

# EDSP-SPECIAL EDUCATION

## EDSP 1115 American Sign Language I 5 Credit Hours

Prerequisite: permission of the department. An Introduction to American Sign Language (ASL) which includes the development of receptive and expressive skills in authentic situations and an introduction to Deaf Culture. (F, Sp, Su) [I-FL].

## EDSP 1225 American Sign Language II 5 Credit Hours

Prerequisite: EDSP 1115 and permission of the department. Continuation of American Sign Language (ASL) I. This course further develops receptive and expressive skills in ASL in authentic situations and expands the study of Deaf Culture. (F, Sp) [I-FL].

## EDSP 2113 American Sign Language III 3 Credit Hours

Prerequisite: EDSP 1115, EDSP 1225, and permission of the department. Continuation of ASL II. This course emphasizes the receptive comprehension and expression of advanced ASL grammatical structures, and use of expanded knowledge of Deaf Cultural norms will be applied to engagement with the Deaf community. (F, Su) [I-FL].

## 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 3223 American Sign Language IV 3 Credit Hours

Prerequisite: EDSP 1115, EDSP 1225, EDSP 2113, and permission of the department. Continuation of ASL III. The course emphasizes the receptive comprehension and expression of development with a more mature understanding of American Sign Language grammatical structures includes narratives and dialogues. Use of expanded knowledge of Deaf Cultural norms will be applied to engagement with the Deaf community. (Sp)

## EDSP 3960 Honors Reading 1-3 Credit Hours

1 to 3 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 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; Special Education majors only. 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 Intensifying Mathematics Interventions for Students with Disabilities 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013; Special Education majors only. Students will apply research-aligned mathematics practices for students with disabilities. Topics include literature on why students with disabilities struggle to learn mathematics, the use of assessment data to inform instructional decision making, and research-aligned mathematical instructional practices for students identified with disabilities. (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 4050 Internship in Special Education 6-10 Credit Hours

6 to 10 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, and departmental permission; Corequisite: EDSP 4123. The internship experience is the culminating experience for our pre-service special education teachers. Students will apply content and pedagogical knowledge acquired throughout their undergraduate preparation program. Emphasis is placed on developing their competencies in: (a) professionalism; (b) preparing, implementing, and evaluating instruction; and (c) improving student engagement and the classroom environment. (F, 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 Teaching Students with Significant Support and Educational Needs 3 Credit Hours**

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 physical and intellectual disabilities, including autism, traumatic brain injury, deafness, blindness, and other health impairments affect academic and job performance and outcomes. You will learn and demonstrate current research-based methods for teaching and training individuals with low-incidence disabilities. (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 4083 Individual Behavior Supports 3 Credit Hours**

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4103 and EDSP 4033 and EDSP 4043 and EDSP 4053 and EDSP 4063 and EDSP 4072. Corequisite: EDSP 4093 and EDSP 4023 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**

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4103, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072; corequisite: EDSP 4083, EDSP 4023, EDSP 4112. This course will cover transition education practices, including assessment, and transition planning, to facilitate educational, employment, and independent living post-school outcomes for students with disabilities. Federal and state laws and regulations governing transition practices will be covered along with best-practice methodology. Assessment, goal writing, transition planning, self-determination instruction, multi-cultural issues, interagency collaboration, resources, among other topics will be discussed to (F)

**EDSP 4103 IEP Development and Family Advocacy 3 Credit Hours**

Prerequisite: EDSP 3053, EDSP 4013, EIPT 3473; corequisite: EDSP 4033. In this course, students will extend their knowledge of the Individualized Education Program (IEP) process as outlined in federal legislation and case law. The course is designed to improve students' abilities developing compliant, high-quality IEPs by considering both legal and research evidence. In addition, the course will focus on how to build successful partnerships with families and strategies for improving (F)

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

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4103, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072; corequisite: EDSP 4093, EDSP 4023. 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 4123 Applied Research in Special Education 3 Credit Hours**

Prerequisite: Prerequisites: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, and EDSP 4112; Corequisite: EDSP 4050. This course serves as a capstone experience, requiring students to apply their foundational knowledge of the field and their professional ethical principles to inform their special education practice. In their assigned field placements, students will develop their abilities to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (F, Sp)

**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 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 Evidence-Based Practices for Mathematics Instruction for Students with Disabilities 3 Credit Hours**

Prerequisite: Graduate standing. The focus of this course is on translating evidence-based instructional practices related to mathematics instruction for students with mathematical disabilities into guidelines for instruction, intervention, and assessment. This course will cover assessment procedures, instructional procedures, curriculum and instruction alternatives, and program planning for the mathematical development of students with disabilities. (F)

**EDSP 5063 Instructional Methods for Students with Significant Support Needs 3 Credit Hours**

Prerequisite: Graduate standing. Examines how particular types of low-incidence 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 and training individuals with low-incidence disabilities. (Sp)

**EDSP 5093 Transition and Self-Determination 3 Credit Hours**

Prerequisite: Graduate standing. Transition education practices including theory, assessments, planning processes, and instructional methods to facilitate positive postschool outcomes for individuals with disabilities. Laws and regulations governing transition practices are covered along with best practice methodology. Assessment, transition planning, self-determination instruction, multi-cultural issues, interagency collaboration, resources, etc., will be discussed to facilitate a successful transition for students into further education, employment, and independent (F)

**EDSP 5143 Individual Behavior Planning in the Classroom 3 Credit Hours**

Prerequisite: Graduate standing. This course will teach how to effectively manage challenging and severe behavior problems in the classroom using proactive classroom strategies, effective instruction, and planned behavioral interventions. This course examines applied behavior analysis (ABA) principles and techniques, including observational analysis, data-based instruction, and social validity to increase students' social and task-related behavior. (F)

**EDSP 5163 Leadership & Advocacy in Special Education 3 Credit Hours**

Prerequisite: Graduate standing in the College of Education. This course will provide students with a history of special education litigation and legislation. Students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students learn about federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, and individual education plans (IEPs). (F, Su)

**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 5213 Evidence-based Practices for Reading Instruction for Students with Disabilities 3 Credit Hours**

Prerequisite: Graduate standing. This course focuses on translating evidence-based teaching methods related to literacy instruction for students with reading disabilities (e.g., dyslexia, language-based learning disabilities) into guidelines for instruction and intervention. The course will cover instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students with reading and/or writing disabilities. (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 5313 Multi-Tiered Systems of Support 3 Credit Hours**

Prerequisite: Graduate standing and EDSP 5413. This course will provide an overview of the historical, legal, and theoretical foundations of multi-tiered systems of support; review the research and evidence base of a multi-tiered system of support approach in academics and behavior; and explore the advances and controversies resulting in the proliferation of multi-tiered systems of support. (Sp)

**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 Research and Practicum in Transition Education 3 Credit Hours**

Prerequisite: Graduate standing, EDSP 5093, EDSP 5193, and EDSP 5293. Transition Practicum is part of the Transition Education course sequence. It is designed to work in conjunction with the first three courses in the sequence to solidify knowledge and skills in transition education. Foundation issues are interwoven into course expectations, including leadership, parent/professional partnerships, inclusion, multiculturalism, special education policies and procedures, and auxiliary service delivery. (Sp)

**EDSP 5413 Characteristics & Methods in Teaching Students with Exceptionalities 3 Credit Hours**

Prerequisite: Graduate standing and admission to a graduate program in the College of Education. The course provides foundation to legislation, policies and procedures for educating children/youth with exceptionalities. It focuses on primary recipients of special education services, procedures for providing special education to children and youth with 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 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 5603 Philosophical Assumptions of Behavior Analysis 3 Credit Hours**

Prerequisite: Graduate standing. This course will provide fundamental knowledge and experiences for understanding Applied Behavior Analysis principles and techniques, including the dimensions of behavior analysis, the assumptions of science, and the philosophical foundations on which the science rests. Students learn the basis of methodological and radical behaviorism, Skinner's view on human behavior, and the philosophy behind the interventions making up behavior analytics principles. (F)

**EDSP 5613 Principles and Concepts in Applied Behavior Analysis 3 Credit Hours**

Prerequisite: Graduate standing and successful completion of EDSP 5603. This course, in combination with the other courses, will provide fundamental knowledge on the concepts and principles of ABA. This course is heavily based on understanding the definitions and seminal articles across a variety of fundamental concepts within ABA. Students learn the basis of respondent conditioning, verbal behavior, stimulus control, motivating operations, and the role of contingencies in behavior. (Sp)

**EDSP 5623 Ethics in Applied Behavior Analysis 3 Credit Hours**

Prerequisite: Graduate standing. This course will familiarize the student with ethical issues and responsibilities of special educators and behavior analysts by leading organizations in the fields of education and mental health. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. (Su)

**EDSP 5633 Organizational Behavior Management 3 Credit Hours**

Prerequisite: Graduate standing in College of Education. This course is in a sequence of courses for the Applied Behavior Analysis Certificate Program at the University of Oklahoma. This course provides students with specific examples of effective supervision and how to create that experience when they oversee others. The course highlights behavior skills training and how to ensure they are upholding the ethical code across various supervisory relationships. (Su)

**EDSP 5643 Behavior Change in Applied Behavioral Analysis 3 Credit Hours**

Prerequisite: Graduate standing and permission of instructor. Behavior Change is offered toward the middle of the ABA program and provides a place for students to learn specific interventions they can implement with clients whose behavior is maladaptive. Students will learn strategies that work across a multiple of issues from social skills and eloping to compliance and transitioning. (F)

**EDSP 5653 Behavior Assessment in Applied Behavioral****Analysis 3 Credit Hours**

Prerequisite: Graduate standing and permission of instructor. This course's purpose is to take the information learned across the first set of courses and apply it to both private behavior and the behavior of others through behavior assessment. Students will engage in record reviews of both real and fictional clients. Using this information, behaviors will be selected, measured, and targeted for change using a variety of assessment tools. (Sp)

**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 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 Critical Thinking in Special Education Research 3 Credit Hours**

Prerequisite: Graduate standing. This course provides a critical analysis of research methodologies used in special education. Emphasis is placed on developing student skills in asking and answering sound research questions as well as the analysis and critique of research articles. This course is specifically designed for developing critical thinking skills in special education 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 6503 Professional Seminar III, Systematic Literature Reviews 3 Credit Hours**

Prerequisite: Graduate standing and EDSP 6203. Systematic reviews have a rich history of informing research, teaching, and policy. This course provides a step-by-step approach to conducting systematic reviews. Emphasis will be placed on consulting published standards to identify essential components of the methodology that will increase the internal and external validity of the project. (Sp)

**EDSP 6523 Single Case Research Design II 3 Credit Hours**

Prerequisite: Graduate standing and EDSP 6023. Provides the foundation for students to conduct independent research using single case research design. Provides students with an understanding of salient features of multi-element and complex designs as well as advantages and disadvantages of these research methodologies. Explores responsible research and ethics, open science principles, advanced multi-element designs, randomization, non-parametric procedures, and randomization concepts. (Sp)

**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**

2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. 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.)