

EDSP-SPECIAL EDUCATION

EDSP 1115 American Sign Language I 5 Credit Hours

Prerequisite: permission of the department. This is the beginning course for American Sign Language (ASL) as a foreign language. It introduces the language, culture and traditions of Deaf people who live in the United States. Basic receptive skills, expressive skills, conceptual accuracy, and finger spelling along with Deaf Culture will be taught to help students interact with this community. (F, Sp, Su)[I-FL].

EDSP 1225 American Sign Language II 5 Credit Hours

Prerequisite: EDSP 1115 and permission of the department. This is the intermediate course for American Sign Language (ASL) as a foreign language. Students continue learning the language, culture and traditions of Deaf people that live in the United States. Intermediate receptive skills, expressive skills, conceptual accuracy, and fingerspelling along with Deaf Culture will be taught to help students interact with this community. (F, Sp)[I-FL].

EDSP 2113 American Sign Language III 3 Credit Hours

Prerequisite: EDSP 1115, EDSP 1225, and permission of the department. This is the advanced course for American Sign Language (ASL) as a foreign language. Students continue learning the language, culture and traditions of Deaf people that live in the United States. Advanced receptive skills, expressive skills, conceptual accuracy, and fingerspelling along with Deaf Culture will be taught to help students interact with this community. (F, Sp, Su)[I-FL].

EDSP 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EDSP 3053 Understanding and Accommodating Exceptional Learners 3 Credit Hours

Prerequisite: admission to Teacher Education program. Course provides foundation to legislation, policies and procedures for educating children/youth with exceptionalities. Course focuses on primary recipients of special education services, procedures for providing special education to children and youth w/educationally-related problems, understanding responsibilities associated with the implementation of special education programs and services, and emerging skills needed to ensure successful educational experiences for children/youth with exceptionalities. (F, Sp, Su)

EDSP 3440 Mentored Research Experience 3 Credit Hours

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EDSP 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDSP 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDSP 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EDSP 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EDSP 4013 Fundamental Academic Instructional Strategies 3 Credit Hours

Prerequisite: EDSP 3053. Instructional strategies and effective techniques for teaching students with mild to moderate disabilities in a variety of general and special education settings. Class objectives target remediation and progression of skills focused around an academic curriculum for students with mild/moderate disabilities. (Sp)

EDSP 4023 Assessment for Eligibility and Program Planning 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013; corequisite: EDSP 4033. Study of assessment instruments, interpretation and use in eligibility, placement and program planning for individuals with mild to moderate disabilities. Competencies addressed include: response to intervention, pre-referral, student assistance teams, administration of curriculum-based assessment and adaptive behavior scales, interpreting functional assessment results into IEPs and individual case studies. (F)

EDSP 4033 Families and Young Children with Developmental Delays 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013; corequisite: EDSP 4023. Providing family directed services; cultural competence; interagency and multidisciplinary collaboration; and research based services in natural settings for children 0-9 years with developmental delays. Students analyze model EIEC programs; developmental domains; federal/state/local policies and procedures family and center-based case studies; systemic transitions; community-based resources; and current research and issues. (F)

EDSP 4043 Classroom Management in Special Education 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033; corequisite: EDSP 4053 and EDSP 4063 and EDSP 4072. Philosophical perspectives supported by management strategies based on sound theoretical foundations and best practice. Preservice educators develop a personal plan for creating a well-managed classroom, identifying and documenting behavior concerns and developing intervention plans that remediate difficulties and increase appropriate behavior in general and special education environments. (Sp)

EDSP 4053 Language, Literacy, and Communication**Strategies****3 Credit Hours**

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033; corequisite: EDSP 4043 and EDSP 4063 and EDSP 4072. Competencies developed include: understanding language and literacy development; 32 hours tutoring; formal/informal literacy assessments; implementation of guided reading lesson plans; data collection monitoring; phonics/decoding; literal/inferential/prediction comprehension; fluency and written expression; research to practice; development of learning strategies enhancing content and literacy. (Sp)

EDSP 4063 Issues and Strategies in a Functional**Curriculum****3 Credit Hours**

(Slashlisted with EDSP 5063) Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033; corequisite: EDSP 4043 and EDSP 4053 and EDSP 4072. Examines how low-incidence disabilities and other moderate to severe disabilities, including intellectual disabilities, autism, physical disabilities, traumatic brain injury, deafness, blindness, multiple disabilities, and other health impairments, affect academic and job performance. Students will learn and demonstrate current methods for teaching individuals with such disabilities. No student may earn credit for both 4063 and 5063. (Sp)

EDSP 4072 Introductory Practicum in Special Education**2 Credit Hours**

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033; corequisite: EDSP 4043 and EDSP 4053 and EDSP 4063. Two hundred hours of special education field placement with supervision by master public school teachers and OU professionals. Weekly seminars based on reflections, discussion of course assignments implemented at school sites, competencies such as IEPs ecological assessments, parent interviews, and development of original lesson plans with articulated accommodations and modification. (F, Sp)

EDSP G4083 Individual Behavior Supports**3 Credit Hours**

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033 and EDSP 4043 and EDSP 4053 and EDSP 4063 and EDSP 4072. Corequisite: EDSP 4093 and EDSP 4103 and EDSP 4112. Special techniques and materials used in the instruction and behavioral modification of students who have significant behavioral disorders. Content includes proactive classroom strategies, effective instruction, and planned behavior interventions. (F)

EDSP 4093 Transition and Self-Determination**3 Credit Hours**

(Slashlisted with EDSP 5093) Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072; corequisite: EDSP 4083, EDSP 4103, EDSP 4112. Transition education practices including assessment, transition planning, and instructional methods to facilitate post-school outcomes for students with disabilities. IDEA laws along with best practice methodology, assessment, transition planning, self-determination instruction, multicultural issues, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition. No student may earn credit for both 4093 and 5093. (F)

EDSP 4103 Technology Applications and Universal Design for Learning**3 Credit Hours**

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EIPT 3043; corequisite: EDSP 4083, EDSP 4093, EDSP 4112. Knowledge, skills, and issues pertaining to the use of computers, technology, and universal design with exceptional individuals. Student's prior knowledge of instructional strategies and principles of learning from general and special education courses are applied in the context of technology applications for persons with disabilities. (F)

EDSP 4112 Advanced Practicum in Special Education**2 Credit Hours**

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072; corequisite: EDSP 4093, EDSP 4103. Two hundred hours of supervised field experience with instruction and behavior management provided to students with disabilities. Weekly seminars focus on self-evaluations and reflections on evidence-based practice, development, and implementation of curriculum unit with modifications and accommodations, and discrepancy analysis of past and current IEPs. (F, Sp)

EDSP 4121 Applied Research in Special Education**1 Credit Hour**

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, EDSP 4112. Corequisite: EDSP 4144 and EDSP 4134. Designed to enhance understanding of research related to the education of children and youth with disabilities. Students will demonstrate a comprehension of legal and ethical aspects of research in special education. Students will improve their ability to critically review research literature and conduct applied research projects. (F, Sp) [V].

EDSP 4134 Internship in Special Education I - Elementary**4 Credit Hours**

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, EDSP 4112; corequisite: EDSP 4121, EDSP 4144. The Special Education Internship is designed to allow students to practice teaching under the supervision and guidance of master special educators and University clinical supervisors. Special education interns learn to apply the knowledge and skills they acquired throughout the program coursework and field experiences in an authentic, extended situation. (F, Sp) [V].

EDSP 4144 Internship in Special Education II - Secondary**4 Credit Hours**

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, EDSP 4112; corequisites: EDSP 4121, EDSP 4134. The Special Education Internship is designed to allow students to practice teaching under the supervision and guidance of master special educators and University clinical supervisors. Special education interns learn to apply the knowledge and skills they acquired throughout the program coursework and field experiences in an authentic, extended situation. (F, Sp) [V].

EDSP 4960 Directed Readings in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

EDSP 4970 Special Topics/Seminar**1-3 Credit Hours**

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDSP 4980 Practicum in Special Education**1-3 Credit Hours**

1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

- EDSP 4990 Special Problems in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)
- EDSP 5013 Special Education Instructional Methods and Programs 3 Credit Hours**
Prerequisite: Graduate standing. This course will provide students with an overview of primary instructional methods and explicit instructional programs in English language arts, math, and content areas for learners at-risk for school failure and those with special needs. Information on empirically validated differentiated instruction and effective teaching approaches for children whose needs may not be met with traditional classroom instruction. (Su)
- EDSP 5063 Issues and Strategies in a Functional Curriculum 3 Credit Hours**
(Slashlisted with EDSP 4063) Prerequisite: graduate standing. Examines how low-incidence disabilities and other moderate to severe disabilities, including intellectual disabilities, autism, physical disabilities, traumatic brain injury, deafness, blindness, multiple disabilities, and other health impairments, affect academic and job performance. Students will learn and demonstrate current methods for teaching individuals with such disabilities. No student may earn credit for both 4063 and 5063. (Sp)
- EDSP 5093 Transition and Self-Determination 3 Credit Hours**
(Slashlisted with EDSP 4093) Prerequisite: graduate standing. Transition education practices including assessment, transition planning, and instructional methods to facilitate post-school outcomes for students with disabilities. IDEA laws along with best practice methodology, assessment, transition planning, self-determination instruction, multicultural issues, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition. No student may earn credit for both 4093 and 5093. (F)
- EDSP 5143 Applied Behavior Analysis in School Settings 3 Credit Hours**
Prerequisite: graduate standing. Applied behavior analysis principles and techniques, including observational analysis, data-based instruction, and social validity to increase students' social and task related behavior. Students learn procedures to increase or decrease target behavior, to facilitate behavior maintenance and generalization, and to evaluate effectiveness of instruction. (F)
- EDSP 5163 Collaboration, Accommodations, and Modifications 3 Credit Hours**
Prerequisite: graduate standing in the College of Education. Explores development and delivery of effective instructional and supportive strategies through modification and adaptation along with models for improving student performance through collaboration with colleagues, families, related service providers and agencies. Addresses integration into educational settings and communities of individuals with exceptionalities from birth through adulthood. (Sp)
- EDSP 5183 Advanced Assessment 3 Credit Hours**
Prerequisite: Graduate standing. Focus will be on innovative approaches to assessment and education of students with mild to moderate learning and/or behavior problems. Techniques, methods, and materials will be presented within a career/ecological framework and will be research-based. (F, Sp)
- EDSP 5193 Post-Secondary Education and Employment 3 Credit Hours**
Prerequisite: graduate standing and EDSP 5093. Examines options for students with disabilities in terms of post-secondary education and post-secondary employment. Learning is focused on research-based best practices. (Sp)
- EDSP 5243 Applied Behavior Analysis II 3 Credit Hours**
Prerequisite: EDSP 5143. This course focuses on the basic principles, procedures and underlying philosophy of applied behavior analysis (ABA) (Sp)
- EDSP 5293 Transition-Based Assessment 3 Credit Hours**
Prerequisite: graduate standing and EDSP 5093. Presents the three-part transition assessment model and the means to enable students to answer long and short term questions to assist in developing good annual transition goals. (F)
- EDSP 5343 Applied Behavior Analysis III 3 Credit Hours**
Prerequisite: EDSP 5143 & EDSP 5243. This course focuses on the identification of factors that contribute to behavioral challenges and improved performance; and on procedures that minimize behavioral challenges, improve performance, teach new behaviors and increase probability of behaviors occurring under appropriate circumstances. (F)
- EDSP 5393 Practicum in Transition Education 3 Credit Hours**
Prerequisite: graduate standing, and EDSP 5093, and EDSP 5193, and EDSP 5293. Transition practicum is designed to work in conjunction with the transition education course sequence to solidify knowledge and skills in transition education. Students will complete 200 contact hours of practicum. (Sp)
- EDSP 5403 Families and Young Children with Developmental Delays 3 Credit Hours**
Prerequisite: graduate standing in the College of Education. Providing family-directed services, cultural competence, interagency and multidisciplinary collaboration, and research-based services in natural settings for children 0-9 years with developmental delays. Students analyze model EIEC programs, developmental domains, federal/state/local policies and procedures, family and center-based resources, and current research and issues. (F)
- EDSP 5413 Theories in the Education of Exceptional Children 3 Credit Hours**
Prerequisite: admission to a graduate program in College of Education or permission of instructor. Corequisite: student must be concurrently enrolled in zero credit discussion/lab. Introduces pre-service educators to the federally-mandated policies and procedures for educating children and youth with exceptionalities. (F, Sp, Su)
- EDSP 5443 Ethical & Professional Conduct of Behavior Analysts 3 Credit Hours**
Prerequisite: EDSP 5143. This course will familiarize the student with ethical issues and responsibilities of special educators and behavior analysts. Informed consent, due process, protection of confidentiality, and selection of least intrusive and restrictive behavior change procedures will be discussed within the context of case method. Ethical decision-making processes and the relationship between ethics and law will be discussed. (Su)
- EDSP 5910 Practicum in Education--Master's 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

- EDSP 5920 Internship in Education--Master's 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDSP 5940 Field Studies in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EDSP 5960 Directed Readings 4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)
- EDSP 5970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDSP 5972 Pre-Master's Seminar 2 Credit Hours**
Prerequisite: 12 hours of education, graduate standing, permission of instructor. May be repeated; maximum credit four hours. Enrollment limited to students who are in early post-baccalaureate curricula. (Irreg.)
- EDSP 5980 Research for Master's Thesis 2-9 Credit Hours**
Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)
- EDSP 5983 Directed Project in Special Education 3 Credit Hours**
Prerequisite: graduate standing and permission of instructor. Under the direct supervision of the student's adviser, the student conducts an applied project on a topic or challenge in special education related to the student's interest. (F, Sp, Su)
- EDSP 5990 Independent Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)
- EDSP 6003 Developing Critical Thinking Skills in Special Education Research 3 Credit Hours**
Prerequisite: graduate standing. Examines self-determination assessment, instruction, and infusion into secondary IEPs as a method to improve post-school outcomes for students with disabilities and those at high risk of school failure. Implementation issues and effective practice will be examined in light of efficacy research. (Irreg.)
- EDSP 6023 Single-Case Research Design 3 Credit Hours**
Prerequisite: Graduate standing in the College of Education and successful completion of EDSP 5143 and EDSP 5243, or permission of instructor. This course provides a critical analysis of single-case research methodologies. Emphasis is on developing skills in asking and answering sound research questions and designing investigations to answer such questions. The course also explores the development and implementation of single-case research designs. (Sp)
- EDSP 6113 Grant Writing 3 Credit Hours**
Prerequisites: Admission to the Graduate College and the Special Education doctoral program D855. This core course in the special education doctoral sequence will prepare students to write competitive funding proposals and will provide opportunities to prepare funding proposals. Focus will be upon federal personnel preparation, demonstration proposal preparation and grant administration for funded proposals. (Sp)
- EDSP 6123 Contemporary Issues/Research 3 Credit Hours**
Prerequisite: 5173, graduate standing, and permission of instructor. Examines critical issues influencing the field of special education and services for persons with disabilities. (Sp)
- EDSP 6203 Professional Seminar 1 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. Designed for post-master's student who has been accepted into the Ph.D. program. Covers review and synthesis of a current research area, professional writing and dissemination. (F)
- EDSP 6902 Pre-Doctoral Seminar 2 Credit Hours**
Prerequisite: graduate standing. An introduction to advanced graduate scholarship in education, including a review of advanced level trends and issues in specific fields within education. (Irreg.)
- EDSP 6910 Practicum in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)
- EDSP 6920 Internship in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: must be a student in the Special Education Ph.D. program. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDSP 6930 Intensive Studies in Education 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)
- EDSP 6960 Directed Readings 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EDSP 6970 Post-Master's Seminar 2-4 Credit Hours

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EDSP 6980 Research for Doctoral Dissertation 2-16 Credit Hours

Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)

EDSP 6990 Individual Study in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)