School Psychology and Educational Leadership

Faculty
Chair:
Mortensen

Professors: Watkins

Associate Professor: Neill, Wagoner, Fan, Bocanegra

Assistant Professors: Mortensen, Stein

Doctor of Education (Ed.D.) in Educational Leadership

The Doctor of Education (Ed.D.) in Educational Leadership is the College of Education’s highest degree awarded in recognition of academic preparation for professional practice in educational leadership. Because students enter the program with substantial knowledge, skills, abilities, and experience, the doctorate degree in Educational Leadership seeks to support the development of education professionals as scholars, researchers, and practitioners. This three-part whole provides the grounding from which all benchmarks of the student’s educational journey, from admissions, to advancement to candidacy, and ultimately program completion, are assessed. The doctorate in Educational Leadership does not lead to certification as a superintendent (see Educational Specialist in Educational Administration below).

As scholars, Doctors of Educational Leadership demonstrate content mastery. As researchers, Doctors of Educational Leadership demonstrate the application of content mastery through scholarly contributions reflecting the necessary dispositions and skills to successfully conduct meaningful education research. Finally, through guided practicum experiences, Doctors of Educational Leadership demonstrate their ability to use acquired knowledge, dispositions and skills as scholars and researchers in applied educational leadership settings.

Ed.D. in Educational Leadership Standards

The Ed.D. in Educational Leadership is aligned with two sets of standards: the Idaho State University Standards for Advanced Professionals (described in the previous section), and the Doctor of Education in Educational Leadership Standards. The Doctor of Education in Educational Leadership Standards address the knowledge, dispositions, skills and strategies that frame successful educational leadership. These standards include: Organizational Development, Consultation, Diversity, Supervision, Managing Change, Applied Foundations, Technology, Research, Teaching and Learning Theory, and Leadership, Ethics and Communication.

Master of Education with Educational Leadership Standards

The curriculum for the Master of Education with Educational Leadership is aligned to the Idaho State University College of Education Standards for Advanced Professionals (previously described).

Educational Specialist (Ed.S.) in Education Administration

The Education Specialist (Ed.S.) program represents advanced work in education administration leading to superintendent certification. Applicants will enter the program after completion of a master's degree in Education Administration. Completion of the Education Specialist program requires a minimum of 31 semester credit hours beyond the master's degree with an accumulated GPA of 3.5 during the specialist program. Students with a master's degree in areas other than administration may be required to take additional work equivalent to that required in the administration degree and must meet initial principal certification.

Education Specialist in Education Administration Standards

The Education Specialist in Education Administration curriculum is aligned with two separate but related sets of standards: The Idaho State University College of Education Standards for Advanced Professionals and the Idaho State Department of Education’s requirements for an Administrator Certificate with the Superintendent endorsement. All sets of standards are aligned.

Idaho State Department of Education Administrator Certificate with the Superintendent Endorsement

These standards address competencies determined by the State of Idaho to be necessary for effective school (district level) leadership (i.e., the superintendency). These standards include: Advanced School Finance, Grant Writing & Revenue Generation, Policy Development & School Board Relations, District-wide Support Services, Employment Practices & Negotiations, Educational Product Marketing & Community Relations, and Special Services & Federal Programs. Superintendent level certification endorsement can be a student outcome of this program.

Master of Education (M.Ed.) with Pre-K-12 Educational Administration Emphasis

The curriculum in the Master of Education (M.Ed.) with Pre-K-12 Educational Administration emphasis is designed to strengthen the student's understanding, knowledge, and skills in Core Professional Studies and Educational Administration as they relate to successful Pre-K-12 education administration. The Master of Education with Pre-K-12 Education Administration emphasis can lead to certification as a Pre-K-12 principal.

Master of Education with Pre-K-12 Educational Administration Emphasis Standards

The Master of Education in Educational Leadership with Pre-K-12 Education Administration emphasis leading to Pre-K-12 principal certification curriculum is aligned to two related sets of standards: The Idaho State University - College of Education Standards for Advanced Professional (described previously) and the Idaho Standards for School Administrators.

Idaho State Pre-K-12 Principal Certification Standards

These standards address competencies determined by the State of Idaho to be necessary for effective school leadership (i.e., principal). Standards must be met
through graduate-level course work in school administration for the preparation of school principals at an accredited college or university. These 10 standards include Mission, Vision, and Beliefs, Ethics and Professional Norms, Equity and Cultural Responsiveness, Curriculum, Instruction, and Assessment, Community of Care and Support for Students, Professional Capacity of School Personnel, Professional Community for Teachers, Meaningful Engagement of Families and Community, Operations and Management, and Continuous School Improvement. Idaho principal certification can be a student outcome through this curricular/standard alignment.

Master of Education (M.Ed.) in Educational Administration with Athletic Administration Emphasis

The Master of Education (M.Ed.) in Educational Administration with Athletic Administration Emphasis combines existing coursework and current programs in Educational Administration and Athletic Administration. This emphasis will provide school districts, which typically hire assistant principals and assign them athletic administrator responsibilities, with principals that are well-qualified to assume athletic administrator duties. This emphasis will provide education specifically designed to address the needs of current and future athletic administrators at the secondary school level. Candidates can select from existing course options in Educational Administration and Athletic Administration.

Doctor of Education in Educational Leadership

Admission Requirements

Admission to the Educational Leadership doctoral program is based on a rolling-cohort model. Cohorts cycle through approximately every three years. Screening of applications for cohort admission begins April 15th of the year in which a cohort is scheduled to begin the program. Outside the cohort, applications are invited on an ongoing basis. Non-cohort applications are reviewed fall, spring and summer. Every effort is made to support the doctoral program of study of non-cohort students.

At the time of application, the applicant must specify a single area of concentration (i.e., P-12 Education Administration, Higher Education Administration, Instructional Design and Technology). Should a student wish to change his or her area of concentration, he or she must reapply to the Graduate School for readmission to the doctoral program in Educational Leadership.

For admission to the Doctor of Education in Educational Leadership, the student must apply to and meet criteria for admission to the Graduate School. The applicant must also meet the following minimum admission requirements:

1. A master’s degree in education or a related field from a regionally accredited institution A minimum of a 3.5 grade point average at the graduate level course work
2. Letter of interest, stating why the applicant is interested in the Ed.D. (specify concentration)
3. A minimum score at the 40th percentile on the Miller Analogies Test (MAT) or on either the Verbal Reasoning or Analytical Writing section on the Graduate Record Examination (GRE)
4. A current resume that includes the names of two professional references who can address the academic or professional/leadership qualifications of the applicant
5. Successful completion of an interview with faculty in the proposed concentration area
6. Successful performance of a writing sample completed in conjunction with the interview

International students whose native language is not English must comply with Graduate School admissions requirements. Additional language-based course work may be required of international students whose native language is not English.

General Requirements

The Doctor of Education in Educational Leadership with emphasis in Higher Education Administration requires a minimum of 64 semester credits of course work:

- 18 credits in the doctoral core
- 27 credits in the area of emphasis, including 3 credits of electives
- 9 credits of cognate courses (5500 level and above)
- 10 dissertation credits

The Doctor of Education in Educational Leadership with emphasis in P-12 Education Administration requires a minimum of 61 credits:

- 18 credits in doctoral core
- 24 credits in the area of emphasis, including a minimum of 3 practicum credits
- 9 credits of cognate courses (5500 level and above)
- 10 dissertation credits

The Doctor of Education in Educational Leadership with emphasis in Instructional Design and Technology requires a minimum of 61 credits:

- 15 credits in doctoral core
- 27 credits in the area of emphasis, including a minimum of 6 practicum credits and 9 EDLT elective credits
- 9 credits of cognate courses (5500 level and above)
- 10 dissertation credits

The Educational Leadership program defines cognate study as a planned set of courses, 5500-level and above, outside the student’s concentration area, taken within the College of Education or outside it. Cognate study is to be determined prior to cognate course enrollment, in consultation with the student’s advisor.

Of the 61/64 semester credits required for the Ed.D. in Educational Leadership, at least 30 semester credits of course work must be taken at Idaho State University. Dissertation credits may not be transferred from another institution.

Students are required to maintain continuous enrollment of at least one semester credit of work each semester (including summers) from matriculation to completion of the program including completion of the dissertation and oral defense. Failure to maintain continuous enrollment can result in dismissal from the program.

Students must maintain a 3.2 grade point average to qualify for the Doctor of Education. Two grades of C+ or below during the entire program will result in admissions status review, with the possibility of dismissal.

Final Program of Study

Tentative programs of study may be drafted upon program entry with the help of the student’s advisor. The final program of study must be submitted with the Comprehensive Examination Notice of Intent and routed through the student’s advisor, the Department, and the Dean of the College of Education. Upon submission of the final program of study to the Dean of the Graduate School,
the Dissertation Committee, including the Graduate Faculty Representative, is established and the student is advanced to candidacy.

**Comprehensive Examination**

The comprehensive examination is a significant aspect of the student’s total doctoral program. The written examination is normally administered during or immediately following the last semester in which the student is engaged in formal course work.

The comprehensive examination has, as its overall objective, the assessment of the student’s knowledge, understanding, and skills as they relate to the field of educational leadership. Examination guidelines are provided in the Ed.D. Handbook.

**Dissertation and Oral Defense**

Upon successful completion of the comprehensive examination and approval of the dissertation proposal by the student’s Dissertation Committee, the student is authorized to complete the dissertation in preparation for the final oral defense.

**Required Courses**

The Doctor of Education in Educational Leadership requires a minimum of 61/64 semester credits of course work. Doctoral degrees in P-12 Education Administration and Higher Education Administration require 18 credits in the doctoral core. The Doctor degree in Instructional Design and Technology requires 15 credits in the doctoral core. A minimum of 24 credits in the area of concentration is required for the Ed.D. in P-12 Education Administration. The Ed.D. in Higher Education Administration requires 24 credits in the area of concentration and 3 elective credits. The Ed.D. in Instructional Design and Technology requires 27 concentration area credits that includes 9 credits of EDLT electives and 6 credits of practicum (EDLT 7737). Each emphasis require 9 credits of cognate study (determined in consultation with the student’s advisor and concentration area) at the graduate level (5500 or above), and at least 10 dissertation credits. The student may select from the following areas of emphasis: P-12 Education Administration, Higher Education Administration, or Instructional Design and Technology.

**Doctor of Education in P-12 Education Administration**

<table>
<thead>
<tr>
<th>Doctoral Core Courses (18 credits)</th>
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<tbody>
<tr>
<td>EDLP 7700</td>
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<tr>
<td>EDLP 7703</td>
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<tr>
<td>EDLP 7705</td>
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<td>EDLP 7706</td>
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<td>EDLP 7721</td>
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<td>EDLP 8800</td>
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<tr>
<td>EDLP 8801</td>
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<tr>
<td>EDLP 8830</td>
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</tbody>
</table>

**P-12 Education Administration Concentration (24 credits)**

| EDLA 6643 | School Personnel Administration | 3 |
| EDLA 6662 | The Superintendentcy | 3 |
| EDLA 6664 | Public School Monetary Policy | 3 |
| EDLA 7720 | Legal and Ethical Issues in Educational Organizations | 3 |
| EDLA 7721 | Educational Policy and Governance | 3 |
| EDLA 7723 | Educational Planning and Evaluation | 3 |
| EDLA 7724 | Data Informed Instructional Leadership | 3 |
| EDLA 7737 | Practicum | 1-3 |
| EDLA 7751 | Case Analysis in Educational Administration | 1 |

**Cognates (9 credits)**

| EDLP 8840 | Dissertation Prospectus | 1-6 |
| EDLP 8850 | Dissertation | 1-10 |

**Total Credits**

43-59

**Doctor of Education in Higher Education Administration**

<table>
<thead>
<tr>
<th>Doctoral Core Courses (18 credits)</th>
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</thead>
<tbody>
<tr>
<td>EDLP 7700</td>
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<tr>
<td>EDLP 7703</td>
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<tr>
<td>EDLP 7705</td>
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<td>EDLP 7706</td>
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<td>EDLP 7721</td>
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<td>EDLP 8800</td>
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<tr>
<td>EDLP 8801</td>
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<td>EDLP 8830</td>
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</tbody>
</table>

**Higher Education Administration Concentration Courses (24 credits)**

| EDLH 7730 | History and Philosophy of Higher Education | 3 |
| EDLH 7731 | Law in Higher Education | 3 |
| EDLH 7732 | College and University Curriculum | 3 |
| EDLH 7733 | Finance in Higher Education | 3 |
| EDLH 7734 | Issues and Trends in Higher Education | 3 |
| EDLH 7736 | Instructional Leadership and Faculty Affairs in Higher Education | 3 |
| EDLH 7737 | Practicum | 1-3 |
| EDLH 7738 | Assessment and Accountability in Higher Education | 3 |

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<th>Electives (3 credits)</th>
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<tbody>
<tr>
<td>EDLC 7730</td>
</tr>
<tr>
<td>EDLH 7735</td>
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<tr>
<td>EDLH 7739</td>
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<tr>
<td>COUN 6680</td>
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</table>

<table>
<thead>
<tr>
<th>Cognates (9 credits)</th>
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</thead>
<tbody>
<tr>
<td>EDLP 8840</td>
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<tr>
<td>EDLP 8850</td>
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<tr>
<th>Total Hours</th>
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<tr>
<td>3</td>
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**Education Specialist in Education Administration**

**Admission Requirements**

For admission to the Education Specialist program, the student must apply to, and meet all criteria for, admission to the Graduate School. The student must meet the following requirements:

- A master’s degree in education administration with a minimum 3.5 GPA at the graduate level from an accredited institution
• A minimum of five years of successful teaching and/or administration experience in P-12 schools, including at least one year of successful administrative experience
• A letter of interest stating the applicant’s interest in the Ed.S. program
• A current resume, including the names of and contact information for at least 2 professional references
• A minimum score at the 40th percentile the Miller Analogies Test (MAT) OR on either the Verbal or Analytical Writing sections of the Graduate Record Examination (GRE)

General Requirements
The Education Specialist program requires a minimum of 31 credits, distributed as listed below to complete. Students must complete the minimum semester hours identified in each area. The courses used to meet the minimum requirements may be taken during the master’s degree or educational specialist program. In general, the program of study for the Education Specialist in Education Administration is as follows:

**Educational Specialist in Education Administration**

**Prerequisite**
- EDUC 6610 Applied Educational Statistics 3

The student must have successfully completed a master’s level education statistics course within five (5) years prior to being accepted into the program or during the first semester of coursework in the Ed.S. program for which credit will not be counted toward degree.

**Education Administrative Concentration Courses**
- EDLA 6643 School Personnel Administration 3
- EDLA 6662 The Superintendent 3
- EDLA 6664 Public School Monetary Policy 3
- EDLA 7720 Legal and Ethical Issues in Educational Organizations 3
- EDLA 7721 Educational Policy and Governance 3
- EDLA 7723 Educational Planning and Evaluation 3
- EDLA 7724 Data Informed Instructional Leadership 3

**Electives**
- Students may select from courses offered in the doctoral program or as determined in consultation with their academic advisor. 6

**Field Experience**
- EDLA 7737 Practicum 3
- EDLA 7751 Case Analysis in Educational Administration 1

Total Credits 34

**Master of Education (M.Ed.) in Educational Leadership**

**Admission Requirements**
Applicants must apply to and meet all criteria for admission to the ISU Graduate School. The applicant must also meet the following minimum SPEL admission requirements:

• A bachelor’s degree from an accredited institution; usually that degree is in an education-related field
• One year of professional experience
• A letter of interest, stating the applicant’s interest in the program

• Current resume, including the names of and contact information for at least 2 professional references
• A minimum GPA of 3.0 for all upper division credits taken at the undergraduate level

<table>
<thead>
<tr>
<th>Core Professional Studies</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>OLP 5550 Adult Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610 Applied Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Leadership Studies</strong></td>
<td>18</td>
</tr>
<tr>
<td>EDLA 6608 Organizational Leadership and Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6612 School Law, Governance, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6649 Issues in Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 7721 Educational Policy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 7723 Educational Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 7702 Supervision and Empowerment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Field Experiences** 4
- EDLA 6651 Case Analysis in Education 1
- EDLA 6657 Internship 1-3

* Students complete 260 hours of Internship; hours determined in cooperation with the university internship coordinator, the Intern, and the cooperating administrator at the sponsoring agency.

• Minimum of 3 credits.

• Three (3) credits of initial enrollment required during the first semester of enrollment thereafter, at least one (1) credit per semester of continuous enrollment until completed.

# Students must complete EDLA 6608 and EDLA 6612 as a prerequisite for admission to EDLA 6657 (Internship).

**Master of Education with P-12 Educational Administration Emphasis**

**Master of Education with Educational Leadership Emphasis**

**Admission Requirements**
For admission to the Master of Education with P-12 Education Administration emphasis, the applicant must apply to and meet all criteria for admission to the Graduate School. The applicant must also meet the following minimum admission requirements:

• A bachelor's degree from an accredited institution; usually that degree is in an education-related field

• Minimum of one year of P-12 teaching experience or documentation of equivalent experience for the P-12 school administration emphasis

• A letter of interest, stating the applicant’s interest in the program

• Current resume, including the names of and contact information for at least 2 professional references

• A minimum GPA of 3.0 for all upper division credits taken at the undergraduate level

• Standardized test information that meets Graduate School admission requirements

For admission to the Master of Education with Educational Leadership emphasis, the applicant must apply to and meet all criteria for admission to the Graduate School.
School. The applicant must also meet the following minimum admission requirements:

- A bachelor’s degree from an accredited institution; usually that degree is in an education-related field
- One year of professional experience
- A letter of interest, stating the applicant's interest in the program
- Current resume, including the names of and contact information for at least 2 professional references
- A minimum GPA of 3.0 for all upper division credits taken at the undergraduate level
- Standardized test information that meets Graduate School admission requirements

Both the Master of Education with P-12 Education Administration and the Master of Education with Educational Leadership emphasis require a minimum of 31 credits.

Students seeking Idaho principal certification (P -12 Education Administration emphasis) must meet requirements of the Idaho State Board of Education. It is recommended that students pursuing the Master of Education with P-12 Educational Administration emphasis have professional experience in an educational context.

P-12 Education Administration Emphasis (31 credits)

<table>
<thead>
<tr>
<th>Core Professional Courses (9 credits)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6602 Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610 Applied Educational Statistics</td>
<td>3</td>
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<tr>
<th>Leadership Foundation Studies (9 credits)</th>
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<tbody>
<tr>
<td>EDLA 6608 Organizational Leadership and Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6609 Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6612 School Law, Governance, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6614 Curriculum Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6615 Supervision and Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6642 School Culture and Community Relations</td>
<td>3</td>
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<thead>
<tr>
<th>Field Experiences (4 credits)</th>
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</thead>
<tbody>
<tr>
<td>EDLA 6651 Case Analysis in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDLA 6657 Internship          * #</td>
<td>1-3</td>
</tr>
</tbody>
</table>

* Students will complete a 260 hours of Internship; hours are specified at the elementary, middle school, and high school levels. Minimum of 3 credits required. Three (3) credits of Internship are required in the first semester of enrollment in the Internship; thereafter, at least one (1) credit per semester of continuous enrollment is required until completed.

# Students must complete two of the three courses; EDLA 6608, EDLA 6612, and/or EDLA 6615 as a prerequisite for admission to EDLA 6657 (Internship).

Educational Leadership Emphasis (31 credits)

<table>
<thead>
<tr>
<th>Core Professional Courses (9 credits)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>OLP 5550 Adult Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610 Applied Educational Statistics</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Leadership Studies (18 credits)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>EDLA 6608 Organizational Leadership and Education Administration</td>
<td>3</td>
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<tr>
<td>EDLA 6612 School Law, Governance, and Ethics</td>
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<td>3</td>
</tr>
<tr>
<td>EDLA 7721 Educational Policy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 7723 Educational Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 7702 Supervision and Empowerment</td>
<td>3</td>
</tr>
</tbody>
</table>

Field Experiences (4 credits)

| EDLA 6651 Case Analysis in Education | 1 |
| EDLA 6657 Internship | 1-3 |

* Students will complete a 260 hours of Internship; hours determined in cooperation with the University Internship coordinator, the Intern, and the cooperating administrator at the institution, agency, or organization. Minimum of 3 credits required. Three (3) credits of Internship are required in the first semester of enrollment in the Internship; thereafter, at least one (1) credit per semester of continuous enrollment is required until completed.

# Students must complete EDLA 6608 and EDLA 6612 as a prerequisite for admission to EDLA 6657 (Internship).

Educational Specialist in School Psychology or Special Education

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 course work 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.

Course Requirements

| SCPY 6615 Advanced Child Psychology | 3 |
| SCPY 6616 Psychological Assessment | 3 |
| SCPY 6652 Specialist Paper | 1-3 |
| SCPY 6662 Consultation in Schools | 3 |
| SCPY 6663 Clinical and Diagnostic Interviewing in Schools | 3 |
Additional Requirements

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

Total Credits 31-33

Special Education Major

The following course work is required:

1. A minimum of 21 credits in special education course work 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.
3. Educational Specialist Paper in Special Education, SPED 6652, 1-3 credits. The number of credits will be determined by the advisor and student.

Master of Education in 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.

Professional Studies Core

<table>
<thead>
<tr>
<th>Course</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>
<tr>
<td>EDUC 6610</td>
<td>Applied Educational Statistics</td>
<td>3</td>
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</tbody>
</table>

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

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

Persons seeking initial certification must also complete:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPED 5529</td>
<td>Strategies Severe Disabilities</td>
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</table>

Additional Requirements for the School Psychology Option

Specialty Studies in Psychological Examiner

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

Integrative Field Research Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 6668</td>
<td>Practicum Introduction to School Psychology Learning Disabilities and Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 44

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 Educational Administration with Athletic Administration Emphasis

Graduate Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PE 6640</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 6601</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>PE 6615</td>
<td>Philosophy and Principles of Athletics in Education</td>
<td>3</td>
</tr>
<tr>
<td>or 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>
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Administrative Concentration

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PE 6605</td>
<td>Leadership and Administration</td>
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</tr>
<tr>
<td>or EDLA 6608</td>
<td>Organizational Leadership and Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6609</td>
<td>Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6612</td>
<td>School Law, Governance, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6614</td>
<td>Curriculum Instruction and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
Field Experience Requirements

- EDLA 6657 Internship (180 Hours): 3 semester hours.
- EDLA 6651 Case Analysis in Education: 1 semester hour.
- PE 6635 Management Aspects of Athletics: 3 semester hours.
- PE 6631 Athletics and the Law: 3 semester hours.
- PE 6625 Advanced Sport Marketing: 3 semester hours.
- PE 6655 Internship (90 Hours): 2 semester hours.

Athletic Administration Emphasis

- EDLA 6613 Using Data to Improve School Leadership: 3 semester hours.
- EDLA 6614 Curriculum Instruction and Assessment: 3 semester hours.
- EDLA 6615 Supervision and Instructional Leadership: 3 semester hours.
- EDLA 6642 School Culture and Community Relations: 3 semester hours.
- EDLA 6643 School Personnel Administration: 3 semester hours.

EDLA 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.

EDLA 6649 Issues in Education Administration: 3 semester hours.
Critical analysis of issues, trends and current topics in education administration.

EDLA 6650 Thesis: 1-6 semester hours.
Thesis credits. May be repeated.

EDLA 6651 Case Analysis in Education: 1 semester hour.
An educational leadership scenario is presented to the student as a capstone experience for the Master's degree or principal certification program in Education Administration. A written report and oral explication is required. May be repeated one time. Graded S/U. PREREQ: Permission of instructor.

EDLA 6657 Internship: 1-3 semester hours.
A partnership between the University and P-12 schools providing students experience in school leadership and administration. Student completes 260 hours of internship experience in school leadership including a minimum of 60 hours of on-site work at each level (elementary, middle, and high school) with accompanying portfolio. Students must enroll for 3 credits in their first semester, and at least 1 credit/semester of continuous enrollment. PREREQ: Two of EDLA 6608, EDLA 6612, and/or EDLA 6615, and permission of instructor. Graded S/U.

EDLA 6662 The Superintendency: 3 semester hours.
Study of school district leadership including organizational systems, ethics, change processes, school board operations, community relations, the role of education in a democratic society, and the needs of diverse constituencies.

EDLA 6664 Public School Monetary Policy: 3 semester hours.
Advanced study of the financial structure of public schools, including equity issues, taxation, revenue generation (grants) and budget development. Special emphasis on Idaho public education.

EDLA 6699 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

EDLA 7717 Legal and Ethical Issues in Educational Organizations: 3 semester hours.
Study of planning and evaluation in education organizations including strategic planning, effectiveness and curriculum audits, facility planning, and program planning and evaluation.

EDLA 7724 Data Informed Instructional Leadership: 3 semester hours.
The study of the use of data to support district-wide planning, implementation, and monitoring of curriculum, assessment, and instruction.

EDLA 7737 Practicum: 1-3 semester hours.
Students observe, participate in and perform activities in a school setting. Designed to facilitate school/district leadership knowledge, skills and dispositions. Focus on certification standards. May be repeated for a maximum of 12 credits. PREREQ: Permission of instructor.
EDLA 7748 Independent Problems in Education Administration: 1-3 semester hours.
Individual field work and/or library research under staff guidance on specific education administration problems of interest to doctoral students in the Education Administration program. May be repeated. PREREQ: Permission of instructor.

EDLA 7751 Case Analysis in Educational Administration: 1 semester hour.
A final case analysis scenario is provided to the student as a capstone experience for the Education Specialist degree in Education Administration. A written report and oral explication is required. This course will also serve as the final assessment for the content specialization area of the doctoral degree. May be repeated one time. Graded S/U. PREREQ: Permission of instructor.

Educational Leadership Courses

EDLP 5599 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

EDLP 6699 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

EDLP 7700 Change Strategies: 3 semester hours.
Investigation and application of individual and organizational change strategies and tactics.

EDLP 7702 Supervision and Empowerment: 3 semester hours.
Practical study of leadership values use of coaching, participative management, team building, and critical inquiry to improve supervision in complex organizations.

EDLP 7703 Leadership and Org Devel: 3 semester hours.
Students will identify and critique several leadership and organizational theories and their application to work environments, and demonstrate a professional code of ethics and values.

EDLP 7705 Adv Res Design I Qualitative: 3 semester hours.
Process-based examination of qualitative research designs and methodologies commonly used in education and related fields. PREREQ: EDUC 6601 and EDUC 6610 or permission of instructor.

EDLP 7706 Advanced Research Design II (Quantitative): 3 semester hours.
Process-based examination of quantitative research designs and methodologies commonly used in education and related fields. PREREQ: EDLP 7721 or EDLP 7722 or equivalent or permission of instructor.

EDLP 7721 Intermediate Statistics in Edu: 3 semester hours.
Applications of intermediate statistical methods used in the analysis of quantitative measurement data in education and related fields. Introduces time-series and multi-factor experiments. PREREQ: EDUC 6610 or equivalent.

EDLP 7722 Advanced Statistics in Education: 3 semester hours.
Applications of advanced statistical methods most frequently used in the analysis of quantitative measurement data in education and related fields. PREREQ: EDUC 6610 and EDLP 7705 or EDLP 7706 or equivalent or permission of instructor.

EDLP 7748 Ind Probs in Educ Leadership: 1-3 semester hours.
Individual field work and/or library research under staff guidance on specific education leadership problems of interest to doctoral students in the Educational Leadership program. May be repeated. PREREQ: Permission of instructor.

EDLP 7799 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content.

EDLP 8800 Doctoral Seminar: 1 semester hour.
Serves as an initiation/orientation to doctoral study. Exploration of educational leadership through readings, reflection and dialog. Taken during the first year of doctoral course work. Graded S/U.

EDLP 8801 Capstone Seminar: 1 semester hour.
Provides doctoral students with a capstone experience designed to support and facilitate the comprehensive examination preparation and dissertation process. Taken during the final year of course work. Graded S/U.

EDLP 8830 Comp Exam: 1 semester hour.
A capstone requirement of all doctoral students in the Doctor of Education program. Students enroll in EDLP 8830 when they have successfully completed all other core, concentration area, and cognate courses. Is a prerequisite for EDLP 8850. Graded S/U. PREREQ: Permission of the instructor.

EDLP 8840 Dissertation Prospectus: 1-6 semester hours.
Development of the dissertation prospectus, the step prior to the proposal meeting. COREQ: EDLP 8830. PREREQ: Permission of instructor.

EDLP 8850 Dissertation: 1-10 semester hours.
Variable credits. May be repeated. Graded S/U. PREREQ: EDLP 8830 and permission of the instructor.

Higher Ed Comm Coll Courses

EDLC 5599 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

EDLC 6699 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

EDLC 7730 The Modern Community College: 3 semester hours.
Course content addresses the history and philosophy of community college education, including Tribal colleges. Examines the mission, objectives, educational functions, populations served, student and faculty characteristics, and current issues facing community colleges in a global environment.

Higher Educ Admin Courses

EDLH 5599 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

EDLH 6699 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

EDLH 7730 History and Philosophy of Higher Education: 3 semester hours.
Comprehensive analysis of the origin of institutions of higher learning, their philosophical foundations and historical contexts from the classical periods of Greece and Rome to the 20th century.
EDLH 7731 Law in Higher Education: 3 semester hours.
In-depth study of legal issues affecting public and private higher education institutions and systems. Emphasis on statutory provisions, court decisions, common law principles, and constitutional requirements.

EDLH 7732 College and University Curriculum: 3 semester hours.
In-depth study of current higher education curriculum practices and issues in the context of historical, philosophical, and political influences. Includes focus on processes of curriculum development.

EDLH 7733 Finance in Higher Education: 3 semester hours.
Critical analysis of issues in public and private higher education finance. Includes examination of alternative financing sources and methods, resource allocation, and fiscal management.

EDLH 7734 Issues and Trends in Higher Education: 3 semester hours.
Critical analysis of current topics in higher education. Consideration of roles and responsibilities of chief academic officers, boards of regents, faculties, and student services.

EDLH 7735 Government and External Relations: 3 semester hours.
Course explores leadership strategies for effective advocacy with state and federal policy makers, governing boards, development boards, foundations, business and industry, and the general public.

EDLH 7736 Instructional Leadership and Faculty Affairs in Higher Education: 3 semester hours.
Practical study of leadership values and practices unique to higher education and necessary for successful administration in the context of shared governance: focus on faculty leadership in processes of curriculum and program design for college learners evaluation; remediation, and rewards; and the development of academic policy.

EDLH 7737 Practicum: 1-3 semester hours.
A partnership between the Higher Education Concentration and various educational entities where students can experience higher education leadership and administration and their leadership can be assessed. Students engage in practical experience in leadership and administration. Students work under the direction of a graduate faculty member/practicum supervisor and host administrator(s) to fulfill the requirements of a Practicum plan. Students must enroll for 3 credits in their first semester and at least 1 credit/semester of continuous enrollment until the Practicum is completed. May be repeated for a maximum of 12 credits. Graded S/U. PREREQ: Permission of instructor.

EDLH 7738 Assessment and Accountability in Higher Education: 3 semester hours.
Key issues, strategies and challenges in developing assessment programs at the institutional, departmental and program levels that address national, state and accreditation mandates for accountability in higher education.

EDLH 7739 Higher Education Leadership Strategic and Enrollment Planning Governance Institutional Research: 3 semester hours.
Study of leadership strategies for strategic and enrollment planning, application of institutional research, and negotiation of complex on- and off-campus governance systems required for successful higher education leadership.

EDLH 7748 Independent Problems in Higher Education Administration: 1-3 semester hours.
Individual field work and/or library research under staff guidance on specific higher education administration problems of interest to doctoral students in the Higher Education Administration program. May be repeated. PREREQ: Permission of instructor.

School Psychology Courses

SCPY 5599 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

SCPY 6614 Diagnostic Evaluation of Learning Difficulties: 3 semester hours.
Investigation of theoretical and applied assessment of intervention measures suitable for remediating learning problems.

SCPY 6615 Advanced Child Psychology: 3 semester hours.
In-depth study of the principles of educational psychology and child development. Emphasis will be placed on applying research-based practices from the science of educational psychology to solve problems found in schools and other social settings. PREREQ: EDUC 6602.

SCPY 6616 Psychological Assessment: 3 semester hours.
Psychometric assessment to determine eligibility of students and provide diagnostic information to develop interventions and assess their effects. Includes writing of integrated reports that address various exceptionalities. PREREQ: SCPY 6614 and SCPY 6619.

SCPY 6619 Individual Intelligence Testing: 3 semester hours.
Supervised practice in administering, scoring, and interpreting the results of individual intelligence tests. Each section limited to 6 students.

SCPY 6652 Specialist Paper: 1-3 semester hours.
An applied research paper in school psychology, written in format appropriate for publication consideration by a peer-reviewed journal. A candidate is allowed to take 1 to 3 credits each semester but has to take at least 1 credit each semester until his or her paper is completed as approved by the instructor. May be repeated. PREREQ: EDUC 6601.

SCPY 6657 Legal and Ethical Issues in School Psychology: 2 semester hours.
This course is intended to address a variety of professional issues, including legal and ethical principles, professional standards of practice, and ethical decision making within the context of the unique professional practice of school psychology. Students will become familiar with the ethical principles of the American Psychological Association and the National Association of School Psychologists and learn to apply these principles to specific areas of school psychology practice such as assessment, intervention, and research.

SCPY 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.

SCPY 6659 Multicultural Issues in School Psychology: 2 semester hours.
This course is designed to examine cultural, socioeconomic, and ethnic variables unique to the practice of school psychology in the public school setting. The content of this course will include applying knowledge of cultural, socioeconomic, and ethnic differences to school psychology assessment, intervention, counseling, and English language acquisition issues.

SCPY 6660 Seminar in School Psychology: 3 semester hours.
Introduce students to the field of school psychology through guest speakers, literature, and discussion. Focus on assessment, diagnosis, professional ethics, historical development, and school law.

SCPY 6662 Consultation in Schools: 3 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. PREREQ: SCPY 6665.
SCPY 6663 Clinical and Diagnostic Interviewing in Schools: 3 semester hours.
This is an advanced clinical interview skills course in which knowledge and training are obtained in how to conduct clinical interviews with children and families in educational settings. Special consideration is given to conducting Mental Health Intake Interviews, Mental Status Examinations, Suicide Assessments, Targeted Violence Assessments, and Interviewing Special Populations. PREREQ: SCPY 6615, 6616, 6665, or Permission of Instructor.

SCPY 6664 Neurocognition and Learning: 3 semester hours.
This course will increase skills of school psychologists and educators in applying neurocognitive research to psychoeducational adjustment in schools. Content will emphasize intervention, assessment, instruction, consultation, individual differences in emotionality, attention, memory, and problem solving. PREREQ: EDUC 6602.

SCPY 6665 Clinical School Psychology: 3 semester hours.
This course explores the clinical elements of school-based mental health services provided by school psychologists in public school settings. The educational manifestations of childhood and adolescent psychopathology are examined within the context of the DSM-IV-TR. Special emphasis is given to understanding the complexities of childhood mental illness and its unique educational impact on children and adolescents. COREQ: SCPY 6667.

SCPY 6668 Practicum Introduction to School Psychology Learning Disabilities and Special Education: 3 semester hours.
Supervised experience in psycho-educational, intelligence, and personality testing as well as diagnostic evaluation of learning difficulties and report writing. Special emphasis on the interpretation of assessment results to school-based multidisciplinary team members. A combination of fifty hours of experience and supervision equals one hour of academic credit. Each candidate will be asked to complete three psycho-educational evaluations under supervision of their site supervisors. May be repeated. PREREQ: SCPY 6619 and permission of instructor.

SCPY 6669 Advanced Practicum in School Psychology: 1-12 semester hours.
A combination of fifty hours of experience and supervision equals one hour of academic credit. The weekly supervision seminars provide the candidate with supplementary guidance, support, and educational information regarding professional issues of school psychology such as techniques of providing in-service training and integration of technology into student learning through case discussion, supplemental readings, direct instruction, and guest speakers. May be repeated. PREREQ: SCPY 6668 and permission of instructor.

SCPY 6670 Practicum in School Psychology: 1-2 semester hours.
Second-year students will process school and community-based referrals. Fifty (50) hours contact time per credit. This involves a collaborative problem-solving approach with school-based teams to gain experience with pre-referral activities, evaluation, and intervention plans. May be repeated. COREQ: SCPY 6665.

SCPY 6672 Problem Solving Intervention in Schools: 3 semester hours.
This course will provide a foundation in skills, knowledge and practice that reflects a “Problem-Solving Intervention” (PSI) approach to assessment and intervention implementation in schools.

SCPY 6673 Response to Intervention in Schools: 3 semester hours.
This course integrates both the theory and practical application of “Response to Intervention” (RTI) used for development and implementation of effective interventions pertaining to academic and behavioral “problems” in school settings.

SCPY 6682 Cognitive-Behavioral Intervention in Schools: 3 semester hours.
This course provides theoretical and practical experience in the development, implementation, and evaluation of a variety of cognitive-behavioral interventions when working with teachers, administrators, community agencies, and parents. This course examines both “intervention” and “consultation” principles and strategies. The primary focus is the scientific research and application of cognitive-behavioral interventions to achieve improved performance and success of students in schools.

SCPY 6699 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

SCPY 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. PREREQ: Completion of all program course work.