

TEACHER EDUCATION: SPECIAL EDUCATION (BIRTH-AGE 21) B.S.ED.

The Bachelor of Science in Special Education (B.S.Ed.) is designed to provide students with the perspectives and skills necessary to work with all individuals with disabilities from birth through age 21 and their families in a range of family-centered, culturally responsive, inclusionary, and developmentally appropriate settings including home, community settings and schools. These include the ability to:

- Promote individuals' learning and development within natural environments and/or inclusive settings;
- Recognize and respect the diversity of individuals with exceptionalities and their family structures, preferences and participation levels;
- Offer evidence-based instructional practices that are guided by and sensitive to the family and individual supported by meaningful assessment information, and linked to developmentally and/or individually appropriate curricula;
- Foster collaborative relationships with family members, peers of the same discipline and individuals across disciplines including related service providers and general education teachers; and
- Support effective transitions across settings, grade levels and post-secondary

The Special Education major leads to Vermont (VT) Teacher Licensure with a variety of endorsement options in Early Intervention, Early Childhood Special Education and Kindergarten through age 21 Special Education to serve individuals birth to age 21 based on students' professional goals. The program incorporates field-based experiences which makes significant use of the wide array of early intervention, early childhood special education, public-school, and community settings throughout local and regional placements.

MAJOR REQUIREMENTS

B.S.Ed. in Special Education students will complete both a sequence of professional courses related to early intervention, early childhood special education, and K-age 21 special education as well as a liberal arts foundation as result of the Catamount Core coursework. The B.S.Ed. in Special Education program also provides opportunities for students to study abroad. Further, students may select other electives of choice and may also elect to pursue additional areas of study through enrollment in academic minors, undergraduate certificates or co-majors.

The B.S.Ed. in Special Education Professional Preparation sequence begins with five core courses that build the foundational knowledge and skills for any special educator working with individuals with disabilities and their families from birth through age 21. First, EDSP 1050 introduces students to the history of Special Education, and the experiences of individuals with disabilities across the birth-age 21 age span. Second, students will take a development course which introduces them to the basic principles and research findings in

the discipline of development and how this knowledge can form the basis for educational practice. Third, students will take ECLD 1560, an introductory course that explores the theories, practices, and policies related to the intersection of race, language policy, and school. The fourth course in the first year core is EDSP 2170 which explores evidence-based behavior management interventions with a focus on relationship-centered approaches. In addition, students will enroll in ECSP 2100, which focuses on curriculum planning and inclusionary practice to meet the needs of preschool-aged children with disabilities and their families. In the spring semester of the first year, students will also enroll in a one-credit seminar (EDSP 1000) which introduces students to careers in the field of special education and the endorsement age-bands for special education teacher licensure in VT. The seminar will assist students in designing their four year plans including personalized practicums and licensure options.

In the second year students become eligible to enroll in EDSP 3980, their first practicum course at the age-band of their choosing to work towards their personalized licensure and endorsement goals. Students may repeat EDSP 3980 up to three times across the program of study (i.e., 9 credits). Multiple practicum experiences overtime enables students to explore their interests in the different age-bands for which they can earn a Special Education license or endorsement. These formative experiences occur in diverse, community, and school-based settings close to our UVM campus.

During the second year of the major students will enroll in an additional professional sequence of methods courses focused on evidence-based practices for teaching students with disabilities. ECSP 3110 focuses on early intervention for infants and toddlers who have disabilities and their families. The course reviews the nature of disabilities in infants and toddlers and the strategies that are used for interventions as well as developing individualized intervention plans. ECSP 3120 covers the various assessment strategies that are used in early intervention and early childhood special education to help determine eligibility, priorities, resources, concerns of the family, and strengths and areas of growth for the child; the most effective ways to best support the child's developmental and educational growth. Students take EDSP 3230, designed to emphasize and teach associated skills related to the collaborative nature of teaching in Special Education, and EDSP 3140, a literacy intervention course that focuses on evidence-based practice in literacy intervention for K-12.

In the third year of the major, students enroll in EDSP 3120, which focuses on assessment knowledge and skills essential for special educators (ages 6 through 21), including test selection, administration and scoring; and legal issues related to special education assessment. They will also enroll in EDSP 3150, which focuses on evidence-based numeracy intervention K-12. During the spring of the junior year students will have the opportunity to study abroad. Students electing not to study abroad might also choose to pursue an academic minor, co-major or undergraduate certificate.

In the fall of the fourth year of the program students will take ECLD 3050 to learn more about culturally responsive practice and working with families across home, school and community contexts. In EDSP 3110 majors will learn about inclusive teaching strategies to meet the needs of students with moderate to severe disability, service delivery models and will learn how to write individualized education plans for children with disabilities ages 3-21. Students will also learn about how to integrate assistive technology and utilize augmentative and adaptive communication strategies. Students will also be encouraged to take an advanced interventions course.

The B.S.Ed. in Special Education Professional Preparation sequence is completed with EDSP 3991 a full time one semester student teaching experience in the licensure age-band chosen by the student (i.e., early intervention [birth through age 2], early childhood special education [ages 3-6], special educator [kindergarten-grade 8], and special educator [grade 7-age 21]). EDSP 3000, Contemporary Issues is a 2 credit seminar that accompanies EDSP 3991 and provides students further support as they complete their student teaching and portfolio and prepare to enter the profession as new special education teachers.

Majors may be eligible for 1-3 of these licensure bands depending on their program plan:

- Early Childhood Special Educator (Birth–Age 2 & Ages 3–6; Part C & B requirements)
- Special Educator (Kindergarten-Grade 8)
- Special Educator (Grade 7 – Age 21)

OTHER INFORMATION

Study Abroad is encouraged spring semester of Junior Year. Speak with an Advisor to discuss options.

The course of study consists of a minimum of 120 credits.

The Praxis Core Academic Skills for Educators exam (or equivalent exam or coursework) should be completed by the end of the second year of the program and is a requirement for teacher licensure.

REQUIREMENTS

SPECIAL EDUCATION

All students must meet the Degree and University Requirements.

All students must meet the Catamount Core Curriculum Requirements.

All students must meet the College Requirements.

Requirement Description		Credits
CORE CLASS REQUIREMENTS		13
EDSP 1050	Iss Aff Persons W/Disabil ¹	3
ECLD 1560	Lang Policy Issues,Race&Sch ¹	3

HDF 1050	Human Development ¹	3-4
or EDEC 1630	Child Development	
or EDEL 1240	Brain Rsch and Learning Theory	
or EDSC 2070	Development: Theory & App	
EDSP 1000	Topics in Special Ed. Careers	1
EDSP 2170	Behavior Management	3
PROFESSIONAL SEQUENCE REQUIREMENTS		44
ECSP 2100	Indiv Prac for Inclusion	3
ECSP 3110	EI for Infants and Toddlers	3
ECSP 3120	Assessment in EI/ECSE	3-4
EDSP 3230	Collab&Communication in Sch&Com	3
EDSP 3120	Assessment in Special Ed	3
ECLD 3050	Fmly Schl & Cmty Collaboration ¹	3
EDSP 3110	Mtg Instrctl Needs All Stdnts	3
EDSP 3140	Literacy Interventions: K-21	3
EDSP 3150	Math Interventions: K-21	3
EDSP 3980	Laboratory Exp in Education	1-6
EDSP 3991	Internship	1-18
EDSP 3000	Contemporary Issues	1-3

¹ These courses often double-dip with Catamount Core general education requirements.

Early Childhood Special Educ Courses

ECSP 1990. Special Topics. 1-18 Credits.

See Schedule of Course for specific titles.

ECSP 1993. 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.

ECSP 2100. Indiv Prac for Inclusion. 3 Credits.

Focuses on the learning and development needs of children with or AT - risk for disabilities and other diverse young learners within inclusive early childhood settings. Catamount Core: D2.

ECSP 2990. Special Topics. 1-18 Credits.

See Schedule of Course for specific titles.

ECSP 2993. 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.

ECSP 2994. Teaching Assistantship. 1-3 Credits.

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

ECSP 2995. Undergraduate Research. 1-18 Credits.

Undergraduate 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.

ECSP 3100. Curriculum in ECSP. 3-4 Credits.

Designing and implementing services and supports for young preschool-age children with diverse abilities. Topics include IEPs, embedding instruction, specialized instruction, and inclusion. Three credits, four credits with 30-hour field experience. Prerequisites: Early Childhood Special Education undergraduate students or with Instructor permission.

ECSP 3110. EI for Infants and Toddlers. 3 Credits.

An introduction to the field of Early Intervention (EI) designed for undergraduate students interested in serving infants and toddler with and at risk for developmental delays or disabilities and their families. Focuses on supporting young children in the natural environment with a routines-based and family-centered approach. Catamount Core: D2.

ECSP 3120. Assessment in EI/ECSE. 3-4 Credits.

Overview of the strengths and limitations of traditional and nontraditional assessments; legal responsibilities, eligibility, family, and cultural aspects. Three credits, four credits for Early Childhood Special Education majors with 30-hour field experience. Prerequisites: Early Childhood Special Education undergraduate students or with Instructor permission. Pre/Co-requisites: Early Childhood Special Education major; instructor permission required for Special Education minors.

ECSP 3190. Seminar in EI/ECSE. 3 Credits.

This seminar accompanies the student teaching or internship experiences. Students will create a variety of evidence-based products and complete their portfolios for licensure. Co-requisite: ECSP 3991.

ECSP 3990. Special Topics. 1-18 Credits.

See Schedule of Course for specific titles.

ECSP 3991. Internship: Student Teaching. 1-18 Credits.

Full semester student teaching internship in a setting or combination of settings that includes infants, toddlers, and/or preschoolers with disabilities. Integrated readings, research activity and weekly seminar. Prerequisites: ECSP 3110, ECSP 3100, ECSP 3120.

ECSP 3993. 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.

ECSP 3994. Teaching Assistantship. 1-3 Credits.

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

ECSP 3995. Undergraduate Research. 1-18 Credits.

Undergraduate 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.

Special Education Courses**EDSP 1000. Topics in Special Ed. Careers. 1 Credit.**

Familiarizes students enrolled in the UVM Special Education major (BSEd) with the field of Special Education, namely career paths post-college. The main knowledge areas covered relate to the four Special Education BSEd age bands. Prerequisites: EDSP 1050 or Instructor permission; Special Education major.

EDSP 1050. Iss Aff Persons W/Disabil. 3 Credits.

Students study the effects of discrimination, advocacy, litigation and sociological perspectives on disabilities. History, current legislation, and family issues for children and adults are emphasized. Catamount Core: D2.

EDSP 1990. Special Topics. 1-18 Credits.

See Schedule of Course for specific title.

EDSP 1993. 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 2170. Behavior Management. 3 Credits.

Discussion of theories and models developed for behavior management, and the translation of those theories into practical intervention techniques, both for the individual student and classroom groups. Emphasis on the use of interpersonal relationships as a means of changing child and youth behavior. Emphasizes culturally responsive practice in relationship to behavioral intervention. Prerequisite: EDSP 1050. Catamount Core: D2.

EDSP 2520. Race, Bullying & Discrim. 3 Credits.

Critically examines youth bullying, violence, discrimination, and harassment as they primarily occur in educational contexts. Cross-listed with: EDHE 2520. Catamount Core: D1.

EDSP 2990. Special Topics. 1-18 Credits.

See Schedule of Course for specific title.

EDSP 2993. 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 2994. Teaching Assistantship. 1-3 Credits.

Undergraduate 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 2995. Undergraduate Research. 1-18 Credits.

Undergraduate 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 3000. 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 3040. Relating/Responding To Community Needs. 3 Credits.

Students engage directly with community organizations or schools to provide services identified through conversations with community partners. In addition to field work, students engage in modules and course meetings to guide their learning, critical reflection, and the creation of a semester-long project in service to their host. Prerequisites: EDSP 1050 or ECLD 1560. Cross-listed with: ECLD 3040.

EDSP 3110. Meeting Instructional Needs of All Students. 3 Credits.

The design and implementation of research-based practices supporting student achievement in inclusive settings. Explores research-based practices related to inclusion of students with disabilities in general education classrooms. Primary focus is on students with moderate to severe disabilities. Prerequisites: EDSP 1050; Special Education minor; or Instructor permission.

EDSP 3120. Assessment in Special Ed. 3 Credits.

Emphasizes professional, legal, and ethical practices related to assessment. Simulations, case study activities, and test administration activities are used to allow participants to gain an entry level proficiency in selecting, administering, scoring & interpreting results for the purposes of determining special education eligibility, informing decisions related to instruction and intervention within an MTSS. Prerequisites: EDSP 1050; Special Education minor licensure track; or Instructor permission.

EDSP 3140. Literacy Interventions: K-21. 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. A focus on the science of reading and structured literacy. Prerequisite: EDSP 1050 or Instructor permission.

EDSP 3150. Math Interventions: K-21. 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. A focus on research-based mathematical intervention. Prerequisite: EDSP 1050 or Instructor permission.

EDSP 3200. 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.

EDSP 3220. Restorative Approaches in Schools. 3 Credits.

Examines the principles of restorative practices (RP) and contextual factors driving RP implementation in schools. Students will authentically engage with restorative approaches and explore the application of RP in school settings as part of a multi-tiered system of support, along with specific considerations for RP implementation with students with disabilities. Prerequisite: EDSP 2170.

EDSP 3230. Collaboration & Communication in School & Community. 3 Credits.

Focuses on the science of collaboration and communication and provide students the opportunities to learn about and apply collaborative theory to home, school and community settings. Prerequisite: EDSP 1050.

EDSP 3250. Culture of Disability. 3 Credits.

Examines the social and cultural experience of disability in different times and cultures. As an introduction to Disability Studies, topics covered will include foundational concepts/vocabulary, the influence of cultural beliefs, personal narratives, education, healthcare, social services, self-advocacy and the disability rights movement. Credit not awarded for both EDSP 3250 and EDSP 5250. Pre/Co-requisites: EDSP 1050, ASL 1990; or Instructor permission. Cross-listed with: CSD 3200. Catamount Core: D2.

EDSP 3899. Global Resilience Family-School-Community. 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 1050, EDSP 2170, minimum Junior standing, and Instructor permission.

EDSP 3900. Early Literacy 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 3980. Laboratory Experience in Education. 1-6 Credits.

Supervised field work designed to give students experience in specialized areas for their professional development. Prerequisite: EDSP 1050. Pre/Co-requisite: EDSP 1050.

EDSP 3990. Special Topics. 1-18 Credits.

See Schedule of Course for specific title.

EDSP 3991. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion.

EDSP 3993. 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 3994. Teaching Assistantship. 1-3 Credits.

Undergraduate 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 3995. Undergraduate Research. 1-18 Credits.

Undergraduate 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.