

Edu Special Education (EDSP)

EDSP 3400

Exceptional Students

2:2:0 **Fall, Spring, Summer**

Covers teacher's roles in integration of exceptional students, working with parents and specialists, and in developing individual educational plans for exceptional students. Identifies characteristics and special needs of students who have physical, emotional, social, mental, or health exceptionalities. Stresses curriculum modification necessary for meeting special needs. Requires students to develop a code of personal ethical behaviors specific to teaching exceptional students. Ten hours of field work required.

EDSP 3840

Instruction and Assistive Technology

2:2:0 **Fall, Spring, Summer**

* Prerequisite(s): University Advanced Standing

Provides students with an overview of the field of instructional and assistive technology (IT and AT) and an understanding of how to successfully integrate varied uses of technology into their specific learning environment. Develops students' proficiencies for evaluating technology needs and teaching technology-enhanced learning activities to support students with diverse needs in the classroom.

EDSP 4100

Instructional Strategies and Program Management for Students with Mild/Moderate Disabilities

3:3:0 **Fall, Spring**

* Prerequisite(s): Admission to Professional Education Program or department chair permission and University Advanced Standing

Provides an overview of the individual education plan (IEP), service delivery patterns, assessment and programming variables, organizational variables, and instruction and classroom management models necessary for teaching students with mild and moderate disabilities. Provides strategies in how to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning.

EDSP 4110

Special Education Law/Policies/Procedures

3:3:0 **Fall, Spring**

* Prerequisite(s): Admission to Professional Education Program or department chair permission and University Advanced Standing

Provides overview of the role of the federal, state, and local government in special education issues with special emphasis on case and regulatory law, including Utah regulation. Focuses on six major principles of the Individuals with Disabilities Education Act as they relate to the free and appropriate public education for all students.

EDSP 4120

School to Post-School Transition Planning

2:2:0 **Fall, Spring**

* Prerequisite(s): Admission to Professional Education Program or department chair permission and University Advanced Standing

Provides students with knowledge, strategies, and resources necessary to prepare students with disabilities for the transition from school to postsecondary education, employment, community participation, and independent living. Provides skills for transition planning and helping students access services necessary to reach their desired outcomes and become as independent as possible. Emphasizes the person-centered planning process, which embeds decisions based on students' preferences, interests, and abilities.

EDSP 4130

Math Instruction for Students with Mild/Moderate Disabilities

2:2:0 **Fall, Spring**

* Prerequisite(s): Admission to Professional Education Program or department chair permission and University Advanced Standing

* Corequisite(s): EDSP 4131

Provides specific strategies and techniques to use in teaching students with learning difficulties both in pull-out special educational settings and in more inclusive general education settings. Provides math curricula aligned with the Utah Core standards using Utah Effective Teaching standards. Emphasizes how to implement targeted interventions in Math at the Tier 3 level for students who are not making progress at the Tier 1 and Tier 2 interventions.

EDSP 4131

Math Practicum

1:1:0 **Fall, Spring**

* Prerequisite(s): Admission to Professional Education Program or department chair permission and University Advanced Standing

* Corequisite(s): EDSP 4130

Provides students the opportunity spend time in practicum placements to practice applying skills, competencies, and techniques to teach math to students with mild or moderate disabilities. Provides students with an opportunity to work with practicum coordinators to analyze and solve instructional and management problems by making data-based decisions.

EDSP 4135

Reading and Writing Instruction for Students with Mild/Moderate Disabilities

K-12

2:2:0 **Fall, Spring**

* Prerequisite(s): Admission to Professional Education Program or department chair permission and University Advanced Standing

* Corequisite(s): EDSP 4136

Provides specific strategies and techniques to use in teaching students with learning difficulties both in pull-out special educational settings and in more inclusive general education settings. Course features reading and writing curricula aligned with the Utah Core standards using Utah Effective Teaching standards. Emphasizes evidence-based practices and empirically supported instruction for teaching reading and writing to students with disabilities combined with data based decision making.

EDSP 4136

Reading Practicum

1:1:0 **Fall, Spring**

* Prerequisite(s): Admission to Professional Education Program or department chair permission and University Advanced Standing

* Corequisite(s): EDSP 4135

Provides students practicum placements to practice applying skills, competencies, and techniques to teach reading and writing to students with mild or moderate disabilities. Provides students with practicum coordinators to analyze and solve instructional and management problems by making data-based decisions.

EDSP 4140

Collaboration and Consultation with Parents and School Staff

3:3:0 **Fall, Spring**

* Prerequisite(s): Admission to Professional Education Program or department chair permission and University Advanced Standing

Provides strategies for collaborating and communicating with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways, and provides a review of interagency collaboration and consultation for life skills. Emphasizes creating multidisciplinary teams and professional learning communities that are prepared to assist parents and other teachers in collaborative problem solving.

