

ED-SPECIAL EDUCATION (EDSP)

EDSP 200 (s) Seminar (1-16 credits)

Credit arranged

EDSP 204 (s) Special Topics (1-16 credits)

Credit arranged

EDSP 299 (s) Directed Study (1-16 credits)

Credit arranged

EDSP 300 Educating for Exceptionalities (3 credits)

Joint-listed with EDSP 520

Introduction to the education of people with disabilities, primarily in the school setting. History and foundation of special education, areas of exceptionality, instructional practices, issues and trends, and law and legislation as it applies to persons with disabilities. Graduate and undergraduate students will use the same textbook but graduate students will be required to complete an additional assignment.

EDSP 325 Supporting Student Behaviors in the Classroom (3 credits)

Emphasis on behavioral principles and their relationship to instructional strategies. Recommended Preparation: EDCI 201. Typically Offered: Summer.

EDSP 350 Language and Communication Development and Disorders (3 credits)

Overview of language, communication, and socio/emotional development and their interaction with cognitive and learning disabilities; legal and cultural issues; informal assessments and teaching strategies; models for collaboration with speech and language professionals. (Summer only)

Prereqs: EDCI 201 or ECDE 210

EDSP 390 (s) Special Education Field Experience (1-3 credits, max 3)

Supervised observation and/or instruction with students with disabilities; group discussion sessions. Graded P/F.

EDSP 400 (s) Seminar (1-16 credits)

Credit arranged

EDSP 403 (s) Workshop (1-16 credits)

Credit arranged

EDSP 404 (s) Special Topics (1-16 credits)

Credit arranged

EDSP 405 (s) Professional Development (1-16 credits)

Credit arranged. Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward graduate degree programs, but may be used in a fifth-year program. Additional projects/assignments required for graduate credit.

EDSP 423 Collaboration (3 credits)

Strategies for developing and facilitating collaboration with schools, families and community partners including methods to increase successful collaboration and inclusion, interpersonal and intrapersonal dynamics that facilitate the collaboration process, problem solving teams, and effective models of collaboration. (Spring only)

Prereqs: EDSP 300, EDSP 325, and EDSP 350

EDSP 425 Evaluation of Children and Youth (3 credits)

Assessment procedures for determining eligibility and identifying educational needs of students with disabilities, legal issues including Response to Intervention and Alternative Assessment, and current trends. (Spring only)

Prereqs: EDSP 300, EDSP 325, and EDSP 350

EDSP 426 Developing Instructional Programs (3 credits)

Overview of assumptions, current trends, legal and cultural issues; application of learning principles and strategies for curriculum development; collaborative development of Individual Education, Instruction, and Transition Plans; methods for evaluating student progress and instructional effectiveness. (Spring only)

Prereqs: EDSP 300, EDSP 325, and EDSP 350

EDSP 430 Assistive Technology and Universal Design for Learning for PreK-12 (2 credits)

Joint-listed with EDSP 530

This course is designed to introduce students to assistive technology (AT), instructional technology, and universal design for learning (UDL). Together, they provide a foundational environment in which all students, including those with disabilities, can survive and thrive in the general education setting. This course will increase participants' understanding of the relationship between instructional design and technology and prepare for successful implementation. The course will move from individualized consideration of assistive technology to a naturally supported least restrictive environment. Prereq for 430: EDSP 300, EDSP 325, and EDSP 350

EDSP 448 Special Education Curriculum (3 credits)

Joint-listed with EDSP 548

This course is designed to enable professional educators to assume leadership roles in the development and implementation of instructional programs and services for students with disabilities. Attention will be given to theoretical models, curriculum approaches, practices in developing curricula, the use of technology and assistive technology in instruction, techniques for delivering instruction in a variety of educational settings, and trends and issues in special education instruction. Prereq for 448: EDSP 300, EDSP 325, and EDSP 350

EDSP 484 (s) Special Education Internship II (1-15 credits)

Guided observation, supervised instruction, and comprehensive team and independent teaching in school settings.

Prereqs: Permission of division

Coreqs: Integrated course work and EDCI 401

EDSP 498 (s) Internship (1-16 credits)

Credit arranged

EDSP 499 (s) Directed Study (1-16 credits)

Credit arranged

EDSP 500 Master's Research and Thesis (1-16 credits)

Credit arranged

EDSP 501 (s) Seminar (1-16 credits)

Credit arranged

EDSP 502 (s) Directed Study (1-16 credits)

Credit arranged

EDSP 503 (s) Workshop (1-16 credits)

Credit arranged

EDSP 504 (s) Special Topics (1-16 credits)

Credit arranged

EDSP 505 (s) Professional Development (1-16 credits)

Credit arranged. Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward graduate degree programs, but may be used in a fifth-year program. Additional projects/assignments required for graduate credit.

EDSP 519 Orientation to Autism Spectrum Disorder (3 credits)

As the number of students with Autism Spectrum Disorders (ASD) continues to rise, all teachers need to be prepared to work with students with ASD diagnosis. This class will assist teachers in identifying students with ASD and implementing evidence based practices to foster their academic and social successes. The course will address characteristics, placement alternatives, instructional methods, curricular models, and issues applicable to the education of students with ASD. Students will also become familiarized with challenges faced by the families of people with ASD and life-span challenges. The course will also explain what ASD is and how it is defined in the Diagnostic and Statistical Manual V for the medical community. This course expands on the College of Education, Health and Human Sciences' other special education courses focusing specifically on ASD.

EDSP 520 Educating for Exceptionalities (3 credits)

Joint-listed with EDSP 300

Introduction to the education of people with disabilities, primarily in the school setting. History and foundation of special education, areas of exceptionality, instructional practices, issues and trends, and law and legislation as it applies to persons with disabilities. Graduate and undergraduate students will use the same textbook but graduate students will be required to complete an additional assignment.

EDSP 530 Assistive Technology and Universal Design for Learning for Pre-K12 (2 credits)

Joint-listed with EDSP 430

This course is designed to introduce students to assistive technology (AT), instructional technology, and universal design for learning (UDL). Together, they provide a foundational environment in which all students, including those with disabilities, can survive and thrive in the general education setting. This course will increase participants' understanding of the relationship between instructional design and technology and prepare for successful implementation. The course will move from individualized consideration of assistive technology to a naturally supported least restrictive environment. Prereq for 430: EDSP 300, EDSP 325, and EDSP 350

EDSP 531 Single Subject Design Research (3 credits)

Prepares graduate students with knowledge and experience using single subject designs. Single subject designs are quantitative approaches that use specific design features to demonstrate experimental control and internal validity of observable and quantifiable behavior most often displayed and interpreted through line graphs and charts. External validity is demonstrated through replication.

Prereqs: EDSP 540 or equivalent

EDSP 540 Behavioral Analysis for Children and Youth (3 credits)

Application of learning theory to instruction; principles of behavior analysis with application to teaching; applied research techniques, ethical, legal, and cultural issues. Completion of field work in applied setting required. (Fall only)

EDSP 548 Special Education Curriculum (3 credits)

Joint-listed with EDSP 448

This course is designed to enable professional educators to assume leadership roles in the development and implementation of instructional programs and services for students with disabilities. Attention will be given to theoretical models, curriculum approaches, practices in developing curricula, the use of technology and assistive technology in instruction, techniques for delivering instruction in a variety of educational settings, and trends and issues in special education instruction. Prereq for 448: EDSP 300, EDSP 325, and EDSP 350

EDSP 549 Language, Communication, and Social/Emotional Enhancement (3 credits)

Overview of theory and research findings; discussion of current issues, rationale, and intervention programs and strategies with an emphasis on social relations and interactions, legal mandates, and cultural issues. Includes a field component and project. (Spring only)

EDSP 552 Principles of Leadership in Neurodevelopmental Disorders (3 credits)

Students are trained to move beyond discipline boundaries to provide optimal services to child and adolescents with special health care needs. Enhance skills in evidence based practice via evaluating the validity of published research, understanding the role of outcomes-based information in decision making, and conduct meaningful, scientifically grounded research to improve systems of care to children with special healthcare needs.

EDSP 553 Principles of Leadership in Neurodevelopmental Disorders 2 (3 credits)

Students are trained to move beyond discipline boundaries to provide optimal services to child and adolescents with special health care needs. Enhance skills in evidence based practice via evaluating the validity of published research, understanding the role of outcomes-based information in decision making, and conduct meaningful, scientifically grounded research to improve systems of care to children with special healthcare needs.

EDSP 554 Principles of Leadership in Neurodevelopmental Disorders Autism Enhanced 1 (2 credits)

This course is part of the proposed doctoral course work in Special Education. This course is offered with the assistance/support of the Utah Regional Leadership in Neurodevelopmental Disabilities program (URLEND) and the University of Utah Medical School who offer some of the trainings / clinics that students enrolled in this course participate in. This course is taught in-load by faculty at the Center on Disabilities and Human Development and does not burden the college or department.

EDSP 555 Principles of Leadership in Neurodevelopmental Disorders Autism Enhanced 2 (2 credits)

Students are trained to move beyond discipline boundaries to provide optimal services to children and adolescents with special autism spectrum disorders. Students will increase their knowledge of issues related to the definition, epidemiology, and prognosis of ASD, enhance their knowledge of screening and diagnostic measures for ASD, enhance their knowledge of interventions for ASD, engage in research related to ASD, enhance their leadership skills in the area of ASD.

EDSP 597 (s) Practicum (1-16 credits)

Credit arranged

EDSP 598 (s) Internship (1-16 credits)

Credit arranged. Supervised field experience in an appropriate public or private agency.

EDSP 599 (s) Non-thesis Master's Research (1-16 credits)

Credit arranged. Research not directly related to a thesis or dissertation.

Prereqs: Permission

EDSP 600 Doctoral Research and Dissertation (1-45 credits)

Credit arranged