275. Voc Instr Students W/Spec Need. 3 Credits.**

Development of instructional strategies for including students with disabilities in vocational education. Procedures for developing, implementing, and evaluating individualized vocational plans. Prerequisite: Admission to an approved teacher certification program or Instructor permission.

**EDSP 280. Assessment in Special Ed. 3 Credits.**

Course covers assessment knowledge and skills essential for special educators, including test selection, administration and scoring, and legal issues related to special education assessment. Prerequisite: Admission to Graduate Program in Special Education or permission of the Instructor.

**EDSP 290. Early Lit and Math Curriculum. 3 Credits.**

Study of curriculum and technology areas related to development, adaptation, and assessment of early literacy and mathematics instruction for elementary age students with disabilities. Prerequisite: Instructor Permission.

**EDSP 295. Laboratory Exp in Education. 1-6 Credits.**

Supervised field work designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

**EDSP 296. Laboratory Exp in Education. 1-6 Credits.**

Credit as arranged.

**EDSP 297. Adolescent Lit & Math Curric. 3 Credits.**

Development, adaptation and assessment of literacy and mathematics curriculum for adolescent age students with disabilities. Prerequisite: Instructor Permission.

**EDSP 298. Special Educ Practicum. 1-6 Credits.**

Students provide direct instruction for six learners with learning disabilities, mental retardation, behavior disorders, and/or multidisabilities. Prerequisite: Instructor permission.

**EDSP 301. Historic Trend Issues Services. 0 or 3 Credits.**

Study treatment of individuals with disabilities, including effects of discrimination, advocacy, litigation, legislation, sociological perspectives and economic considerations in education, vocational, residential service systems. Prerequisite: Instructor permission.

**EDSP 302. Phys&Dev Char of Individ w/Disab. 3 Credits.**

Normal development - birth through six years, developmental disorders, disabilities, medical/health considerations. Management of significant disabilities through the employment of such procedures as handling, positioning, and feeding.

**EDSP 305. Res Dev&Coll:Fam/Sch/Com/Agncy. 3 Credits.**

An overview of collaborative teaming, function assessment and Vermont's System of Care for students with emotional and behavioral disabilities. A practicum experience is included. Prerequisite: BA.

**EDSP 306. Emot&Behav Dis/Child&Adolesc. 3 Credits.**

This course provides an overview of emotional disorders (e.g., depression, anxiety, ADHD, conduct disorder) experienced by youth and relevant assessment tools for an educational setting. Prerequisite: BA.

**EDSP 307. Prev&Interv Strategy:Students. 3 Credits.**

This course covers effective prevention and intervention strategies with, or at-risk, for emotional and behavioral disorders. It covers such topics as classroom management, social skills training, anger management, internalizing disorders. Prerequisite: BA in Education/related field.

**EDSP 310. Curr & Tech in Spec Education. 3 Credits.**

Curricular and assessment areas essential to education of students with disabilities. Development, adaptation of curricula and assessment in early education, elementary and secondary and adult levels for mild, moderate, and severe disabilities. Prerequisite: Instructor permission.

**EDSP 311. Curr & Tech in Spec Education. 0 or 3 Credits.**

Curricular and assessment areas essential to education of students with disabilities. Development, adaptation of curricula and assessment in early education, elementary and secondary and adult levels for mild, moderate, and severe disabilities. Prerequisite: Instructor permission.

**EDSP 312. Adv Behavior Prin in Spec Ed. 3 Credits.**

A survey on behavior theory and research applications for learners with learning disabilities, mental retardation, behavior disorders, and multidisabilities. Prerequisite: Acceptance to M.Ed. program or Instructor permission.

**EDSP 313. Adv Behavior Prin in Spec Ed. 0 or 3 Credits.**

A survey on behavior theory and research applications for learners with learning disabilities, mental retardation, behavior disorders, and multidisabilities. Prerequisite: Acceptance to M.Ed. program or Instructor permission.

**EDSP 316. Research Sem in Spec Educ. 3 Credits.**

Research which addresses key issues in special education is reviewed and evaluated. Students write and present a research review with attention to practitioner needs. Prerequisite: EDSP 301, EDSP 310, EDSP 312; a course in quantitative research design.

**EDSP 317. Dsgn & Eval of Ed/Sev Handcpd. 3 Credits.**

Students analyze, adapt curricula for severely disabled, utilizing knowledge of normal, abnormal motor development, feeding techniques, adaptive, prosthetic devices, medial aspects, parent professional partnership, socialization, normalization, legal aspects. Prerequisite: Instructor permission.

**EDSP 319. Intern Sp Personnel in Spec Ed. 1-6 Credits.**

Students will undertake an approved internship in an institution which reflects the particular area of interest and needs of the student. Prerequisite: Permission. for special education services. Prerequisite: Instructor permission.

**EDSP 320. Lab Exp:Ed Prgmng/Sev Handcppd. 3 Credits.**

Students identify, evaluate severely disabled learners, demonstrate competency in handling, positioning, feeding. Current skill levels assessed, educational programs designed, including objectives, teaching/learning procedures, evaluation, measurement. Prerequisite: Master's degree or equivalent; Instructor permission.

**EDSP 322. Intern: Triadic Model Consult. 1-6 Credits.**

Competency-based instruction in oral and written communication, consultation, and workshop level training is provided. Students apply the consultation model in an educational setting. Prerequisite: EDSP 310, EDSP 312, or Instructor permission.

**EDSP 323. Intern: Systems Development. 1-6 Credits.**

Competency-based instruction in planning for system level development and change. Students apply systems theory in an educational setting. Prerequisite: EDSP 310, EDSP 312, or Instructor permission.

**EDSP 380. Professional Problems in Educ. 3 Credits.**

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

**EDSP 382. Teaching Internship. 3-8 Credits.**

Supervised teaching experiences on a full-time basis, with related seminars in teaching subject. Prerequisite: Permission of coordinator of Professional Laboratory Experiences.

**EDSP 384. Intern: Course Dev & Implement. 6 Credits.**

Instruction in developing competency-based courses in special education for inservice teacher training. Practicum involves team teaching with University special education faculty. Prerequisite: Certification as a Consulting Teacher/Learning Specialist and Instructor permission.

**EDSP 385. Intern: Adv Syst Dev & Mgmt. 3-6 Credits.**

Competency-based instruction in developing and adapting technological programs for advanced system-level change. Prerequisite: EDSP 319 for six hours; Instructor permission.

**EDSP 386. Intern:Mgmt Lrng Env for Hdcpd. 1-6 Credits.**

Implementation of data-based individualized education in one-to-one, small group, and large group instruction for severely disabled student(s) in special or regular classrooms. Prerequisite: EDSP 217, EDSP 290, EDSP 228 or Instructor permission.

**EDSP 387. Collaborative Consultation. 3 Credits.**

Adult development and group dynamics theory provide the knowledge base for collaborating with parents and teachers to meet the diverse needs of students with disabilities. Cross-listed with: EDSS 387.

**EDSP 391. Master's Thesis Research. 1-6 Credits.**

Thesis topic must be approved by a faculty committee.

**EDSP 397. Problems in Education. 1-6 Credits.**

Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

**EDSP 422. School Self-Assessment. 3 Credits.**

Explores planning for school self-assessment to meet the educational needs of all students, especially pertaining to students with a full range of disabilities and intensity of support needs within an inclusive MTSS (Multi-Tiered System of Supports). Prerequisites: Doctoral students in the Educational Leadership and Policy Studies (Special Education Leadership Program); other UVM graduate students with Instructor permission.