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. Cr earned will not be accepted toward grad degree programs, but may be used in a fifth-yr program. Additional projects/assignments reqd for grad cr.

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 484 (s) Special Education Internship II
1-15 credits
Guided observation, supervised instruction, and comprehensive team and independent teaching in school settings.
Prereq: Permission of division
Coreq: Integrated course work and EDCI 401.

EDSP 498 (s) Internship
Credit arranged.

EDSP 499 (s) Directed Study
Credit arranged.

EDSP 500 Master’s Research and Thesis
Credit arranged.

EDSP 501 (s) Seminar
Credit arranged.

EDSP 502 (s) Directed Study
Credit arranged.

EDSP 503 (s) Workshop
Credit arranged.

EDSP 504 (s) Special Topics
Credit arranged.

EDSP 505 (s) Professional Development
Credit arranged
Joint-listed with EDSP 405
Professional development and enrichment of certificated school personnel. Cr earned will not be accepted toward grad degree programs, but may be used in a fifth-yr program. Additional projects/assignments reqd for grad cr.

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 changes. The course will also explain what ASD 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 Education of People with Disabilities
3 credits
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. (Fall and Summer only)

EDSP 522 Advanced Evaluation Techniques
2 credits
Implementation of evaluation tools, practices, and processes that extend beyond eligibility decisions to alternative assessments for early childhood, elementary, and secondary students with disabilities; integration of assessment and curriculum; legal, cultural, and ethical issues. (Summer only)
Prereq: EDSP 425.

EDSP 523 Teaching students with exceptionalities
3 credits
Integrates knowledge about the development, learning, and teaching of students with exceptionalities into classroom instruction and curriculum. It is grounded in research, theory, and the latest discoveries in the field. It is contextualized in the realities of teaching and preparing to teach. It is intended to encourage and allow individuals to respond knowledgeably to the needs of a diverse population. (Fall and Summer only)

EDSP 525 Introduction to Childhood Communication Disorders
3 credits
Basic overview of childhood communication disorders. Discussion of etiology, assessment, and intervention strategies. (Fall only)

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.
Prereq: 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 542 Social/Emotional Development
3 credits
A social/ emotional development course that is interdisciplinary and grounded in research in health and human services. Organized around core strategies for social emotional learning (SEL) the course will provide a context in which students explore the inter-relationships between knowledge and skills at the intersection of social and emotional learning and mental health, and ways SEL/mental health can be implemented collaboratively. Content to be covered includes: evidence based practices, school culture, social justice, and collaboration. (Spring 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.