

## SPECIAL EDUCATION

<https://www.uvm.edu/cess/doe> (<https://www.uvm.edu/cess/doe/>)

### OVERVIEW

This nationally accredited graduate 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 inclusive school and community settings. There are two primary areas of emphasis in this program, with each pathway having its own requirements:

- **Special Education (K-Age 21):** Students are prepared to collaborate with families, educators and other professionals in the design, implementation and evaluation of instruction for learners with disabilities in inclusive elementary, middle or high school classrooms.
- **Early Childhood Special Education:** Students are prepared to provide individualized, family-centered special education services to young children with disabilities and their families through both direct and collaborative delivery systems coordinated with social service agencies in integrated home, preschool and community settings in rural areas.

Within these two tracks there are different special education licensure pathways as well as a non-licensure option.

### DEGREES

- **Special Education AMP** (<http://catalogue.uvm.edu/graduate/specialed/specialedamp/>)
- **Special Education M.Ed.** (<http://catalogue.uvm.edu/graduate/specialed/specialeducationmed/>)

### FACULTY

**Garwood, Justin D.;** Assistant Professor, Department of Education; PHD, University of North Carolina at Chapel Hill

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

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

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

**Kervick, Colby T.;** Assistant Professor, Department of Education; EDD, University of Vermont

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

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

**Vannest, Kimberly;** Professor, Department of Education; PHD, Louisiana State University, Baton Rouge

### Courses

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

Designed so that its content and structure may accommodate special issues outside 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 218. Preventing School Shootings. 3 Credits.**

Issues to be explored include historical perspectives on school safety, theories of sources of violence in schools and their merit, relationship building as an antecedent intervention, the intersection of social justice and the second amendment, and action steps to be taken to help prevent further school tragedies. Prerequisites: EDSP 005, EDSP 117, Graduate student standing, or 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 274. D2:Culture of Disability. 3 Credits.**

Focus on theoretical questions of how societies understand disability and its consequences for social justice, by examining the multiple determinants of the societal construction of disability. Prerequisite: One of the following: EDSP 117, CSD 101, ASL 195, Graduate standing, or by Instructor permission. Cross-listed with: CSD 274.

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

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

**EDSP 299. Global Resilience Fam-Schl-Com. 3 Credits.**

Students travel outside of the continental US to gain a global perspective culturally diverse strategies for building resilience, enhancing equity, and responding to trauma and adversity. Prerequisites: EDSP 005, EDSP 117, minimum Junior standing, and Instructor permission.

**EDSP 300. Social & Emotional Interventio. 3 Credits.**

Explore evidence based practices and behavior based interventions to support struggling students to remain in the general education classroom environment. You will learn to understand the underlying function of students' behavior and ways to engage students in their classroom based instruction. The course is rooted within an MTSS framework, exploring personal, classroom, and systematic implications.

**EDSP 310. Curr & Tech Spec Ed: Literacy. 3 Credits.**

Curricular and assessment areas essential to literacy development for students with disabilities. Development, adaptation of curricula and assessment in elementary and secondary education for students with mild, moderate, and severe disabilities. Prerequisite: Special Education Graduate Student or Instructor permission.

**EDSP 311. Curr & Tech Spec Ed: Math. 0 or 3 Credits.**

Curricular and assessment areas essential to math development for students with disabilities. Development, adaptation of curricula and assessment in elementary and secondary education for students with mild, moderate, and severe disabilities. Prerequisite: Special Education Graduate Student or Instructor permission.

**EDSP 318. Behavior Analysis in Spec Ed. 3 Credits.**

Instruction for learners with disabilities emphasizing learning principles, applied behavior analysis, and research-based interventions. Interventions focus on teaching new skills as well as analyzing and addressing maladaptive behaviors. Emphasizes applying these approaches in inclusive educational environments. Prerequisite: Special Education graduate student or 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 330. The Trauma Lens. 3 Credits.**

Provides students with the theoretical foundation and conceptual frameworks that relate to building resilience for children, youth and families who have experienced trauma and adversity. For in-service and pre-service professionals in child welfare, health/mental health, and education.

**EDSP 332. Resilnce Equity&Intrprof Prac. 3 Credits.**

An inter-professional approach to trauma-informed and resiliency based approaches that aims to understand and enhance equity and well-being for children, youth, families, and their own selves. In-service and pre-service students from across professions (child welfare, health/mental, education) will build toolkit of strategies.

**EDSP 333. Trauma Informed System Change. 3 Credits.**

Focus on trauma informed system change in schools and human service organizations; designed to provide a conceptual framework addressing the strategic process of managing change that is trauma responsive and encourages collaborative learning climate for its employees. Pre/Co-requisites: EDSP 330 or EDSP 331 or EDSP 332.

**EDSP 334. Restorative&Trma Pract w/Child. 3 Credits.**

An introduction to evidence-informed, restorative and trauma-informed approaches that support the social-emotional health for school-aged children and youth who have experienced trauma and adversity. Students will gain a toolbox of knowledge, practice and skills they can apply to their direct practice with children and families. Prerequisites: EDSP 330 or EDSP 331; EDSP 332, or Instructor permission.

**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 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: EDLP 320.

**EDSP 390. Teaching Assistantship. 1-3 Credits.**

Student service as a teaching assistant, usually in an introductory level course in the discipline, for which credit is awarded. Offered at department discretion.

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

Thesis topic must be approved by a faculty committee.

**EDSP 392. Independent Study. 1-18 Credits.**

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

**EDSP 394. Independent Graduate Research. 1-18 Credits.**

Graduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

**EDSP 396. Special Topics. 1-18 Credits.**

See Schedule of Courses for specific titles.

**EDSP 496. Special Topics. 1-18 Credits.**

See Schedule of Courses for specific titles.