

# ED.871 (SPECIAL EDUCATION)

## **ED.871.501. Introduction to Children and Youth with Exceptionalities. 3 Credits.**

Students investigate the major areas of exceptionality addressing the characteristics and educational needs of students with a broad range of special instructional needs. Students review incidence and etiology, diagnostic and instructional services, educational continuum of programs, and findings of recent research. (3 credits)

## **ED.871.502. Educational Alternatives for Students with Special Needs. 3 Credits.**

Designed especially for general educators, counselors, supervisors, and administrators, this course examines differentiated instruction for students with special needs in general education classrooms. Students review the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized educational programs in general education classrooms. (3 credits)

## **ED.871.510. Legal Aspects, Service Systems, and Current Issues in Special Education. 3 Credits.**

This survey course reviews litigated and legislated standards for special education and related services for persons with disabilities. Students explore current issues in the provision of services for persons with disabilities, including inclusion, the response to intervention (RTI), and regulations for eligibility. (3 credits)

## **ED.871.511. Instructional Planning and Management in Special Education. 3 Credits.**

Students focus on the instructional and organizational skills necessary for teaching students who receive special education services. Topics of primary emphasis include developing effective individualized education plans; preparing and delivering exemplary lesson plans; and identifying instructional best practice strategies that promote effective classroom organization and instruction. Students create lesson plans using best practice strategies. (3 credits)

## **ED.871.512. Collaborative Programming in Special Education. 3 Credits.**

This course focuses on collaboration themes common to various educational settings: interpersonal communication, problem solving, cultural diversity, teamwork, and family systems theory. Students examine techniques that promote effective communication between teachers, school administrators and related professionals, and families of students with special needs. Co-teaching models that work effectively are also discussed. (3 credits)

## **ED.871.513. Applied Behavioral Programming. 3 Credits.**

This course will focus on the methodology of applied behavior analysis including how the principles of behavior can be used to make changes and improvements in classroom behavior. Observational methods, single-subject designs, behavior promotion and reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. Students assess and develop individual behavior projects that demonstrate their ability to design, implement, and evaluate behavioral support programs in an ethically responsive manner. (3 credits)

## **ED.871.514. Medical and Physical Aspects of Disabilities. 3 Credits.**

This survey course provides students with information from the medical sciences concerning the etiologies and treatments of disabilities. Topics include human genetics and embryology; the newborn period; the structure, functions, and interrelationships of the major systems of the human body; infectious diseases; and emergency procedures. The relationship between students' medical issues and classroom activities is discussed. (3 credits)

## **ED.871.550. Independent Study in Special Educ. 3 Credits.**

**ED.871.860. Dissertation Research in Special Education. 3 Credits.** Doctoral students in special education prepare the dissertation proposal and conduct research under the direction of the appropriate research committee in the School of Education. Written approval of the proposal must be received from the major adviser prior to registration.

## **ED.872.500. Seminar: Current Trends and Issues in Early Childhood Special Education. 3 Credits.**

Beginning students in the Early Childhood Special Education (ECSE) program will explore research, policy and practice in the field of ECSE. Students will acquire a broader schema for roles and responsibilities, career planning, accepted standards, contemporary practice, and organizational structures related to ECSE. Students will become familiar with features of national, state, and local ECSE systems. Students will also examine issues related to reform-based preschool and primary special education in Maryland. (3 credits)

## **ED.872.501. Screening, Diagnosis, and Assessment of Young Children with Disabilities. 3 Credits.**

The first few years of life establish initial patterns of learning, literacy, and behavior, and set the pace for subsequent development. In this course, the emphasis is on the translation of evaluation and assessment information into meaningful outcomes for young children with disabilities. Students will review instruments and procedures for screening, evaluating, and assessing the status of a young child's cognitive development, physical development (including vision and hearing), communication development, social and emotional development, and adaptive development. (3 credits)

## **ED.872.502. Instructional Program Planning and Methods: Birth-3 Years. 3 Credits.**

Early intervention can have a significant effect on developmental outcomes for young children with disabilities and their families. This course will prepare students to support the facilitation of a family-centered foundation for learning and literacy in infants and toddlers. Students will focus on planning, implementing, and evaluating programs for eligible infants, toddlers, preschoolers, and their families. Topics include: (a) a survey of curricular options for young children and families; (b) selection of family-centered treatment outcomes; (c) design of instructional activities for promoting developmental progress; (d) evaluation of program effectiveness; and (e) evaluation of family satisfaction with services.

**ED.872.503. Instructional Program Planning and Methods: Grades Pre-K-3. 3 Credits.**

In this course, students will develop competencies in planning, administering, and reporting the results of a variety of screening, evaluation, and assessment instruments or procedures for children in pre-kindergarten through primary level special education programs. Students will interpret test results for purposes of: (a) communicating findings to families; (b) communicating findings to colleagues; (c) individual program planning for learning and literacy; and (d) monitoring of individualized programs. Students will create strategies for effective management of resources and information related to the screening, evaluation, or assessment process at pre-kindergarten through primary levels of special education. (3 credits)

**ED.872.504. Materials for Teaching Reading to Young Children with Disabilities: Grades K-3. 3 Credits.**

This course examines the variables associated with the selection and use of appropriate materials for teaching reading to kindergarten and primary level students with disabilities. Students will create an organized, comprehensive intervention plan that effectively integrates meaningful and engaging technology and print materials to address the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and written expression. Students will develop a print-rich classroom environment that promotes interests, motivation, and positive attitudes about literacy. (3 credits)

**ED.872.506. Instruction of Reading for Young Children with Disabilities: Grades K-3. 3 Credits.**

Students will explore evidence-based techniques that can be applied in classroom reading instruction for kindergarten and primary students with disabilities. Assessment data will be used to prepare and implement instruction in phonemic awareness, phonics, word recognition, spelling, fluency, comprehension and organizational skills. Students will develop strategies for differentiating instruction to address the wide range of reading and related language abilities found in K-3 inclusion classrooms. (3 credits)

**ED.872.509. Assessment of Reading for Young Children with Disabilities: Grades K-3. 3 Credits.**

In this course, students will select, administer, and interpret a variety of reading assessments to use as the basis to create individualized prevention and intervention strategies. These assessments will include formal and informal measures with a focus on the diagnosis of reading problems, individualized planning for reading instruction, and implementation of such reading programs as Orton-Gillingham, the Stevenson method, phonemic awareness, the alphabetic principle, and modification of the literacy environment. (3 credits)

**ED.872.514. Development of Young Children with Disabilities. 3 Credits.**

This course examines typical and atypical development of young children, with a special emphasis on the etiology of developmental disabilities. Biological and environmental influences on young children are explored within the context of family and culture.

**ED.872.810. Internship: Early Intervention and Preschool Special Education. 3 Credits.**

Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in early intervention or preschool special education programs for young children with disabilities in the birth-to-five-years age range. Internship sites and activities are individually selected according to student interest and training needs. (3 credits)

**ED.872.811. Internship: Preschool and Primary Level Special Education. 3 Credits.**

Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in special education for children in the three-to-eight year age range. Field sites and activities are individually selected according to student interest and training needs. (3 credits)

**ED.872.830. Graduate Project in Early Childhood Special Education. 3 Credits.**

Students with a demonstrated ability and a special interest in early childhood special education study under the personal direction of a faculty member in the School of Education. The student must meet with the faculty member who will supervise his or her project prior to registration. (3 credits)

**ED.873.601. Introduction to Applied Behavior Analysis and Special Education. 3 Credits.**

This course provides introductory knowledge of Applied Behavior Analysis (ABA). Among the topics explored will be the scientific foundation on which ABA is built, the concepts and principles of behavior analysis, and an overview of the application of ABA in educational settings.

**ED.873.602. Research Methods: Evaluation, Measurement and Single Case Design. 3 Credits.**

The course will examine the methods of single subject research design, including defining and measuring behavior, data collection and interpretation of graphs, and single case research designs. Students will learn to utilize research methods to evaluate and measure the effectiveness of intervention and instructional procedures within an educational setting.

**ED.873.603. Behavioral Assessment and Intervention for Challenging Behaviors. 3 Credits.**

This course will investigate the principles and procedures of the field of applied behavior analysis as it relates to challenging behaviors. Observational methods, behavior promotion and reduction, and generalization strategies will be reviewed in relation to the needs of students with disabilities. Students will design, implement, and evaluate a behavior reduction program based on assessment results to decrease inappropriate behaviors for an individual student or a group of students in an educational setting.

**Prerequisite(s):** ED.873.601[C] OR ED.873.602[C]

**ED.873.604. Behavioral Assessment and Instructional Strategies. 3 Credits.**

The course will focus on developing effective teaching plans based on Applied Behavior Analysis (ABA), exploring a variety of teaching strategies including discrete trial instruction, applied verbal behavior, shaping, chaining, direct instruction, precision teaching, personalized systems of instruction, incidental teaching, functional communication training, augmentative communication systems, programming for acquisition, generalization, and maintenance, and making data-based decision making to improve instruction. Students will design, implement and evaluate an instructional program based on assessment results to increase a desired behavior/skill for an individual student or a group of students in an educational setting. (3 credits)

**Prerequisite(s):** ED.873.601[C] OR ED.873.602[C] OR ED.873.603[C]

**ED.873.605. Ethics and Professional Conduct for Behavior Analysts. 3 Credits.**

This course will provide discussion and examination of ethics and responsible conduct of behavior analysts with an in-depth review of the Guidelines for Responsible Conduct for Behavior Analysts (BACB, 2012). It will also include an overview of the behavior consultation model and examine the influence of Applied Behavior Analysis (ABA) on autism, developmental disabilities, and special education.

**Prerequisite(s):** ED.873.601[C] OR ED.873.602[C] OR ED.873.603[C]

**ED.873.606. Applications of Applied Behavior Analysis in the Classroom. 3 Credits.**

This course will provide in-depth discussion and strategies regarding the implementation of applied behavior analysis in the classroom setting. Strategies will focus on documentation of services, training, and monitoring of others in carrying out behavior change procedures, performance monitoring and procedural integrity, supervision, evaluating effectiveness of intervention and teaching, and maintaining behavior change in the natural environment. Students will learn and plan for unwanted effects of reinforcement, punishment, and extinction in a classroom setting. Students will also examine current issues in special education as they relate to the implementation of applied behavior analysis, including inclusion, effective data collection, choosing evidence-based practices, and discussing the benefits of behavior analysis with other professionals. Finally, the course will help candidates prepare for the Board Certified Behavior Analysts (BCBA) exam. (3 credits)

**Prerequisite(s):** ED.873.601[C] OR ED.873.602[C] OR ED.873.603[C] OR ED.873.604[C] OR

**ED.873.610. Applied Behavior Analysis Practicum I. 3 Credits.**

The practicum is designed to meet the field experience requirements as outlined by the Behavior Analyst Certification Board (BACB). This practicum provides supervised experiences in the application of behavior analytic services in educational setting. The practicum will also include a face-to-face seminar with an instructor. (3 credits)

**Prerequisite(s):** ED.873.601[C] OR ED.873.602[C]

**ED.873.611. Applied Behavior Analysis Practicum II. 3 Credits.**

The practicum is designed to meet the field experience requirements as outlined by the Behavior Analyst Certification Board (BACB). This practicum provides supervised experiences in the application of behavior analytic services in educational setting. The practicum will also include a face-to-face seminar with an instructor. (3 credits)

**Prerequisite(s):** ED.873.601[C] OR ED.873.602[C] OR ED.873.603[C] OR ED.873.604[C] OR ED.873.605[C] OR ED.873.610[C]

**ED.874.512. Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities. 3 Credits.**

Students examine the incidence, etiology, and characteristics of students with learning disabilities, behavioral disorders, and intellectual disabilities, and review major theoretical models and instructional practices associated with each. (3 credits)

**ED.874.513. Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle. 3 Credits.**

Students explore assessment instruments and procedures for diagnosing elementary and middle school students who are experiencing learning and behavior problems. Participants administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social behavior, and emotional functioning. (3 credits)

**ED.874.514. Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult. 3 Credits.**

Students examine assessment instruments and procedures for diagnosing secondary level students who are experiencing learning and behavior problems in school. Students administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social-emotional behavior, and vocational functioning. (3 credits)

**ED.874.524. Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities. 3 Credits.**

Students learn teaching strategies that can be used by teachers with students who have difficulty with oral and written expressive language. Instructional methods include both curriculum modifications and teacher-devised tasks. (3 credits)

**ED.874.525. Mathematics: Methods for Students with Mild to Moderate Disabilities. 3 Credits.**

Students examine effective instructional strategies for the remediation of problems frequently found in the mathematics performance of students with mild to moderate disabilities.

**ED.874.526. Classroom Management: Methods for Students with Mild to Moderate Disabilities. 3 Credits.**

This course reviews the theoretical foundations for developing practical interventions and management strategies to deal with inappropriate classroom behaviors, as well as strategies for individualized education program (IEP) development and implementation. Behavior modification, therapeutic strategies, social skills instruction, and communication principles are applied to the design and implementation of structured classroom management programs.

**ED.874.527. Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities. 3 Credits.**

This course examines the assessment and instructional methods needed to implement and evaluate career transition and vocational programs that promote successful post-school adjustments for students with mild to moderate disabilities. Participants review the practice of vocational and career assessment, vocational instruction, vocational counseling, and the development of recreation and leisure skills and activities. (3 credits)

**ED.874.528. Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities. 3 Credits.**

Students discuss the characteristics of adolescents with mild to moderate disabilities. Students review the goals of the secondary school and gain an understanding of the range of curricular demands and graduation requirements, and their impact on students with special needs. The implications of school organization and service delivery models for students with disabilities are explored. Students develop accommodations, modifications, co-teaching plans, and projects across secondary curricular content areas. (3 credits)

**ED.874.541. Reading: Methods for Students with Mild to Moderate Disabilities. 3 Credits.**

Students learn to apply strategies designed to improve the reading performance of elementary/middle school students with mild to moderate disabilities. Highlighted are strategies related to word identification and paraphrasing and methods such as progress monitoring and self-evaluation. During the course, students apply a strategy with a student who is experiencing reading difficulties. (3 credits)

**ED.874.542. Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities. 3 Credits.**

Students learn to apply strategies designed to improve the reading and writing performance of secondary students with disabilities. Highlighted are strategies designed to maximize content area reading comprehension and writing within the content areas. During the course, students apply strategies with a secondary student or students experiencing reading difficulties. This course incorporates goals and objectives that correspond to the MSDE required course, ED.884.508 Methods of Teaching Reading in the Secondary Content Area, Part I. (3 credits)

**ED.874.830. Graduate Project in Mild to Moderate Disabilities. 3 Credits.**

Students with demonstrated ability and a special interest in mild to moderate disabilities study under the direction of a faculty member in the School of Education. Students must meet with their faculty adviser and prepare an outline of their proposed project prior to registration.

**ED.874.860. Mild to Moderate Disabilities Internship: Induction - Elementary/Middle. 3 Credits.**

Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in coursework in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of elementary and middle school age students with disabilities.

**ED.874.861. Mild to Moderate Disabilities Internship: Culmination - Elementary/Middle. 3 Credits.**

Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled near the completion of a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge, skills, and dispositions gained in subsequent coursework, with a focus on evaluating, selecting, and using reading materials and instructional methods appropriate for the learning characteristics of elementary and middle school age students with disabilities. This course incorporates goals and objectives that correspond to the MSDE required course, ED.884.505 Materials for Teaching Reading. (3 credits)

**ED.874.870. Mild to Moderate Disabilities Internship: Induction - Secondary/Adult. 3 Credits.**

Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in coursework in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of middle and high school age students with disabilities.

**ED.874.871. Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult. 3 Credits.**

Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled near the completion of a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge. This course incorporates goals and objectives that correspond to the MSDE required course, ED.884.510 Methods of Teaching Reading in the Secondary Content Area, Part II. (3 credits)

**ED.877.513. Education of Students with Severe Disabilities: Augmentative Communication Systems. 3 Credits.**

Students examine the design of augmentative communication systems that include use of graphic symbols for individuals with severe disabilities. Participants design and construct communication aids and develop strategies for integrating augmentative communication into the curriculum.

**ED.877.514. Community and Independent Living Skills. 3 Credits.**

This course reviews the philosophical movements that have fostered the improvements to the instruction of children, youth, and adults with disabilities. Participants: (a) apply the principles of ecological assessment in the development of curriculum sequences for children and youth with severe disabilities; and (b) examine current research-based teaching practices designed to promote the adaptive skills that contribute to the social competence and community acceptance of individuals with severe disabilities. (3 credits)

**ED.877.515. Education of Students with Severe Disabilities: Hearing and Vision Impairments. 3 Credits.**

Participants review suitable methods of assessing the visual and auditory capabilities of students with severe and multiple disabilities and the instructional adaptations necessary to increase their function in daily activities. Topics include ocular and auditory pathologies and their educational implications, functional vision evaluation, and behavioral audiometry.

**ED.877.518. Education of Students with Severe Disabilities: Management of Motor Skills. 3 Credits.**

This course examines atypical variations in the motor development of students with severe disabilities, with an emphasis on the remediation of abnormal patterns in the performance of daily activities. Participants gain information about specific remediation strategies and the appropriate use of assistive equipment to promote functional positioning, movement, and oral motor skills.

**ED.877.550. Inclusive Practices for Autism Spectrum Disorders. 3 Credits.**

This course examines the legal mandates for inclusive practices in public schools and barriers to successful inclusion for students with autism. Students will identify the process for determining the most appropriate educational environment and learn the critical steps in preparing students and teachers for inclusion. Models of inclusion and instructional modifications for the general education classroom will be reviewed. Students will learn to define the varying applications of inclusive settings, plan goals and objectives that reflect the inclusion goals, and implement strategies that lead toward inclusion. (3 credits)

**ED.877.551. Survey of Autism and Other Pervasive Developmental Disorders. 3 Credits.**

Providing a comprehensive review of current information about autism and other pervasive developmental disorders, this course draws on research findings and clinical experience from a number of related disciplines, including psychiatry, psychology, neurobiology, and pediatrics. In addition to exploring theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues, students are introduced to the primary therapeutic and intervention strategies employed with students who have autism. The theoretical basis of, and empirical evidence for, the diverse traditional and nontraditional therapies that have been proposed for persons with autism are also explored.

**ED.877.553. Classroom Programming for Students with Autism. 3 Credits.**

Students examine the design and implementation of effective classroom programs for students with autism who differ in age and level of functioning. The course topics include classroom structure and organization, group instruction strategies, educational assessment and IEP development, data collection, curriculum, instructional activities and materials, parent involvement, and staffing and support services. (3 credits)

**ED.877.555. Teaching Communication and Social Skills. 3 Credits.**

This course examines the assessment and instructional strategies that have been shown to be effective in promoting the development of cognitive, language, and social skills by students who have severe disabilities, including those diagnosed with autism, Asperger's Syndrome, or other pervasive developmental disorders. Participants examine the instructional adaptations needed to promote the development of cognitive, communicative, and social skills in students with severe disabilities, and review the relevant empirical literature.

**ED.877.810. Internship in Severe Disabilities: Induction. 3 Credits.**

Designed for severe disabilities program participants on the Maryland State certification and Non-certification track, this internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach children with severe disabilities. Students completing the induction internship gradually assume leadership responsibilities in their placement setting and are expected to demonstrate fluency of applied instructional and behavioral skills. (3 credits)

**ED.877.811. Internship in Severe Disabilities: Culmination. 3 Credits.**

Designed for severe disabilities program participants on the Maryland State certification track, this internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach children with severe disabilities. Students completing the culminating internship assume a more complete leadership role in their placement setting and are expected to demonstrate applied instructional and behavioral skills at an advanced mastery level. (3 credits)

**ED.877.830. Graduate Project in Severe Disabilities. 3 Credits.**

Students of demonstrated ability with special interest in services for persons with severe and multiple disabilities study under the direction of a faculty member in the School of Education. Students must meet with their faculty adviser and prepare an outline of their proposed projects prior to registration. (3 credits)

**ED.878.501. Differentiated Instruction and Inclusion. 3 Credits.**

Students examine practical, ethical, and theoretical issues in the context of national, state, and local initiatives for least restrictive placement of students with diverse learning needs, including typical students, ESOL students, students with disabilities, and those who are gifted. Individuals compare and contrast existing service delivery systems and model programs that are successful at integrating students with a range of educational needs into general education settings. (3 credits)

**ED.878.502. Curriculum Design and Adaptations for Strategic Interventions I. 3 Credits.**

Students analyze and adapt curricula from general education and design lessons to implement goals and objectives from learners' individualized education programs into their general education settings. Topics include frameworks for curriculum design, assistive technology, effective teaching methods for heterogeneous instruction, and instructional planning techniques that address the needs of students. (3 credits)

**ED.878.503. Educational Measurement and Curricular-Based Assessment. 3 Credits.**

Students review standardized achievement tests, criterion-referenced tests, and curriculum-based measurement, and interpret results as they relate to program planning for learners with diverse learning needs in general education classrooms. The course emphasizes developing curricular-based assessments and progress monitoring of students, determining local and school norms for tests, and evaluating learners' progress and performance in academic and social curricular areas. (3 credits)

**ED.878.505. Cooperative Learning for Diverse School Programs. 3 Credits.**

Students explore the recent research on cooperative learning and develop methods for using cooperative systems in heterogeneous settings that accommodate individuals with a range of diverse learning needs. Participants discuss cooperative and peer learning programs and explore research findings and practical classroom organization and instructional strategies. (3 credits)

**ED.885.501. The Gifted Learner. 3 Credits.**

Graduate students survey a historical overview of gifted education and examine research literature, intelligence theorists, and current practices used with gifted learners to gain perspective on the academic, social, and affective nature and manifestations of giftedness. Special needs populations are examined for unique characteristics and needs to further support the premise of a diverse gifted audience. Emphasis will be placed on gifted learning characteristics as they inform identification, planning, and support strategies. Participants explore the potential role they play in working with gifted youth, recommending program delivery options, and the identification process.

**ED.885.505. Creativity in Education. 3 Credits.**

Graduate students will examine the psychological and educational aspects of creative thinking. Participants review studies of the characteristics of creative children and adults, the creative process, and the identification of potentially creative children and adolescents. The course introduces teaching strategies and curriculum materials for fostering creative behavior at both the elementary and secondary school levels.

**ED.885.510. Curriculum, Instruction, and Assessment for Advanced Learners. 3 Credits.**

Graduate students explore the various approaches to differentiating curriculum, instruction, and assessment for advanced learning. Strategies and techniques that are supported by research and best practice are discussed and analyzed. Candidates design interventions that translate theories about gifted education into practice in their education contexts.

**ED.885.512. Twice Exceptional Learners. 3 Credits.**

Graduate students review recent research-based findings regarding identification and programming for the gifted child with learning differences. Candidates consider appropriate strategies and teaching techniques that address learning challenges as well as the development of enriched content and accelerated and innovative approaches for maximization of potential in areas of giftedness.

**ED.885.515. Leadership of Gifted Education and Talent Development Programs. 3 Credits.**

Graduate students will learn how to develop, implement, and supervise interventions for gifted students in both K-12 and out-of-school settings. An emphasis is placed on how talent identification, service delivery, student assessment, and program evaluation are included in the design of talent development systems.

**ED.885.519. Seminar I in Gifted Education and Talent Development. 3 Credits.**

Graduate students will explore current issues, research, and trends in gifted education and talent development at the local and national levels, including ways to advocate for programs and services, and the roles of a leader in the field.

**ED.885.604. Social and Emotional Needs of the Gifted. 3 Credits.**

Graduate students will examine the unique social and emotional needs of gifted and talented learners and their families. Primary emphasis will be on consultation, guidance and counseling strategies for use with diverse gifted learners including those from special populations.

**ED.885.820. Practicum in Gifted Education and Talent Development. 3 Credits.**

Candidates participate in a capstone supervised practicum experience in an educational setting with a focus on advanced learners under the direction of the faculty. Practicum experiences will be individually designed in consultation with the student's advisor to address the student's professional goals. Individual and small group consultation sessions are held. (3 credits)

**ED.892.562. Access to General Education Curriculum with Technology Accommodations. 3 Credits.**

(Lab Class) Class members investigate student characteristics, the collaborative role of educators, and strategies for differentiating instruction for students with learning disabilities within the general education environment. Participants examine universal design for learning strategies and technologies to enhance student participation in educational programs.