Teaching and Educational Studies

Chair & Associate Professor: Ntuli
Professors: Ray, Bennett
Associate Professors: Gallup, Ruchti
Assistant Professor: Celal
Clinical Associate Professors: Lin, Eller
Clinical Assistant Professors: Bartle, Beasterfield
Instructor: Walters
Associate Lecturers: Schroeder, Toevs

Master of Education in Elementary Education

The 30-credit (minimum) non-thesis master’s degree in Elementary Education is a combination of pedagogy and content, designed for the elementary school teacher. This degree will permit the practicing teacher to acquire greater depth in STEM (or single subject mathematics, geology, physical science, or biology), English as a Second Language (ESL), world languages, English/language arts, history/social science, Instructional Technology, or another Idaho SBOE-approved elementary certification or endorsement area.

1. Demonstrate knowledge and application of critical concepts and principles to their field of preparation.
2. Develop and demonstrate skills/practices in the application of critical concepts and principles to their field of preparation.
3. Access and evaluate resources to advance their professional practice.
4. Evaluate their own progress in developing as an advanced professional educator.

Master of Education in Secondary Education

The 30-credit (minimum) non-thesis master's degree in Secondary Education is a combination of pedagogy and content, designed for the secondary school teacher. This degree will permit the practicing teacher, or certified teacher with past experience teaching, to acquire greater depth in STEM (or single subject mathematics, geology, physical science, or biology), mathematics education, English as a Second Language (ESL), world languages, English/language arts, history/social science, instructional technology, or another Idaho SBOE-approved secondary certification or endorsement area.

1. Demonstrate knowledge and application of critical concepts and principles to their field of preparation.
2. Develop and demonstrate skills/practices in the application of critical concepts and principles to their field of preparation.
3. Access and evaluate resources to advance their professional practice.
4. Evaluate their own progress in developing as an advanced professional educator.

Master of Education in K-12 Education

Music Education 36 Credits

The Master of Education in Music Education is a degree program housed in the College of Education and presented in collaboration with the Department of Music. For admission into this program, apply first to the College of Education Department of Teaching and Educational Studies. The Master of Education in Music Education is designed to strengthen the student’s understanding, knowledge, and skills in three major areas — Core Professional Studies, Specialty Studies, and Integrative Field Research studies — as they relate to music education. The program is designed to meet the needs of music education specialists who work in the public school system (K-12) or who aspire to further graduate study and teaching in music education.

Master of Education in Special Education

The Master of Education in Special Education is designed to strengthen the student’s understandings, knowledge, and skills in three major areas - Professional Studies, Specialty Studies, and Integrative Field Research Studies - as they relate to special education.

1. Candidates will develop knowledge of important research and theories regarding special education and evidence-based practice to support inclusion.
2. Candidates will develop the skills necessary to deliver Special Education Services to students within a self-contained and inclusive environment.
3. Candidates will examine psychological based practices that can be applied to special education.
4. Candidates will apply pedagogical approaches to consider assessment, diversity, and exceptionality to support equitable access to the curriculum.

Master of Education with Literacy

The Master of Education with Literacy is designed to strengthen the student’s understanding, knowledge, and skills in three major areas – Core Professional Studies, Specialty Studies, and Integrative Field Research Studies – as they relate to literacy education.

1. The Literacy specialist understands the "science of reading" and the importance of research, and utilizes research-based best practices.
2. The literacy specialist understands the related nature of reading, writing, listening, speaking, and viewing.
3. The literacy specialist understands that reading is a complex process involving multiple skills and systems of decoding, encoding, and constructing meaning.
4. The literacy specialist understands the importance of building on strengths of individual learners rather than emphasizing needs.
5. The literacy specialist is able to support and expand student expression in speaking, writing and creative art forms across subject matter areas.
6. The literacy specialist is able to conduct assessment that involves multiple indicators of student progress and develop an instructional plan based on these indicators.
7. The literacy specialist is prepared to serve as a literacy leader in the educational system.

Master of Science in Deaf Education

The Master of Science in Deaf Education program has an outstanding history of identifying, educating, and placing highly qualified individuals in educational programs for Deaf and hard of hearing children and youth in Idaho and neighboring states. These educators have been instrumental in helping inter-mountain states expand the delivery of quality educational services to this school-age population in all educational settings. The Master of Science in Deaf Education is designed to strengthen the student’s understanding, knowledge, and skills in four areas – Core Professional Studies, Specialty Studies, Integrated Field Research Studies, and Electives – as they relate to the education of children.

1. Candidates will apply pedagogical approaches to consider assessment, diversity, and exceptionality to support equitable access to the curriculum.
and youth who are Deaf and hard of hearing. This program is in alignment with the College of Education’s other graduate programs in that it includes research components (i.e., Core Professional Studies and Integrated Field Research Studies), a teacher certification component (i.e., Specialty Studies), and a supporting area (i.e., Electives) that augment a student’s undergraduate training.

**Master of Arts in Teaching**

The Master of Arts in Teaching (MAT) is a non-thesis program designed to strengthen the pedagogical knowledge and skills of candidates seeking to leverage an existing bachelor's degree to become a K-12 teacher. This program consists of two options:

- **Alternative Authorization**: This option is for teachers in the state of Idaho who have been hired without certification (emergency hires/alternative authorization). The state requires completion within three years.
- **Traditional Option**: This option is for candidates with a bachelor's degree who would like to pursue Idaho teacher certification. This option can be completed in four semesters.

1. **The Teacher Candidate applies evidence-based professional and pedagogical knowledge that supports students' social, emotional, behavioral and academic development.**
2. **The Teacher Candidate has a deep and flexible understanding of content that supports students' social, emotional, behavioral and academic development in authentic learning environments.**
3. **The Teacher Candidate strategically uses assessment for instructional planning and evidence-based instructional practices to make goal-directed decisions that support students' social, emotional, behavioral and academic development.**
4. **The Teacher Candidate displays the dispositions of professional action and commitment that support students' social, emotional, behavioral and academic development.**

The program consists of two core courses that provide a framework for a master's degree in the College of Education and a series of emphasis courses designed to leverage an existing bachelor's degree to become a K-12 teacher. This program is in alignment with the Idaho State Board of Education’s (SBOE) standards for approval of teacher education programs. It also meets the requirements of the Interstate Teacher Assesmnt Compact (ITAC) and is approved by the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP)

All candidates are required to pass the appropriate:

- Praxis Core or GRE before starting the second semester of the program
- Praxis II in their endorsement area(s) before student teaching
- Idaho Comprehensive Literacy Assessment (ICLA) before student teaching

**Master of Education with an ESL endorsement**

The Master of Education ESL endorsement is to prepare currently certified K-12 teachers who want to work with English language learners. Coursework for the endorsement can serve as 16 of the 30 credits required to earn a master's degree in Elementary or Secondary Education from the College of Education.

**Admission**

Candidates must apply to and meet all criteria for admission to the Graduate School.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6602</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
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</table>

**Program of Study**

<table>
<thead>
<tr>
<th>Core Master's Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6602</td>
<td>3</td>
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</table>

**Content Emphasis**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Foundations of ESL</td>
<td>3</td>
</tr>
<tr>
<td>Education Equity and Ethics (Or another approved course on diversity)</td>
<td>3</td>
</tr>
<tr>
<td>ESL Methods</td>
<td>3</td>
</tr>
<tr>
<td>Educational Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Studies in K-12 Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ESL Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Seminar in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

31

**English Language - 6 credits from the following:**

- English Language 6800: Introduction to Linguistics
- English Language 5588: Introduction to Sociolinguistics
- Anthropology 5550: Sociolinguistics
- English Language 5581: Studies in Grammar

Or another approved course on linguistic features of English language

**Educational Pedagogy**

1. **The advanced Elementary Education professional, through the core curriculum and other course work, is expected to meet the core standards for advanced professionals and the CAEP standards for accreditation at the advanced level (see http://caepnet.org/standards/standards-advanced-programs).**
2. **The advanced Elementary Education professional is expected to meet Idaho Core Teacher Standards and National Board for Professional Teaching Standards Core Propositions.**
3. **The advanced Elementary Education professional is expected to extend her/his subject matter depth in STEM (or single subject, such as mathematics, geology, physical science, or biology), mathematics education, ESL/TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE-approved Elementary subject matter content certification or endorsement area.**
4. **The advanced Elementary Education professional is expected to utilize the knowledge of subject area concentration in specific applications and assessments within the educational methods curriculum.**

**Admission Requirements**

The student must apply to and meet all criteria for admission to the Graduate School. In addition, applicants for the Master of Education in Elementary Education must meet all college requirements for admission and retention. Those include previous teaching experience or current certification to teach in Idaho or another state.
General Requirements

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDUC 6601</td>
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<td>Theories of Learning</td>
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Educational Pedagogy (minimum 9 credits)

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<tr>
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<tr>
<td>EDUC 6622</td>
<td>Educational Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6630</td>
<td>Advanced Elementary Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6641</td>
<td>Advanced Studies in K-12 Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Or another advisor approved EDUC elective.</td>
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</table>

Capstone Course (3 credits)

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<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 6670</td>
<td>Seminar in Elementary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Content Area (12 credits)

Applicants are instructed to see their content area advisor and/or their College of Education advisor for help, as needed, when selecting their content area emphasis. All credits in this area must come 500 level or higher graduate course work and must relate to one subject matter content certification or endorsement area.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDMT 5571</td>
<td>Mathematics Teaching and Educational Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 30

NOTE: At least 15 credits of 6600-level coursework must be completed for this degree program.

Master of Education in Secondary Education

The 30-credit (minimum) non-thesis master's degree in Secondary Education is a combination of pedagogy and content, designed for the Secondary school teacher. This degree will permit the practicing teacher, or certified teacher with past experience teaching, to acquire greater depth in STEM (or single subject mathematics, geology, physical science, or biology), mathematics education, ESL/TESOL, foreign language, English/language arts, history, history/social science, instructional technology, or another Idaho SBOE-approved Secondary certification or endorsement area.

1. The advanced Secondary Education professional, through the core curriculum and other course work, is expected to meet the core standards for advanced professionals the CAEP standards for accreditation at the advanced level (see http://caepnet.org/standards/standards-advanced-programs).

2. The advanced Secondary Education professional is expected to meet Idaho Core Teacher Standards and National Board for Professional Teaching Standards Core Propositions.

3. The advanced Secondary Education professional is expected to extend her/his subject matter depth in STEM (or single subject, such as mathematics, geology, physical science, or biology), mathematics education, ESL/TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE-approved Secondary subject matter content certification or endorsement area.

4. The advanced Secondary Education professional is expected to utilize the knowledge of subject area concentration in specific applications and assessments within the educational methods curriculum.

Admission Requirements

The student must apply to and meet all criteria for admission to the Graduate School. In addition, applicants for the Master of Education in Secondary Education must meet all college requirements for admission and retention. Those include previous teaching experience or current certification to teach in Idaho or another state.

Mathematics Consulting Teacher Endorsement

The Mathematics Consulting Teacher Endorsement prepares currently certified K-12 teachers, with a minimum of three years of teaching, to provide technical assistance to mathematics teachers and other staff in schools and school districts and become teacher leaders in mathematics. This assistance may include such things as the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students in mathematics. Coursework for the endorsement can serve as 21 of the 30 credits required to earn a master's degree in Elementary or Secondary Education from the College of Education.

Admissions

Candidates must apply to and meet all criteria for admission to the Graduate School.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDMT 5570</td>
<td>Teaching Mathematical Thinking Data Analysis and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDMT 5571</td>
<td>Teaching Mathematical Thinking Geometry and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDMT 5572</td>
<td>Teaching Mathematical Thinking Algebraic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>EDMT 5573</td>
<td>Teaching Mathematical Thinking Numbers and Operation</td>
<td>3</td>
</tr>
<tr>
<td>OLP 6621</td>
<td>Theories of Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>OLP 5510</td>
<td>Principles of Change</td>
<td>3</td>
</tr>
</tbody>
</table>
Recommended that students have professional experience in an educational context.

Candidates seeking Idaho Certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students pursuing the Master of Education with Literacy Emphasis have professional experience in an educational context.

Individuals applying for admission to the Master of Education in Music Education must meet the following admission requirements:

- Bachelor’s degree in music from a regionally accredited college or university.
- It is expected that students will meet basic requirements for public school certification.
- Completion of entrance examinations in music history and music theory. Students whose examination indicate deficiencies will be granted Classified (w/PR) Status. Any course used to remove deficiencies does not count toward the degree. When deficiencies have been removed, the student may seek Classified Status.

**General Requirements**

Students complete a minimum of 36 semester credit hours for the master’s degree. Students seeking Idaho Certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students have professional experience in an education context.

### Master of Education in K-12 Education

**Admission Requirements**

The student must apply to and meet all criteria for admission to the Graduate School. In addition, applicants for the Master of Education in K-12 Education must meet all college requirements for admission and retention.

Individuals applying for admission to the Master of Education in Music Education must meet the following admission requirements:

- Bachelor’s degree in music from a regionally accredited college or university.
- It is expected that students will meet basic requirements for public school certification.
- Completion of entrance examinations in music history and music theory. Students whose examination indicate deficiencies will be granted Classified (w/PR) Status. Any course used to remove deficiencies does not count toward the degree. When deficiencies have been removed, the student may seek Classified Status.

### General Requirements

Students complete a minimum of 36 semester credit hours for the master’s degree. Students seeking Idaho Certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students have professional experience in an education context.

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<td>EDUC 6602</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610</td>
<td>Applied Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 6616</td>
<td>Integration of Technology into School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 6601</td>
<td>Foundations in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 6671</td>
<td>Music Education Seminar</td>
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</tr>
<tr>
<td>MUSC 5562</td>
<td>Studies in Music Curricula</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 5563</td>
<td>Psychology of Music</td>
<td>3</td>
</tr>
<tr>
<td>Music History Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Music Theory Elective</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### Master of Education with Literacy Emphasis

**Admission Requirements**

Candidates must complete a minimum of 30 semester credit hours for the Master of Education with Literacy Emphasis. They must complete EDUC 4419 Developmental Literacy or the Idaho Comprehensive Literacy Course or Assessment.

All candidates completing a thesis or case study will orally defend the thesis or case study, but will not sit for written comprehensive examinations. All candidates not completing a thesis or case study will be required to pass both a written comprehensive examination and an oral examination.

Candidates seeking Idaho certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students pursuing the Master of Education with Literacy Emphasis have professional experience in an educational context.
**Admission Requirements**

Candidates for the Educational Specialist in School Psychology or Special Education degree must meet all college and university requirements for admission and retention. The student must hold a master’s degree in the area of the chosen Ed.S. major. Master’s degree majors in a closely related field may be approved upon recommendation of the selection committee.

**General Requirements**

The student must complete 64 credits in Special Education or 66 credits in School Psychology, including the master’s degree and a specialist paper. All post-master’s degree coursework must be taken from members of the Idaho State University graduate faculty or be approved in advance by the graduate faculty. A minimum grade point average of 3.0 (B) is required over all course work taken in the Ed.S. program. An oral examination covering the specialist paper, portfolio, and/or relevant topics is required.

**Time Requirement**

All requirements for the Ed.S. must be completed within a period of five years from the date of completion of the first post-master’s degree course to be applied toward the degree.

**Specific Requirements: School Psychology Major**

The Ed.S. in School Psychology is designed to be consistent with the minimal entry-level requirements in the field of School Psychology as presented by the National Association of School Psychologists. A master’s degree as a school psychological examiner or its equivalent is required.

The Ed.S. is viewed as a practitioner’s degree and will focus on applied activities.

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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SCPY 6615</td>
<td>Advanced Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6616</td>
<td>Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6652</td>
<td>Specialist Paper</td>
<td>1-3</td>
</tr>
<tr>
<td>SCPY 6662</td>
<td>Consultation in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6663</td>
<td>Clinical and Diagnostic Interviewing in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6664</td>
<td>Neurocognition and Learning</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6665</td>
<td>Clinical School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6669</td>
<td>Advanced Practicum in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 7759</td>
<td>Ed.S Internship</td>
<td>6</td>
</tr>
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</table>

**Additional Requirements**

Students will also prepare a School Psychology Portfolio. The Portfolio will be presented and defended in the Oral Examination.

**Total Credits** 28-30

**Special Education Major**

Please note: The curriculum for the Master of Education in Special Education is under revision and will not be completed in time to appear in this catalog. Please contact Teaching & Educational Studies for information (208) 282-2976.

The following course work is required:

1. A minimum of 21 credits in special education coursework at or above the 6600 level (including administration of special education), of which 6 credits are in the supervision of clinical practicum in special education and 3 credits are in internship in special education.
2. Behavioral sciences and/or education/school psychology, 9 credits.

The number of credits will be determined by the advisor and student.

**Master of Education in Special Education**

1. The special educator will understand the field as an evolving and changing discipline.
2. The special educator will know and demonstrate respect for his/her students as unique human beings and contributing members of the community.
3. The special educator will understand the appropriate use of various types of assessments.
4. The special educator will adapt general curriculum by using a variety of instructional strategies and positive behavior interventions and supports (PBIS).
5. The special educator will collaborate with colleagues, families, and agencies to develop inclusive communities.
6. The special educator will know and demonstrate advanced behavioral techniques and Applied Behavior Analysis interventions.

The Master of Education in Special Education is designed to strengthen the student’s understandings, knowledge, and skills in three major areas - Professional Studies, Specialty Studies, and Integrative Field Research Studies - as they relate to special education.

**Admission Requirements**

Applicants for the Master of Education in Special Education must apply to and meet all criteria for admission to the Graduate School and all college requirements for admission and retention.

Individuals applying for admission to the Master of Education program in Special Education must meet the following admission requirements:

- Bachelor’s degree from a regionally accredited college or university in the United States, or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
General Requirements

Students completing a Master of Education in Special Education must complete both a written comprehensive examination and an oral examination.

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<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610</td>
<td>Applied Educational Statistics</td>
<td>3</td>
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Additional Requirements for the Special Education Option

Student must either have an undergraduate special education major or a 14-credit undergraduate core of special education course work including:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 3330</td>
<td>The Exceptional Child</td>
<td></td>
</tr>
<tr>
<td>SPED 5523</td>
<td>Designing Instruction (SPED 3334 3334 Classroom Behavior Management)</td>
<td></td>
</tr>
<tr>
<td>SPED 5524</td>
<td>Assessment Procedures in Special Education</td>
<td></td>
</tr>
<tr>
<td>SPED 5527</td>
<td>Precision Teaching</td>
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</table>

These courses will not be counted as part of the master's degree program.

Persons seeking initial certification must also complete:

<table>
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<tr>
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<tbody>
<tr>
<td>SPED 5529</td>
<td>Strategies Severe Disabilities</td>
<td></td>
</tr>
<tr>
<td>SPED 5532</td>
<td>Direct Instruction Systems</td>
<td></td>
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<tr>
<td>SPED 5538</td>
<td>Policies and Procedures in Special Education</td>
<td></td>
</tr>
<tr>
<td>SPED 5546</td>
<td>Secondary Special Education</td>
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Persons must also complete the Idaho Technology Portfolio assessment.

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<th>Code</th>
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<tbody>
<tr>
<td>SCPY 6614</td>
<td>Diagnostic Evaluation of Learning Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6630</td>
<td>Professional Development in Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SPED 6638</td>
<td>Practicum in Special Education</td>
<td>6</td>
</tr>
<tr>
<td>SPED 6662</td>
<td>Consultation in Schools</td>
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</table>

Elective credits totaling a minimum of 33 semester credit hours for the Master's degree must be taken from relevant graduate-level courses, with approval of student's major advisor.

Additional Requirements for the School Psychology Option

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SCPY 6619</td>
<td>Individual Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6657</td>
<td>Legal and Ethical Issues in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>SCPY 6659</td>
<td>Multicultural Issues in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>SCPY 6660</td>
<td>Seminar in School Psychology</td>
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<tr>
<td>SCPY 6672</td>
<td>Problem Solving Intervention in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6673</td>
<td>Response to Intervention in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6682</td>
<td>Cognitive-Behavioral Intervention in Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

Integrative Field Research Studies

The deadline for submission of applications is July 1. Applications will be reviewed and degree-seeking students will continue to be admitted until program capacity is reached.

Master of Education in Early Childhood Education

Admission Requirements

The candidate must apply to and meet all criteria for admission to the Graduate School. In addition, applicants for the Master of Education in Early Childhood Education must meet all college requirements for admission and retention.

General Requirements

The Master of Education in Early Childhood Education is designed to strengthen the student’s understanding, knowledge, and skills in three major areas – Core Professional Studies, Integrative Field Research Studies, and Specialty Studies – as they relate to Child and Family Studies.

- Early Childhood Education

Candidates enter the program after completion of the bachelor’s degree. All candidates completing a Master of Education in Early Childhood Education must complete a written comprehensive examination: a case study/project OR a case study/project/internship combination, OR a thesis, AND an oral examination.

Master of Science in Deaf Education

Admission Requirements

The student must apply to and meet all criteria for admission to the Graduate School. In addition, applicants for the Master of Science in Deaf Education degree must meet all college requirements for admission and retention.

Admission requirements for individuals applying to the Master of Science in Deaf Education:

- Bachelor’s degree from a regionally accredited college or university in the United States or its equivalent from a school in another country.
- Submit three letters of recommendation.

In that the mission of the Deaf Education program is to prepare individuals to become certified teachers of the Deaf, preference is given to individuals who have an undergraduate elementary, secondary, or special education major and who have American Sign Language skills. However, individuals without this background should consider applying after consulting their respective state department of education for details regarding teacher of the Deaf certification/licensure.

General Requirements

Students completing a Master of Science in Deaf Education must complete a minimum of 33 semester credit hours. Students seeking Idaho certification in the area of their training must meet the Idaho State Board of Education requirements for certification/licensure. Students seeking certification in their area of training from another state must meet the requirements of that state.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
The three most common situations are:

1. Applicants will be evaluated as to their teaching experience with Deaf/hard of hearing children:
   a. those with three or more years of such teaching experience will be able to waive EDHH 6609 Teaching Internship in Deaf Education (3 credits), but will need to take added electives;
   b. those who do not meet the three years teaching experience will need to take EDHH 6609 (3 credits).

2. Applicants who do not meet American Sign Language proficiency will need to complete appropriate coursework; verification can be established through various sign language quality assurance examinations (e.g., RID, NAD, or EIPA [3.5 or above] certification), or transcript verification.

3. Applicants who do not have appropriate coursework in communication sciences/disorders and audiology will be advised to take appropriate courses in order to meet teacher of the Deaf and hard of hearing standards as identified in state certification/licensing documents. A thorough examination of each applicant’s transcript will be completed to determine what coursework the student has completed and what coursework is needed to complete the Master of Science in Deaf Education, as well as state certification/licensure requirements to become a teacher of the Deaf/hard of hearing.

**Master of Arts in Teaching**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 6601</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6602</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6630</td>
<td>Education Equity and Ethics</td>
<td></td>
</tr>
<tr>
<td>EDLT 6616</td>
<td>Integration of Technology into School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5501 or EDUC 5519</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6620</td>
<td>Motivation for Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6622</td>
<td>Educational Assessment and Evaluation</td>
<td>3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHH 5556</td>
<td>Psychosocial Aspects of Deafness</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6609</td>
<td>Teaching Internship in Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6627</td>
<td>Literacy Curriculum in Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6628</td>
<td>Curriculum Organization in Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6637</td>
<td>Foundations of Deaf Education</td>
<td>2</td>
</tr>
<tr>
<td>EDHH 6658</td>
<td>Teaching Language to the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6659</td>
<td>Teaching Academic Subjects to the Deaf</td>
<td>3</td>
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</tbody>
</table>

**Integrative Field Research Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDHH 6607</td>
<td>Directed Observation in Education of the Deaf</td>
<td>1-6</td>
</tr>
<tr>
<td>EDHH 6627</td>
<td>Literacy Curriculum in Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6628</td>
<td>Curriculum Organization in Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6637</td>
<td>Foundations of Deaf Education</td>
<td>2</td>
</tr>
<tr>
<td>EDHH 6651</td>
<td>Field Project or Case Study in Deaf Education</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>32</td>
</tr>
</tbody>
</table>

Elective credits to total a minimum of 33 credits hours for the master’s degree must be taken from relevant graduate-level courses. Elective credits must be approved in advance by the student’s major advisor. In certain situations a student’s program of study might exceed 33 credits. The three most common situations are:

1. Applicants will be evaluated as to their teaching experience with Deaf/hard of hearing children:
   a. those with three or more years of such teaching experience will be able to waive EDHH 6609 Teaching Internship in Deaf Education (3 credits), but will need to take added electives;
   b. those who do not meet the three years teaching experience will need to take EDHH 6609 (3 credits).

2. Applicants who do not meet American Sign Language proficiency will need to complete appropriate coursework; verification can be established through various sign language quality assurance examinations (e.g., RID, NAD, or EIPA [3.5 or above] certification), or transcript verification.

3. Applicants who do not have appropriate coursework in communication sciences/disorders and audiology will be advised to take appropriate courses in order to meet teacher of the Deaf and hard of hearing standards as identified in state certification/licensing documents. A thorough examination of each applicant’s transcript will be completed to determine what coursework the student has completed and what coursework is needed to complete the Master of Science in Deaf Education, as well as state certification/licensure requirements to become a teacher of the Deaf/hard of hearing.

**Deaf Education Grad Courses Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHH 5556</td>
<td>Psychosocial Aspects of Deafness: 3 semester hours.</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6607</td>
<td>Directed Observation in Education of the Deaf: 1 semester hour.</td>
<td>1-6</td>
</tr>
<tr>
<td>EDHH 6608</td>
<td>Communication Practicum: 2 semester hours.</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6609</td>
<td>Teaching Internship in Deaf Education: 1-3 semester hours.</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6627</td>
<td>Literacy Curriculum in Deaf Education: 3 semester hours.</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6628</td>
<td>Curriculum Organization in Deaf Education: 3 semester hours.</td>
<td>3</td>
</tr>
<tr>
<td>EDHH 6637</td>
<td>Foundations of Deaf Education: 2 semester hours.</td>
<td>3</td>
</tr>
</tbody>
</table>

A comprehensive study of the philosophies and theories that influence current practice and research in the education of Deaf or hard of hearing students. A field project or case study is completed in conjunction with the field internship and/or education scenario. Written report and oral explication required. May be repeated up to 6 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 6630</td>
<td>Advanced Elementary Methods</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 6631</td>
<td>Advanced Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td>or CTE 5503</td>
<td>Methods of Teaching Career and Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5550</td>
<td>Creating Inclusive Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

**Field Experience Requirements**

3-6

EDUC 6652 | Field Practicum in Education | 1-6 |

OR

Traditional Option | 6 |

Capstone Experience | 3 |

EDUC 6651 | Field Project or Case Study in Deaf Education | 3 |

**Deaf Education Grad Courses Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 6652</td>
<td>Field Practicum in Education</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Alternate Authorization Option**

3

Traditional Option | 6 |

Capstone Experience | 3 |

EDUC 6651 | Field Project or Case Study in Deaf Education | 3 |

**Deaf Education Grad Courses Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6652</td>
<td>Field Practicum in Education</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Alternate Authorization Option**

3

Traditional Option | 6 |

Capstone Experience | 3 |

EDUC 6651 | Field Project or Case Study in Deaf Education | 3 |

**Deaf Education Grad Courses Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6652</td>
<td>Field Practicum in Education</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Alternate Authorization Option**

3

Traditional Option | 6 |

Capstone Experience | 3 |

EDUC 6651 | Field Project or Case Study in Deaf Education | 3 |
**Education Courses**

**EDUC 5501 Content Area Literacy: 3 semester hours.**
Synthesis of principles of language and literacy as a basis for teaching in all curriculum areas. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**EDUC 5519 Developmental Literacy: 3 semester hours.**
Instructional strategies for reading, emphasizing early literacy and language development, phonemic awareness, phonics, word recognition strategies, comprehension and meta-linguistic awareness.

**EDUC 5524 Assessing Literacy Abilities: 3 semester hours.**
Methods of assessment in literacy. Introduction to case study, formal and authentic measures of comprehension, vocabulary, study strategies, and writing.

**EDUC 5526 Remediation of Literacy Problems: 3 semester hours.**
Teaching strategies for remediating problems in literacy. Emphasis on planning, implementing, and evaluating approaches and materials. PREREQ: EDUC 5524.

**EDUC 5531 Methods of Teaching Science: 3 semester hours.**
This course investigates the scope and sequence of the K-12 science curriculum, instructional strategies, and research into how students learn science. Strategies for teaching the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core ideas and implementing the Idaho State Science Standards K-12 will be explored. Topics include laboratory and field safety, assessment, planning, discussions, integration of literacy and technology, and the adaptation of instructional strategies for use in the K-12 school science classroom. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**EDUC 5560 Foundations of ESL: 3 semester hours.**
Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. Theories of language acquisition and those of leaders in the field will be included.

**EDUC 5563 ESL Methods: 3 semester hours.**
Language assessment, planning, and delivery for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied. PREREQ: EDUC 5560.

**EDUC 5564 ESL Practicum: 1 semester hour.**
Field experience in settings with English-as-a-Second-Language learners. COREQ: EDUC 5563 or permission of instructor.

**EDUC 5570 Advanced Mathematics Methods: 3 semester hours.**
Study of methods for teaching K-12 mathematics through the modern math approach stressing modeling, discourse, and reasoning. Consideration is given to instructional and curricular modifications to support all students. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**EDUC 5571 Interpersonal Communications: 2 semester hours.**
Examination of basic concepts, principles, models, and theories of interpersonal communications and their application to educational settings.

**EDUC 5581 Contemporary Issues in Education: 1-3 semester hours.**
Examination and analysis of contemporary issues and trends in theories and practices in education.

**EDUC 5582 Contemporary Issues in Education: 1-3 semester hours.**
Examination and analysis of contemporary issues and trends in theories and practices in education.

**EDUC 5583 Instructional Improvement for Teachers: 1-3 semester hours.**
Study of ways by which teachers can improve instruction in their own classrooms with emphasis on the findings of research and experiences.

**EDUC 5585 Independent Problems in Education: 1-3 semester hours.**
Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. May be repeated.

**EDUC 5591 Seminar: 1-3 semester hours.**
Critical analysis of the literature in one or more areas of education. Limited enrollment.

**EDUC 5598P Prof Development Workshop: 3 semester hours.**
New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student’s college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option.

**EDUC 5599 Experimental Course: 1-6 semester hours.**
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

**EDUC 6601 Research and Writing: 3 semester hours.**
Examination of methods for designing/conducting research in education and related fields and of procedures for formal report writing using APA style and format.

**EDUC 6602 Theories of Learning: 3 semester hours.**
Advanced study of the psychology of human learning and instruction. Emphasis will be given to the application of contemporary theories of learning to instructional practice and the design of effective learning environments.

**EDUC 6610 Applied Educational Statistics: 3 semester hours.**
Application of parametric and nonparametric statistical procedures for summarizing and analyzing qualitative and quantitative measurement data in conducting research and for report writing in education and related fields. Covers descriptive statistics to single-factor experiments.

**EDUC 6612 Learners and the Content: 3 semester hours.**
Examination of curriculum scope and sequence within the context of varying learner needs. The course will focus on curriculum alignment with state and national standards and the connecting of content to learner characteristics and developmentally appropriate teaching practices. COREQ: EDUC 6602.

**EDUC 6614 Pedagogy and Content Knowledge: 3 semester hours.**
Investigation of the structure of subject matter knowledge and how it determines pedagogical content. The course will examine philosophical perspectives, models of teaching, and develop contemporary applications. PREREQ or COREQ: EDUC 6602.

**EDUC 6618 Learning Communities: 3 semester hours.**
Exploration of learning communities and examination regarding models for how they are created and sustained through curriculum leadership. The course includes such topics as parental involvement, curriculum for diverse learners, and collaborative teaching practices. PREREQ: EDUC 6612 and EDUC 6614.

**EDUC 6620 Motivation for Learning: 3 semester hours.**
Advanced study of theories and research on student motivation including strategies for linking motivation to classroom management and curriculum. Topics include individual differences, interpersonal motivation, self-motivation, and lifelong learning.

**EDUC 6622 Educational Assessment and Evaluation: 3 semester hours.**
Construction, administration and interpretation of educational assessments for the systematic analysis of student learning and teaching practice. Emphasis is placed on the use of assessment results in planning and valuation of curriculum leadership.
EDUC 6627 NBPTS Certification Part I: 3 semester hours.
Provides a framework for completion of the requirements for National Board for Professional Teaching Standards Certification. Examination of the standards and portfolio guidelines; provision of support and consultation in gathering and presenting documentation.

EDUC 6628 NBPTS Certification Part II: 3 semester hours.

EDUC 6630 Advanced Elementary Methods: 3 semester hours.
Advanced study of the subject content and teaching methods in grade K-8 programs. The course includes emphasis on development of materials, lesson planning, instructional strategies, assessment, and application of technology for information acquisition, analysis, and presentation by students and teacher.

EDUC 6631 Advanced Secondary Methods: 3 semester hours.
Advanced study of the subject content and teaching methods in grade 6-12 programs. The course includes emphasis on development of materials, lesson planning, instructional strategies, assessment and application of technology for information acquisition, analysis, and presentation by students and teacher.

EDUC 6632 Psychology of Literacy: 3 semester hours.
Examination of the nature of symbolic systems within the literacy field from the perspective of contemporary psychological science. Topics include decoding, lexical access, referential representation, and meta-cognition.

EDUC 6633 Language Literacy and Neurology: 3 semester hours.
Theories and principles based on research in psycholinguistics and neurophysiology as related to literacy.

EDUC 6634 Literacy Multicultural Views: 3 semester hours.
Theories and research in language acquisition and development across cultures including emphases on second language acquisition, dialects, and regionalisms affecting both oral and written codes.

EDUC 6635 Clinical Methods in Literacy: 3-6 semester hours.
Consulting, supervising, evaluating, writing case reports, and relating research and theories in literacy to clinical methods. May be repeated up to 6 credits. PREREQ: EDUC 5524, EDUC 5526 and EDUC 6633.

EDUC 6637 Leadership in Curriculum Development: 3 semester hours.
Development of the knowledge, skills, and disposition essential to effective curriculum leadership. While drawing on philosophy, the course focuses on the practical applications of leadership, including curriculum vision, development, management, and evaluation. PREREQ: EDUC 6618, EDUC 6620 and EDUC 6622.

EDUC 6638 Supervision of Interns and Student Teachers: 2 semester hours.
Role and responsibilities of supervisory personnel in the intern and student teaching programs including student orientation readiness, planning and techniques of instruction, and evaluation.

EDUC 6640 Workshop: 1-2 semester hours.
Special projects concerned with public school education. Meets for a minimum of 36 clock hours with appropriate outside assignments, lessons, or papers. May be repeated up to 6 credits.

EDUC 6641 Advanced Studies in K-12 Curriculum: 3 semester hours.
Advanced study of research and development of subject-specific curriculum in K-12 environments. Students will create a curriculum unit, demonstrating it as part of and sections will be established for each subject area.

EDUC 6648 Independent Problems in Education: 1-3 semester hours.
Individual work under staff guidance. Field and/or library research on specific educational problems of interest to graduate students in education. Experience in research composition. May be repeated up to 4 credits.

EDUC 6649 Seminar: 1-3 semester hours.
Critical analysis of the literature in one or more areas of education. Enrollment limited.

EDUC 6650 Thesis: 1-6 semester hours.
1-6 Credits. May be repeated. Graded S/U.

EDUC 6651 Field Project or Case Study in Education: 1-6 semester hours.
A field project or case study is completed in conjunction with a field practicum/ internship in an educational setting. Written report and oral explication of the project or case study required. May be repeated. Graded S/U.

EDUC 6652 Field Practicum in Education: 1-6 semester hours.
Individually designed practicum in an educational setting. The length, placement, and learning experiences will be determined in consultation with the major advisor. Graded S/U.

EDUC 6670 Seminar in Elementary Education: 3 semester hours.
Examination of research and current issues in Elementary Education. Seminar format requires readings, discussions, written assignments, and presentations.

EDUC 6671 Seminar in Secondary Education: 3 semester hours.
Examination of research and current issues in Secondary Education. Seminar format requires active participation in readings, discussion, written assignments, and presentations.

EDUC 6675 Curriculum Project: 3 semester hours.
Completion of a curriculum project within the context of a supportive learning community, or for those teachers who have achieved National Board Certification, submission of the portfolio.

EDUC 6676 Evaluation Research Practicum: 3 semester hours.
Supervised on-going assessment of curriculum projects and the systematic evaluation of their implementation in educational settings or, for those teachers who have achieved National Board Certification, content analysis of the portfolio. Each student will complete an independent curriculum evaluation project.

EDUC 6699 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

Special Educ Courses

SPED 5523 Designing Instruction: 3 semester hours.
Introduction to instructional design principles and strategies for engaging students in higher order thinking and problem-solving. Emphasis on teaching complex concepts in reading comprehension, writing, mathematics and other academic subjects.

SPED 5524 Assessment Procedures in Special Education: 3 semester hours.
Introductory study of diagnostic assessment techniques and the writing of individual educational, behavioral prescriptions, and instructional objectives which are required to provide interventions suitable for remediating the learning programs in basic school curricula. PREREQ: SPED 3330 and SPED 4441 or permission of instructor.

SPED 5526 Assessment Severe Disabilities: 3 semester hours.
Selection, administration, and interpretation of criterion-referenced tools employed with severely disabled students. Emphasizes functional approach to assessment and evaluation of behavioral and instructional domains.

SPED 5527 Precision Teaching: 1 semester hour.
Techniques of data collection, charting, and decision making in the educational programs of children with disabilities.
SPED 5529 Strategies Severe Disabilities: 3 semester hours.
Consideration and evaluation of curriculum materials from behavioral, developmental, and ecological perspectives. Emphasizes functional approach to development and implementation of individualized intervention plans.

SPED 5532 Direct Instruction Systems: 3 semester hours.
This course provides mastery level skills training in direct instruction systems for reading, math, and written language. Includes field work, adaptation of curricula to direct instruction model and evaluation.

SPED 5533 The Emotionally Disturbed Child: 3 semester hours.
Survey of the causes of emotional disturbance in children and the effects upon the child's school performance and achievement. School programs and treatment considerations will be reviewed.

SPED 5538 Policies and Procedures in Special Education: 3 semester hours.
Consideration of legal background, current court ruling, professional responsibilities, and models for consultation and collaboration in a variety of educational settings. Includes the IEP process.

SPED 5540 Biomedical Aspects of Physical Disability: 2 semester hours.
Study of the causes, treatments, and educational implications of physical and neurological disorders of genetically and orthopedically disabled children.

SPED 5543 Autism: 2 semester hours.
An overview of autism and implications for educational planning. Teaching strategies that are successful in working with individuals who have autism will be reviewed.

SPED 5546 Secondary Special Education: 3 semester hours.
Teaching methodology focusing on needs of secondary and adult special education students. Topics include functional academics, transition, independent living, social skills, vocational training employment options, and accessing community resources.

SPED 5548 Pre-practicum Moderately Handicapped: 1-3 semester hours.
Supervised practical work with moderately handicapped children in a clinical setting. May be repeated.

SPED 5550 Creating Inclusive Classrooms: 3 semester hours.
Curricula and methods for educating students with disabilities in general education classrooms. Emphasizes inclusive lesson design, curricular adaptations, and collaborative teaching.

SPED 5562 Advanced Issues in Behavior Disorders: 2 semester hours.
Study of educational organization, collaboration and consultation skills necessary to provide integrated service for this exceptionality.

SPED 5580 Seminar in Special Education: 1-2 semester hours.
Current topics in the field of special education by departmental faculty and guest lecturers. May be repeated for a total of 2 credits.

SPED 5581 Seminar Behavior Disorders: 1 semester hour.
Covers topical issues related to the education of children with behavior disorders in a variety of educational and therapeutic settings. May be repeated.

SPED 5585 Independent Problems: 1-3 semester hours.
Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. May be repeated.

SPED 5591 Seminar: 1-3 semester hours.
Critical analysis of the literature in one or more areas of education. Limited enrollment. May be graded S/U or on a letter-grade basis in separate sections.

SPED 5598 Advanced Fieldwork: 1-3 semester hours.
Orientation, observation, planning and implementation of special education instruction in a special education setting in the public schools.

SPED 5599 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

SPED 6630 Professional Development in Special Education: 2 semester hours.
Issues related to the professional role of the master's-degree-level special educator, including professional societies, history, philosophical and humanistic foundations.

SPED 6632 Administration of Special Education: 2 semester hours.
Supervision of special education, including the organization, financing, equipping, housing, and staffing of educational facilities for exceptional children. Also includes legal provisions relevant to special education.

SPED 6633 The Behaviorally Maladjusted Child: 3 semester hours.
Comprehensive study of the characteristics, learning problems, educational organizations, and teaching competencies for this exceptionality. PREREQ: SPED 4441.

SPED 6634 The Mentally Gifted Child: 3 semester hours.
Physical, mental, emotional, and social characteristics of the mentally gifted; teaching procedures, types of organization, analysis of educational need, and curricula material used in their education.

SPED 6636 Medical and Health Issues in Special Education: 2 semester hours.
Consideration of medical and health issues, problems, and practices as they pertain to children with disabilities in hospital-, home-, and school-based programs.

SPED 6638 Practicum in Special Education: 2-8 semester hours.
Individual observation, program development, and supervised practice in the development of teaching competencies for the education of exceptional children. A combination of fifty hours of experience and supervision equals one hour of academic credit.

SPED 6639 Internship in Special Education: 3-12 semester hours.
A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: SPED 6638.

SPED 6650 Thesis: 1-6 semester hours.
1-6 Credits. May be repeated. Graded S/U.

SPED 6651 Masters Paper: 1-3 semester hours.
A paper involving extensive familiarity with research findings written under the supervision of a faculty member in the department. May be repeated. Graded S/U

SPED 6652 Specialist Paper: 1-3 semester hours.
A paper involving extensive familiarity with research finding under the supervision of a faculty member of the program, consisting of applied research activity in the field of special education written in format appropriate for publication consideration by a peer-reviewed journal.

SPED 6658 Independent Problems: 1-3 semester hours.
Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 6 credits.

SPED 6659 Seminar: 1-3 semester hours.
Critical analysis of the literature in one or more areas of education. Enrollment limited. May be repeated up to 6 credits.

SPED 6662 Consultation in Schools: 2 semester hours.
Provides theoretical and practical experience in the development, implementation, and evaluation of a variety of consulting strategies suitable for working with teachers, administrators, community agencies, and parents.
SPED 6699 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

SPED 7758 Independent Problems: 2-4 semester hours.
Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 8 credits.

SPED 7759 Ed.S Internship: 1-9 semester hours.
Placement in a post-master's degree counseling, school psychology, or special education setting. A combination of fifty hours of experience and supervision equals one hour of academic credit. May be repeated.