ED-SPECIAL EDUCATION
(EDSP)

EDSP 200 (s) Seminar
Credit arranged

EDSP 204 (s) Special Topics
Credit arranged

EDSP 299 (s) Directed Study
Credit arranged

EDSP 300 Educating for Exceptionalities
3 credits
Introduction to exceptionalities and strategies for addressing individual differences to ensure student success in the classroom.

EDSP 325 Supporting Student Behaviors in the Classroom
2 credits
Emphasis on behavioral principles and their relationship to instructional strategies. Recommended Preparation: EDCI 201. (Summer only)

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)
Prereq: EDCI 201 or FCS 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
Credit arranged

EDSP 403 (s) Workshop
Credit arranged

EDSP 404 (s) Special Topics
Credit arranged

EDSP 405 (s) Professional Development
Credit arranged
Joint-listed with EDSP 505
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 411 Beginning Sign Language I
1 credit
This course will enable students to begin to use and understand the language used by D/deaf people in the United States, including common phrases, idioms, expressions, sentences and questions used in daily conversation. (Fall only)

EDSP 412 Beginning Sign Language II
1 credit
This course will expand the vocabulary and understanding of the language used by D/deaf people in the United States. Students' will become more comfortable in using body language and facial expression to communicate in sign language, begin to become more fluent in the basic vocabulary of signs, and begin to dialogue with others. (Spring only)
Prereq: EDSP 411 or Experience with ASL

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)
Prereq: 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)
Prereq: 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)
Prereq: 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 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
Credit arranged
Graded P/F.
Prereq: Permission

EDSP 598 (s) Internship
Credit arranged
Supervised field experience in an appropriate public or private agency.
Graded P/F.
Prereq: Permission

EDSP 599 (s) Non-thesis Master's Research
Credit arranged
Research not directly related to a thesis or dissertation.
Prereq: Permission

EDSP 600 Doctoral Research and Dissertation
Credit arranged