Special Education Master’s Program Handbook
Updated August 7, 2018
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CARE

*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](http://www.idahocdhd.org/Home.aspx)
Welcome to the Special Education Program. The special education program and coursework is offered as a distance education program (with both synchronous and asynchronous components) that is designed with your major professor or advisor. To help ensure 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 two tracks:

**Masters plus Certification in Special Education:** This 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 Exceptional Child K-12 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 half time or half semester full-time teaching internship during which students will gain valuable hands on experience. (Note: Candidates in this track will already hold a standard instructional (i.e., elementary or secondary) teaching certificate, but have no previous degree in special education – see Appendix A.

**Master’s Non-Certification in Special Education:** A second 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. Students in this track culminate their experience with a master’s project, designed by working with their faculty advisor - see Appendix B.

> Since the State of Idaho periodically institutes new certification requirements, contact your advisor at the beginning of each semester to ensure you stay on track for certification and graduation requirements.

**Other Options:**
**Special Education Endorsement (teaching major)** is available to Elementary and Secondary majors – see Appendix C.

**Certification in Special Education Holding Certification in Blended Early Childhood Education/Early**
**Childhood Special Education** – see Appendix D. 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).

**Graduate Admission Requirements:**
Applicants are required to apply and follow procedures though the Graduate Admissions office located at (http://www.uidaho.edu/admissions/graduate) 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.

**Course Delivery:**
The special education coursework is delivered online utilizing a variety of delivery formats. Some of the tools of delivery that students 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.

*Zoom* - unifies cloud video conferencing, simple online meetings, and cross platform group chat into one easy-to-use platform.

**Prerequisites:**
Prerequisites are required before entering the course work (See Appendix A-E). Exceptions to the required prerequisites can be granted in the following ways:

A **course waiver** is used when it is determined that a student does not have to take a particular required course. The waiver carries no credit; it simply means that the student does not have to complete the course. To receive a course waiver the student must demonstrate they meet the standards of the course. Contact your advisor or course instructor to see what needs to be submitted to be considered for a course waiver. The course waiver can be found at http://www.uidaho.edu/registrar/forms on the Office of the Registrar’s homepage. Once on the homepage, click on “forms” and scroll down to “Degree Audit Substitution/Waiver Request.” Complete the form and submit it to your advisor.

A **course substitution** is used when it is determined that a particular required course could be replaced by another appropriate course. Students will provide a description and syllabus of the course that was taken for review by your advisor and/or course instructor.

**Application/Transfer in of Credits toward certification:**
The program requires that any credits applied to the current program in certification be no less than five (5) years old. Courses more than five year old must be retaken for certification.

**Membership in a professional organization:**
The Special Education Program encourages all special education majors to join a professional organization that supports inclusion and diversity. Joining a professional organization that focuses on inclusion and diversity allows our students to build a professional network, access professional development opportunities, receive scholarly publications in topics related to special education, and attend professional conferences. Please check with your advisor since for a short time, the cost of a student membership in a professional organization that focuses its efforts on inclusion and diversity will be covered by the Special Education Program.

Please choose which organization you would like to belong to, fill out an application for student membership, and submit to Ms. Valerie Headtke (vmheadtke@uidaho.edu). The following professional organizations are highly recommended, but there may be others that also meet the goals of this student support opportunity:

1. The Council for Exceptional Children (CEC) which is the largest special education organization in the US and which consists of multiple interest subdivisions (e.g., Council for Learning Disability, Autism and Developmental Disabilities, and many more) [https://www.cec.sped.org//media/images/Membership/2016%20Membership%20Application.pdf](https://www.cec.sped.org//media/images/Membership/2016%20Membership%20Application.pdf)
2. American Association on Developmental Disabilities (AAIDD) [https://aaidd.org/about-aaidd/membership-join/](https://aaidd.org/about-aaidd/membership-join/)

A student may choose another organization not on this list, but it should first be approved by the student’s adviser.

**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 (EDSP 599) and for those seeking Exceptional Child certification completion of the *Idaho-Teacher Performance Assessment for Special Education* (EDSP 597). 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, Health and Human Sciences 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.

**Internship/Student Teaching:**
Student teaching is the culminating field experience of the special education masters/certification program track. This field experience is an all day, half-semester or half-day full semester placement in a school setting. Student teaching is an integral and transformative part of your learning experience. It gives you the opportunity to gain instructional experience in a real-world classroom setting in a safe and collaborative environment where you will be working directly with experienced educators. Through your internship, you will learn about managing the responsibilities of a special education setting, such as lesson planning, grading, classroom management and more. Please see Appendix F for the Special Education Internship competencies/standards.

There are typically three different internship settings for special education candidates:

1) The candidate is not currently employed by a school district; In this case candidates do a traditional internship in the classroom with a mentor teacher for 8 weeks (full days) or 16 weeks (half days). Candidates follow all normal application and placement procedures.

2) The candidate is currently employed by a school district either as
   a. a classroom teacher (not in special education
   b. a paraprofessional
   c. a special education teacher when there is a shortage.

For this internship, the completion of the normal application process as well as the Request for Specialized Internship Placement form (Appendix H) is required. The form, Request for Specialized Internship Placement must be submitted through your major professor/advisor to our program meeting for faculty approval. Program meetings are generally held once a month for consideration.

3) If the candidate has a University of Idaho degree in Early Childhood holding the Idaho Early Childhood Education/Early Childhood Special Education (ECE/ECSE) blended teacher certification they complete a four (4) week internship with an emphasis on 4-12 special education.

**Idaho TPA – Special Education**
All students seeking initial certification as an Exceptional Child K-12 educator will be required to
complete the UIdaho Teaching Performance Assessment Special Education (UIdahoTPA-SPED) as part of their program. This assessment will be completed during their Special Education Internship. Information about the UIdaho TPA-SPED is provided through the course syllabus in EDSP 484 or EDSP 597 as well as TaskStream.

**Culminating Master’s Program Activity:**
Master’s students in Special Education are required to complete a Master’s Project or Capstone Portfolio as part of their degree requirements. 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

**Special Education Core Learning Outcomes:**
1. *Philosophy and Educational Organizations* – SP Master’s degree graduates have a comprehensive understanding of the philosophical foundation of disabilities and special education and historical and contemporary school models that promote developmentally responsive practices for all learners.
2. *Curriculum* – SP Master’s degree graduates understand that curriculum and interventions should be relevant, inviting, challenging, integrative, and exploratory. They know how to design, select and adapt curriculum for individuals in light of curriculum standards, theories, and models.
3. *Instruction* – SP Master’s degree graduates understand the principals of developmentally appropriate instruction, know a wide variety of teaching and learning strategies and interventions and use technologically sound practices to teach core concepts, skills of inquiry, problem solving, collaboration, and communication.
4. *Assessment and Evaluation* – SP Master’s degree graduates analyze and understand the roles of multiple assessments for identifying, monitoring and evaluating students learning in order to modify instruction; they can develop and critique formal and informal, , and performance assessment techniques, including local, state, and national assessments systems.
5. *Research* – SP Master’s degree graduates, as critical consumers and producers of educational research, appreciate the role of educational research for collecting, analyzing and sharing data.
6. *Communication* – SP Master’s degree graduates use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
7. *Positive Learning Environment* – SP Master’s degree students understand individual and group motivation and behavior and create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Curriculum Map:**

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<thead>
<tr>
<th>Special Education Learning Outcomes</th>
<th>Special Education Course Alignment</th>
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<tbody>
<tr>
<td>Philosophy and School Organization</td>
<td>EDSP 548, EDSP 530</td>
</tr>
<tr>
<td>Curriculum</td>
<td>EDSP 548</td>
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<tr>
<td>Instruction</td>
<td>EDSP 549, EDSP 548, EDSP 426, EDSP 530</td>
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<tr>
<td>Assessment</td>
<td>EDSP 425</td>
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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, Health and Human Sciences 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 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, health and Human Sciences Requirement - Entrance to Teacher Education:
All students seeking teacher certification must also be admitted to the College of Education, Health and Human Sciences Teacher Education program (Appendix G). 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 students 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 Dr. Raney (tcraney@uidaho.edu)
- College of Education Certification Office http://www.uidaho.edu/ed/teachered

If students need assistance regarding matters of Disability Service, contact Academic Support & Access Programs, [https://www.uidaho.edu/current-students/asap/dss](https://www.uidaho.edu/current-students/asap/dss).

**Special Education Coursework Rotation:**

**Fall**

- EDSP 300 Educating for Exceptionalities (3 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 448/548 Special Education Curriculum (3cr) (fall)
- EDSP 549 Language, Communication and Social/Emotional Enhancement (3 cr) (fall)
- EDSP 597 Internship (6 to 8 cr) (8 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
- EDSP 430/530 Assistive Technology & UDL in K12 (2 cr.) (fall)

**Spring**

- EDSP 300 Educating for Exceptionalities (3 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 (3 cr) (all semesters)
- EDSP 325 Classroom Application of Learning Theory (2 cr) (summer)
- EDSP 350 Language & Communication Development & Disorders (3 cr) (summer)
EDSP 599 Research: Non-thesis project (1-3 cr) must have one credit of EDSP the semester of graduation
Appendix A - Master’s plus Certification in Special 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 students while completing 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 with some classes meeting at specific times and dates. Please see course descriptions in catalog.

Requirements:

☐ Complete Major Professor Form

Summer 1:
Prerequisites:
☐ EDSP 300 Education for Exceptionalities (3 cr) (all semesters) or EDSP 520 Education of People with Disabilities (3 cr) (fall)
☐ 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) (See Appendix G)
☐ Elementary Certification through UI

Or

☐ EDCI 463 Content Reading (3 cr) and EDCI 453 Phonics, Phonological Awareness, Assessment (1 cr.)
☐ *Pass Praxis #5001 Elementary Education: Multiple Subjects (this Praxis exam must be passed within the first semester of student’s graduate studies)

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/Emotional Enhancement (3 cr) (fall)
☐ EDCI 570 Research (3 cr) (all semesters)
☐ EDSP 530 Assistive Technology & UDL in K12 (2 cr.) (fall)
☐ Students must apply for internship two semesters prior to interning.

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 #5543 Special Education: Core Knowledge and Mild to Moderate Applications

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

Fall 2:
- EDSP 597 Internship (6-8 cr) (8 weeks)
- Pass the UIdaho Teaching Performance Assessment Special Education
- 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.
  - EDSP 325 and EDSP 350 may be waived based professional experience and equivalent coursework.
  - All coursework, ICLA and Praxis exams must be passed prior to being placed for internship.
  - Those certified in Elementary Education will need to take EDCI 320 and EDCI 463. Those certified in Secondary Education will need to take EDCI 453 and EDCI 463.
  - Apply for Special Education Certification

*Praxis #5001 Elementary Education: Multiple Subjects.*

Students should take and pass the Praxis #5001 during their first semester in the program.

Students who need a refresher in math should consider taking Math143 before attempting the Praxis Exam. Practice Praxis exam passes may be purchased at College of Education IMTC library.
Appendix B - Non-Certification 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 interested in deepening their understanding of students with exceptional needs. Program requirements are noted in this checklist as a reference. Students must submit a study plan, typically in the 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 6 credit hours
EDCI 570 Introduction to Research (3) (all semesters) required
EDSP 531 Single Subject Design Research (3) (spring every other year 2020)
EDCI Action Research (3)

Special Education coursework:
☐ Minimum of 18 credit hours
Credits arranged with Major Professor according to student interest in special education.
EDSP 520 Education of People with Disabilities (3) (fall)
EDSP 530 Assistive Technology & Universal Design for Learning for Pre-K12 (2) (fall)
EDSP 531 Single subject research (3) (every other spring)
EDSP 540 Applied Behavior Analysis (3) (fall)
EDSP 548 Special Ed Curricular (3) (fall)
EDSP 549 Language, Communication and Social/Emotional Enhancement (3) (fall)
EDSP 423 Collaboration (3) (spring)
EDSP 425 Assessment (3) (spring)
EDSP 426 IEP Development (3) (spring)
EDSP 504 Orientation to Autism Spectrum Disorder (3) (spring every other year 2019)
EDSP 504 Evidence Based Practices in Special Education (2) (spring every other year 2020)
EDSP 504 Trends and Topics in Developmental Disabilities (3) (fall every other year starting 2019)

Additional Coursework:
☐ Three (3) to six (6) 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.
EDCI 511: Planning and Administering the Curriculum (3) (summer/fall)
EDCI 513: History of Education Thought (3) (summer/spring)
EDCI 524: Models of Teaching (3) (summer/spring)
EDCI 572: Measurements and Evaluation (3) (summer/fall)
EDAD 513 Administration of Special Education Law (3)
EDAD 582 Special Education Director Administration (3)
EDAD 595 Supervision of Personnel (3)

**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 (all semesters)

Application for Degree
- Complete and submit paper copy of application for degree in semester prior to the final semester of course work.
Appendix C - Special Education Endorsement (teaching major) for Elementary and Secondary Education majors

The College of Education, Health and Human Sciences offers a 31 credit endorsement (teaching major) in special education. This endorsement is open to elementary and secondary education majors. As a result of the program, students will 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 exceptional child generalist teaching certification enabling them to teach special education in grades K-12. The schedule of coursework will be determined with academic advisors based on the required coursework listed below:

31-Credit Exceptional Child Generalist Teaching Endorsement

**OPTION 1: FOR ELEMENTARY ED MAJORS**

- EDSP 300  Educating for Exceptionalities (3 cr) (all semesters) *prerequisite*
- EDSP 325  Classroom Applications of Learning Theories (2 cr) (summer) *prerequisite*
- EDSP 350  Language and Communication Development and Disorders (3 cr) (summer) *prerequisite*
- EDSP 423  Collaboration (3 cr) (spring)
- EDSP 425  Evaluation of Children and Youth (3 cr) (spring)
- EDSP 426  Developing Instructional Programs (3 cr) (spring)
- EDSP 430  Assistive Technology and UDL (2 cr) (fall)
- EDSP 448  Special Education Curriculum (3 cr) (fall)
- EDCI 463  Content Reading (3 cr) (all semesters)
- EDSP 484  Special Education Internship and UIdaho Teacher Performance Assessment (6 cr)

**TOTAL: 31 credits**

**OPTION 2: FOR SECONDARY ED MAJORS**:

*Take all courses listed above in Option 1 and:

- MTHE 235  Mathematics for Elementary Teachers I (3 cr)
- MTHE 236  Mathematics for Elementary Teachers II (3 cr)
- EDCI 320  Teaching Reading and Literacy (3 cr)

- Pass Praxis #5543 Special Education: Core Knowledge and Mild to Moderate Applications
- All coursework and assessment must be passed prior to internship
- Internship application due semester prior to internship
Appendix D - Certification in Special Education
( Exceptional Child Generalist K-12)
Holding Certification in Blended Early Childhood Education/Early Childhood Special Education

Welcome to the certification only program in special education. This program is for students already certified in Blended Early Childhood Education/Early Childhood Special Education and who are seeking certification in special education for K-12 (Exceptional Child Generalist).

Program requirements are noted in this checklist as a reference for students while completing their program. Be sure to refer to your Study Plan each semester to make sure you are taking the appropriate coursework required. Please see the sample program below. All classes are online with some classes meeting at specific times and dates. Please see course descriptions in catalog.

Requirements:

☐ Currently hold degree/certification in Blended Early Childhood Education/Early Childhood Special Education from the state of Idaho
☐ Student completes application to Teacher Education (college requirement) (See Appendix G)
☐ Complete program plan with advisor and file plan with COE certification office

Fall 1:

☐ EDCI 463 Content Reading (3 cr.)
☐ EDSP 530 Assistive Technology & UDL in K12 (2 cr.) (fall)
☐ Students must apply for internship two semesters prior to interning.

Spring 1

☐ EDSP 426 Developing Instructional Programs (3 credits)
☐ EDSP 423 Collaboration (3 cr) (spring)
☐ Pass Praxis #5001 Elementary Education: Multiple Subjects
☐ Pass Praxis #5543 Special Education: Core Knowledge and Mild to Moderate Applications

Fall 2:

☐ EDSP 484 Internship (4 cr) (focus on secondary level content with emphasis on transition to be arranged at time of internship) – see Appendix E

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Appendix E - Special Education Internship for Certified Early Childhood Blended Education teachers wanting to add K-12 Exceptional Child Generalist to their certificates (Idaho only)

The following competencies are based on the Idaho Standards for Exceptional Child Generalists (K-12) and will be used by the intern, mentor teacher and university supervisor to guide activities during placement in special education for Early Childhood Development Education certificated personnel wishing to add the K-12 Exceptional Child Generalist to their certificate. If students plan to complete a Specialized Internship that does not follow the traditional internship plan, students need to develop a specific plan on how you will address these competencies. This will include:

1. One hundred eighty (180) contact hours to include a combination of face-to-face and field-based professional development activities; and

2. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Exceptional Standards as follows:

- Engage in professional conduct consistent with the Council for Exceptional Children Code of Ethics. (Standard 6: P1)
- Familiarize yourself with the roles and responsibilities of the special education teacher at the secondary level, including both middle school and high school. (Standard 2: P1,P2,P3; Standard 3: P2,P3)
- Attend two (2) Individual Education Plan meetings 9On at the 4-8 level and one at the high school level that includes transition planning) – and help with activities related to the assessment, development and implementation of the IEP if possible. (Standard 4: P4; Standard 5: P4,P6)
- Attend one parent teacher conference on issues related to a student with disabilities. (Standards 1, 2,3,4,5,6,7)
- Attend at least one professional development seminar or inservice related to special education and transition planning and activities– may be online through the Idaho Training Clearinghouse. (Standard 6: P1)
- Shadow another member of the multidisciplinary team involved in transition activities (special education teacher, job coach, community support agencies, etc.) (Standard 7: P2,P3)
- Work with the general education teacher to modify and adapt a several day unit of teaching for a target student at the 4-12 level. (Standard 1: P1, P2; Standard 2: P1,P2,P3; Standard 3: P2,P3; Standard 4: P4; Standard 5: P4,P6; Standard 7: P2,P3)
Appendix F - Special Education Internship

The following competencies are based on the Idaho Standards for Special Education Generalists and will be used by the intern, mentor teacher and university supervisor to guide activities during placement in special education for both Special Education and Early Childhood Development Education majors. If students plan to complete a Specialized Internship that does not follow the traditional internship plan, students need to develop a specific plan on how you will address these competencies. See page 5 in this document for more information.

Please feel free to work directly with your advisor if you have any questions.

Special Education Internship Competencies to meet the Idaho Exceptional Child Generalist Standards or the Early Childhood Blended Education Standards:

- Engage in professional conduct consistent with the Council for Exceptional Children Code of Ethics. (Standard 6)
- Familiarize yourself with the roles and responsibilities of the special education teacher. (Standards 6, 7)
- Follow a student from referral or referral for 3 year reevaluation through the eligibility decision making process. (Standards 1, 2,3,4,6,7)
- Attend two (2) Individual Education Plan meetings – one initial and one annual review – help with activities related to the development and implementation of the IEP if possible. (Standards 1, 2,3,4,5,6,7)
- Participate in monitoring activities of the IEP goals and objectives. (Standards 1, 2,3,4)
- Attend at least two school meetings. PTA meetings or extracurricular activities. (Standards 6, 7)
- Attend one parent teacher conference on issues related to a student with disabilities. (Standards 1, 2,3,4,5,6,7)
- Attend at least one professional development seminar or inservice related to special education – may be online through the Idaho Training Clearinghouse. (Standards 1,6)
- Shadow another member of the multidisciplinary team (psychologist, social worker, Speech Language Pathologist, etc.) (Standards 1, 3,6)
- Conduct and least one formal and one informal assessment. (Standards 2,3,4,5,6,7)
- Develop and teach at least three (3) lessons that are observed for feedback by the teacher or the University supervisor. (Standards 1, 2,3,4,5,6,7)
- Complete a behavior intervention program that includes the use of functional assessment. (Standards 1, 2,3,4,5,7)
- Participate in the supervision or sharing of information with the paraprofessional staff. (Standards 1, 2,3,4,5,6,7)
- Work with the general education teacher to modify and adapt a several day unit of teaching for a target student. (Standards 1, 2,3,4,5,7)
- Assume the role of the special education teacher for at least two weeks. (Standards 1, 2,3,4,5,6,7,8,9,10)
Appendix G – Application to Teacher Education

College of Education, Health, and Human Sciences
Application to the Teacher Education program: With a previous Bachelor’s Degree

Name: ___________________________ ID#: ___________________________

Email Address: ___________________________

Degree: ___________________________ Major: ___________________________ College: ___________________________

My previous degree was a ________ (i.e. B.A., B.S.) from __________________________ (name of college).

Criteria

1. 2.75 cumulative GPA over all previous coursework. Overall GPA: __________

2. Completion of EDCI 201 (or ED 510 or FCS 210) or equivalent with a grade of “C” or higher. (Introduction to Education course). Grade: __________

3. Completion of background check (below) AND Fingerprint check (Log on to www.castlebranch.com and enter package code nr65.)

I meet the above criteria for admission to the Teacher Education program. I hereby give permission to the University Of Idaho College Of Education, Health, and Human Sciences to release information reported in my background check to any school and/or school district for the purpose of arranging placement in a practicum and/or internship experience.

___________________________________________________ ________________
Applicant Signature Date

___________________________________________________ ________________
Education Advisor Signature Date

RETURN TO THE OFFICE OF STUDENT SERVICES.

For College Use Only

Action Taken: Admitted Conditional Denied

___________________________________________________ ________________
Admission, Petition, and Retention Committee Representative Date
Appendix H - Request for Specialized Internship Placement

For students already holding a teaching certificate and adding special education certification, but wanting to complete internship in a specialized way – i.e. working as a paraeducator and completing internship, completing internship during school year and summer, etc., students must have special education program faculty approval. Students must complete the College of Education Internship application on the appropriate timeline and work with your advisor to obtain program faculty permission to complete a specialized internship. To complete this process, students must submit this completed form, any required documents, and letters of support indicating a clear view of your placement. Failure to complete the process and provide the required documents in a timely manner may impede or delay internship placement. Please work directly with your program advisor to complete this process.

All responses must be typed. Please answer the questions below in the boxes provided. The boxes will expand as you type.

<table>
<thead>
<tr>
<th>1. Name and Date: __________________________</th>
<th>2. Date accepted into Teacher Education: _________</th>
</tr>
</thead>
</table>

3. Semester in which you are planning to student teach: ____________________________________________

4. Completion of College of Education Internship Application and submission to the College Placement office by the semester due date indicating you are working with program faculty to approve a specialized internship placement. Check one.
   □ YES  or □ NO  Date submitted: ____________________________

5. Current Certification/Credential:
   a. Copy of Alternative Route to Certification approved by the College and State  if applicable:
   b. Current School Assignments and hours per week in special education teacher role:

6. Proposed Placement/Check one.
   Proposed semester of Placement: ____________________________________________
   __ 8 week Internship
   __ 16 week internship (1/2 days)
   __ Early Childhood/Blended 4 week Internship
   __ Other. Explain:
   You must indicate time spent in the teacher role – paraprofessional activities as part of your job do not count.

7. Specifically how you will address Special Education Internship competencies/standards (see appendix F in the Special Education Handbook)
8. Special education mentor and contact information:

9. Special education director and contact information:

10. Building principal and contact information:

11. Three Letters of support must be attached.
   ___Mentor teacher
   ___Special education director
   ___Building principal

This completed form must be submitted through your major professor/advisor to the special education program meeting. Program meetings are held once a month during the fall and spring semesters.