University of Idaho
College of Education

Department of Curriculum and Instruction
Special Education Program

Master's Program Handbook

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*The Center on Disabilities and Human Development (CDHD), Idaho's University Center for Excellence in Developmental Disabilities (UCEDD). There are over 67 UCEDDs throughout the U.S. and its territories; each one associated with a university or college. http://www.idahocdhd.org/Home.aspx

University of Idaho
College of Education
Special Education
Master of Education Degree

Welcome to the Special Education Program. The special education program and coursework is offered as an online course of study that is designed with your major professor or advisor. To help assure successful progress toward your degree, you should become familiar with this handbook, obtain and review the UI University Catalog (http://www.uidaho.edu/registrar/classes) and meet regularly with your advisor and other faculty members.

Masters Options:

The Department of Curriculum and Instruction, Special Education Program, offers a Master of Education program with four tracks:

BSEd/M.Ed: The first track is available to undergraduate students at the University of Idaho who want to enter a unique program that includes an undergraduate degree in elementary or secondary education plus a Master's Degree in Special Education in five years (graduate courses are taken after one semester of elementary or secondary internship). This program is designed for students who want to become Special Education teachers. Students graduate with dual certification, making their options for professional employment broader than the 4 year single major program. (see Appendix A)

Masters plus Certification in Special Education: The second track is available to people new to Special Education and affords the opportunity to earn a degree while gaining initial Special Education Exceptional Child K-12 teaching preparation and certification. Students, who pursue this track, will exit with the master's degree and an Idaho teaching certification in Exception Child Generalist. Because this track results in initial preparation in special education, coursework is paired with field experience so that students will gain the opportunity to link their subject knowledge to pedagogy and practice. The culminating activity for students in this track is a semester-long full-time teaching internship during which students will gain valuable hands on experience. (Note: Candidates in this track will already hold an elementary or secondary teaching certificate, but have no previous degree in special education – see Appendix B)

Master's Only: A third master's degree track is available for experienced special educators who have a bachelor's degree in special education or a closely related field. This track is appropriate for individuals who wish to earn a master's degree while expanding their knowledge of the field. In this track, students register for a number of common courses covering topics designed to broaden teachers' knowledge of special education strategies and promote professional development. Students also select, in conjunction with their advisor, additional classes to enhance their knowledge in a selected area of focus

or may pursue the endorsement of Consulting Teacher. Students in this track culminate their experience with a master's project, designed by working with their faculty advisor. (see Appendix C)

Masters plus Special Program Area: A fourth track is available, as state funding supports are available, to concentrate on a special program of focus. For the 2010-2011 school year the area of focus is low incidence disabilities, including severe disabilities and Autism. In this track, students register for a number of designated courses covering topics designed to broaden teachers' knowledge of special education strategies and promote professional development. Students in this track culminate their experience with a master's project, designed by working with their faculty advisor. Please contact Julie Fodor (jfodor@uidaho.edu) for current information.

Other Options:

Certification Only Option is available for those seeking a 5th year Exceptional Child K-12 Generalist certification. (see Appendix E)

Early Childhood Development Education (including special education K-3 may be accessed through the School of Family and Consumer Sciences (http://www.uidaho.edu/cals/fcs/content/ecde).

Consulting Teacher Endorsement may be added to an Idaho teaching certificate (see Appendix F).

School Administration – Director of Special Education, supervisor of Special Education – contact the Department of Leadership and Counseling for more information. (http://www.uidaho.edu/ed/leadershipcounseling/educationalleadership)

Admission Requirements

Applicants are required to apply and follow procedures though the Graduate Admissions office located at http://www.students.uidaho.edu/gradadmissions for entry into the Special Education Master's of Education (M.Ed.) plus certification program. In addition to meeting the Graduate Admissions office requirements, applicants must meet program requirements which include:

1. holding a teaching certificate in either Elementary or Secondary education **OR** be eligible to hold a teaching certification in Elementary or Secondary education;
2. providing three (3) letters of recommendation;
3. have a minimum Grade point Average (GPA) of 3.0;
4. providing a resume/curriculum vitae;
5. providing a detailed, written statement of their academic and career objectives/goals.

Applicant must apply by April 1 for summer and fall acceptance, and by November 1 for spring acceptance.

Course Delivery

The special education coursework is delivered online utilizing a variety of delivery formats. Some of the tools of delivery that you will encounter in the program are:

*Blackboard Learning Systems (*https://bblearn.uidaho.edu/webapps/login/) - the University supported online system for educational instruction, communication, and assessment.

TaskStream Learning Achievement Tools (LAT) – is a system to plan learning activities, assess student performance, and demonstrate achievement of learning outcomes. The Special Education Program will provide a 3 year subscription for all students entering the program, students needing access to TaskStream beyond the three years will purchase the additional time themselves.

Master's Program Course Rotation:

Graduate courses in the master's degree tracks are offered on a rotation basis that allows students to plan their programs several semesters in advance. All courses are offered online and depending on the program track will follow the suggested schedule below. Students will consult with a faculty advisor regarding the master's course sequence that will apply to them. Preparing this program plan before or during the first semester of attendance is a critical component to completing all the requirements for the master's degree and the certification option if that applies.

The master's program culminates in the Master's Project or Capstone Portfolio for those seeking Exceptional Child certification or the Consulting Teacher endorsement and internship, completion of the *Teacher Performance Assessment.* If the student is not able to complete the culminating activities, then the student will not be successful in internship or the master's project/capstone portfolio and may be required to repeat the activity.

Curriculum and Instruction Policy on Signature Assignments/Standards, Teacher Performance Assessment and Capstone Portfolio

There is more to being a teacher than making good grades while being a teacher candidate. Faculty in the College of Education observes that while some candidates perform well academically, they may not demonstrate some of the other essential characteristics of an effective teacher. That is, it is critical that the teacher preparation programs at University of Idaho focus on knowledge and performance in our initial teacher certification candidates. The desired outcome is for our teacher certification candidates to possess the content, pedagogy, and professional (*skills)* to be effective teachers.

Signature Assignments

The Special Education Program has identified a set of signature assignments that must be mastered in order to continue in the certification and master's degree program. The Initial Teacher Standards for the Exceptional Child certificate as well the Special Education Program Standards are connected to signature assignments in the course sequence. Certification and graduate students must earn a B or better for the signature assignments to receive a passing

grade in the courses. In other words the student cannot pass without completing the signature assignment.

Remediation Policy: If a student is passing the course, but has failed to get a minimum of B on the Signature Assignment, the student may resubmit the assignment. The conditions and time frame for the resubmission of the assignment will be determined by the instructor and in conjunction with the University policy on giving an "incomplete". If the resubmitted assignment is not successfully passed, the student will need to repeat the course and the Signature Assignment.

Teaching Performance Assessment

A Teaching Performance Assessment system is being developed by the College of Education for implementation that will include specific teaching performance expectations developed by the program. This assessment will begin to be implemented in the Spring 2011 semester and will involve all students seeking initial certification as an Exceptional Child K-12 educator as part of their program. More information will be provided as the Teaching Performance Assessment is developed.

Culminating Masters Program Activity

Master's students in Special Education are required to complete a Masters Project or Capstone Portfolio as part of their degree requirements.

- The Masters Project should focus on a specific important topic, question, or need in the area of special education. Masters projects are typically either research studies or literature synthesis papers although in exceptional circumstances a student may complete a special project. Students work closely with their advisor to complete this project.
- The Web-Based Capstone Portfolio will demonstrate the student's over-all knowledge, abilities, and progress throughout the master's degree process as well as addressing the Idaho Initial Teacher Standards for the Exceptional Child certificate and the Special Education Core Program Standards. Portfolio creation involves the participant in active learning activities such as problem solving, writing, analyzing and researching

Degree Completion Requirements:

To complete the certification only, endorsement or master's degree in Special Education, each student must:

1. Meet all College and University graduation and recommendation for certification requirements;
2. Earn a B or higher in all Special Education (EDSP) coursework (students must repeat courses in which a grade lower than a B is earned. A course can only be repeated once.);
3. Complete the required number of hours for the track for which the student is enrolled – including the prerequisites.

4. Complete the Capstone Portfolio for the master's project.
5. Students in the initial certification as a generalist in special education track must also complete (a) the College of Education Teaching Performance Assessment linked to the NCATE conceptual framework; (b) demonstrate competence in the standards for the Exceptional Child K-12 certificate and (c) pass the praxis II exams currently required by the State of Idaho as well as the Idaho Comprehensive Literacy Assessment or class.

Certification Requirements:
For Information and Application for Certification please see the following links:

http://www.uidaho.edu/ed/teachered

State of Idaho Department of Education website:

http://www.sde.idaho.gov/site/teacher_certification/

Additional College of Education Requirement - Entrance to Teacher Education:
All students seeking teacher certification and/or the Consulting Teacher endorsement must also be admitted to the College of Education Teacher Education program. This is the method by which the college tracks progress for certification. Criteria for admittance to teacher education for those already having a degree can be found at http://www.uidaho.edu/ed/academics/teachereducation, and includes:

1. 2.75 cumulative GPA over all previous coursework.
2. Completion of EDCI 201 (or ED 510 or FCS 210) or equivalent with a grade of "C" or higher. (Introduction to Education course)
3. Completion of background check.

Financial Aid
Information regarding financial aid may be found at the U of I financial aid home page: www.uidaho.edu/financialaid. Students are strongly encouraged to meet with a U of I financial Aid advisor to get more help.

Further Assistance
If you need assistance regarding transcripts, admissions, background check questions contact the following:

Office of the registrar	http://www.uidaho.edu/registrar
College of Graduate Studies	http://www.uidaho.edu/cogs
College of Ed Certification Officer	Tammy Bowen (tammyb@uidaho.edu)
College of Education Certification Office	http://www.uidaho.edu/ed/teachered

If you need assistance regarding matters of Disability Service, contact Disability Support Services, http://www.students.uidaho.edu/taap.

Special Education Coursework Rotation

Fall

EDSP 300 Educating for Exceptionalities (2 cr) (all semesters)

EDSP 520 Education of People with Disabilities (3 cr) (fall)

EDSP 540 Behavioral Analysis for Children and Youth (3 cr) (fall)

EDSP 548 Special Education Curriculum (3cr) (fall)

EDSP 549 Language, Communication and Social Issues (3 cr) (fall)

EDSP 597 Internship (6 cr) (8 - 16 weeks) reduction in Internship depending on teacher experience

EDSP 599 Research: Non-thesis project (1-3 cr) must have one credit of EDSP the semester of graduation

Spring

EDSP 300 Educating for Exceptionalities (2 cr) (all semesters)

EDSP 423 Collaboration (3 cr) (spring)

EDSP 425 Assessment (3 cr) (spring)

EDSP 426 IEP Development (3 cr) (spring)

EDSP 599 Research: Non-thesis project (1-3 cr) must have one credit of EDSP the semester of graduation.

Summer

EDSP 300 Educating for Exceptionalities (2 cr) (all semesters)

EDSP 325 Classroom Application of Learning Theory (2 cr) (summer)

EDSP 350 Language & Communication Development & Disorders (3 cr) (summer)

EDSP 520 Education of People with Disabilities (3 cr) (fall & summer)

EDSP 522 Advanced Evaluation (2 cr) (summer)

EDSP 599 Research: Non-thesis project (1-3 cr) must have one credit of EDSP the semester of graduation

Appendix A

Department of Curriculum and Instruction

BS.Ed. with initial certification/credential in elementary or secondary education and M.Ed. with initial certification/credential in special education.

The College of Education offers a unique program that includes an undergraduate degree in elementary or secondary education plus a Master's Degree in Special Education in five years (graduate courses are taken after one semester of elementary or secondary internship). This program is designed for students who want to become Special Education teachers. Students graduate with dual certification, making their options for professional employment broader than the 4 year single major program.

In this program, students will study the areas of elementary or secondary education at the undergraduate level and special education at the graduate level for a period of five years. After the completion of the graduate year and yearlong internship, students will earn the Bachelors of Education degree in elementary or secondary education and the Master of Education Degree in Special Education. Students will also meet the requirements for an initial Idaho teaching certification/credential that will enable them to teach either elementary or secondary education as well as the generalist area of special education enabling them to teach in grades K-12.

During your first three years, students will complete their general education requirements, including the major requirements for either elementary or secondary education. They will also be enrolled in additional courses that are background for teaching special education as well as initial courses in the special education content area (approximately 9 credits). Students will also complete several early field experiences in the schools and complete a full year of internship. During the fourth year, students will complete a semester of internship in either elementary or secondary education and begin their graduate course work. During the fifth year the students will complete their graduate coursework in special education and complete the teaching internship in special education as well as work on their choice of a thesis or research project.

How does it work?

Students have an opportunity to plan undergraduate studies in a way that allows them to begin graduate work in the senior year. This may make it possible for students to graduate with a bachelor's degree and a master's degree in five years, with some summer study.

Students apply to the graduate program during the second semester of their senior year and are considered for acceptance that semester, after the posting of the final grades of the first semester of the senior year. The application process includes completing/meeting the other entry requirements of the graduate school as well as an interview with program faculty. Notification of acceptance is made in May, and the students continue graduate coursework the following summer and fall semesters. Upon final admission, the student will be sent a formal letter of acceptance into the full master's program.

Appendix B - Master's plus Certification in Special Education
Holding Certification in Elementary Education or Secondary Education

Welcome to the master's degree certification program in special education. This program is for students already certified in elementary education or secondary education and who are seeking a master's degree and certification in special education. Program requirements are noted in this checklist as a reference for you while you complete your program. Be sure to refer to your Study Plan each semester to make sure you are taking the appropriate coursework required for graduation. Please see the sample program below. All classes are online. Please see course descriptions in catalog.

Requirements:

- ☐ Complete Major Professor Form

Summer 1:

Prerequisites:

- ☐ EDSP 300 Education for Exceptionalities (2 cr) (all semesters) or EDSP 520 Education of People with Disabilities (3 cr) (fall and summer)
- ☐ EDSP 325 Classroom Application of Learning Theory (2 cr) (summer)
- ☐ EDSP 350 Language & Communication Development & Disorders (3 cr) (summer)
- ☐ Student completes application to Teacher Education (college requirement)
- ☐ EDCI 320 Foundations of Literacy Development and/or EDCI 463 Content Reading (3 cr) and EDCI 453 Phonics, Phonological Awareness, Assessment (1 cr.) and pass the Idaho Comprehensive Literacy Assessment or equivalent
- ☐ EDCI 410 Technology, Teaching, and Learning (2 cr.)

Fall 1:

- ☐ EDSP 540 Behavioral Analysis for Children and Youth (3 cr) (fall)
- ☐ EDSP 548 Special Education Curriculum (3 cr) (fall)
- ☐ EDSP 549 Language, Communication and Social Issues (3 cr) (fall)
- ☐ EDCI 570 Research (3 cr) (fall and Spring)
- ☐ Students must apply for internship two semesters prior to interning.
- ☐ Pass Praxis II #5014 (computer) or #0014 (paper)

Spring 1:

- ☐ EDSP 423 Collaboration (3 cr) (spring)
- ☐ EDSP 425 Assessment (3 cr) (spring)
- ☐ EDSP 426 IEP Development (3 cr) (spring)
- ☐ EDSP 599 Research: Non-thesis project (1-3 cr) must have one credit of EDSP the semester of graduation
- ☐ Pass Praxis II #5543 (computer) or 0543 (paper)

Summer 2:

- ☐ EDSP 522 Advanced Evaluation (2 cr) (summer)
- ☐ EDSP 599 Research: Non-thesis project (1-3 cr) must have one credit of EDSP the semester of graduation

Fall 2:

- ☐ EDSP 597 Internship (6-14 cr) (8-16 weeks)
- ☐ Pass the Teaching Performance Assessment
- ☐ Complete Non-thesis Research Project/Capstone Portfolio

Application for Degree

- ☐ Complete and submit paper copy of application for degree in semester prior to the final semester of course work

All special education courses are offered online.

- **EDSP 325 and EDSP 350 may be waived based on professional experience.**
- **All coursework and ICLA and Praxis II exams must be passed prior to beginning internship.**
- **Those certified in Elementary Education will need to take EDCI 463. Those certified in Secondary Education will need to take EDCI 453.**
- **Apply for Special Education Certification**

Appendix C Master's in Special Education
Holding State Certification in Special Education
Advising Checklist

Welcome to the master's degree non-certification program in special education. This program is for students already certified in special education and who are seeking a master's degree in special education. Program requirements are noted in this checklist as a reference for you while you complete your program. You must submit a study plan, typically in your first semester, to the College of Graduate Studies with all courses required for the master's degree recorded in the study plan. All classes are online. Please see course descriptions in catalog.

Requirements:

- ☐ Complete Major Professor Form
- ☐ File Study Plan with Graduate Studies

Research:

- ☐ Minimum of 3 credit hours of Research

Special Education coursework:

- ☐ Minimum of 12 credit hours

Credits arranged with Major Professor according to student interest in special education.

Additional Coursework:

- ☐ Twelve (12) to 15 credit hours

Credits arranged with Major Professor according to student interest. These credit hours may include and are not limited to coursework in EDSP, EDCI, EDAD, ADOL or ED

Final Research Project:

- ☐ EDSP 599 Research: Non-thesis project/Capstone portfolio (1-3 cr) must have one credit hours of EDSP the semester of graduation

Application for Degree

- ☐ Complete and submit paper copy of application for degree in semester prior to the final semester of course work

Appendix E Special Education Certification Only
Holding Certification in Elementary or Secondary Education

Welcome to the University of Idaho, College of Education, Certification in Special Education. This coursework is for students already certified in elementary or secondary education and who are seeking certification in special education only. Certification requirements are noted in this checklist as a reference for you while you complete your special education certification. Please see the coursework and requirements below. All classes are online. Please see course descriptions in catalog.

Prerequisite:

- ☐ EDCI 320 Foundation of Literature or EDCI 463 Content Reading and EDCI 453 Phonics, Phonological Awareness, Assessment (1 cr.) and pass the Idaho Comprehensive Literacy Assessment or equivalent or pass the ICLA Course (NNU-Online – 3 cr.)
- ☐ EDCI 410 Technology, Teaching, and Learning (2 cr.)
- ☐ Pass Praxis II #5014 or #0014
- ☐ Application to Teacher Education (College of Education)

Requirements for Certification in Special Education:

- ☐ Elementary or Secondary Certification
- ☐ EDSP 300 Educating for Exceptionalities (2 cr) (all semesters)
- ☐ EDSP 325 Classroom Application of Learning Theory (2 cr.) (summer)
- ☐ EDSP 350 Language & Communication Development & Disorders (3 cr.) (summer)
- ☐ EDSP 423 Collaboration (3 cr) (spring)
- ☐ EDSP 425 Assessment (3 cr) (spring)
- ☐ EDSP 426 IEP Development (3 cr) (spring)
- ☐ EDSP 484 Internship (7 cr) (8 weeks) and Teacher Performance Assessment
    - All coursework and assessment must be passed prior to internship
    - Internship application due semester prior to internship
- ☐ EDSP 548 Special Education Curriculum (3 cr) (fall)
- ☐ Pass Praxis II #0543 or #5543

Please note:

- Students holding certification in elementary education need EDCI 463 Content Reading and Pass the Idaho Comprehensive Literacy Assessment (3 cr.) or pass the ICLA Course (NNU-Online)

- Students holding certification in secondary education need EDCI 463 Content Reading (3 cr.) and EDCI 453 Phonics, Phonological Awareness, Assessment (1 cr.) and
  Pass the Idaho Comprehensive Literacy Assessment or equivalent or pass the ICLA Course (NNU-Online – 3 cr.)

- Students holding certification in elementary or secondary education will need to have the coursework required to meet the equivalency of the Idaho Comprehensive Literacy Requirement or pass the Idaho Comprehensive Literacy Assessment (given each semester)

- All coursework and assessments must be completed prior to internship.
- Internship application due semester prior to internship.
- In the event a student decides to apply to our master's program in special education, a maximum of twelve (12) hours may be applied to the Master's of Education (Med) in Special Education.

Appendix F - Consulting Teacher of Special Education

To be eligible for the institutional recommendation for Consulting Teacher of Special Education the applicant/student must meet the following competencies:

Requirements for endorsement recommendation:

- ☐ Application to Teacher Education
- ☐ Elementary, Secondary, or Exceptional Child Certification
- ☐ Three (3) years teaching experience, at least two of which must be in a special education setting
- ☐ Transcript analysis and program plan on file with advisor
- ☐ EDSP 425 Assessment (3)
- ☐ EDSP 325 or 540 Applied Behavior Analysis (3)
- ☐ EDSP 423 Collaboration (3)
- ☐ EDSP 548 Special Education Curriculum (3)
- ☐ EDAD 513 Special Education Law (3)
- ☐ EDAD 595 Supervision of Personnel (3)
- ☐ EDSP 580 Consulting Teacher (3)
- ☐ EDSP 598 Consulting Teacher Practicum (3)