



University of Idaho

College of Graduate Studies

Graduate Student Handbook Special Education

College of Education, Health and Human Sciences
Department of Curriculum and Instruction

Message from the Chair:

Welcome to the Department of Curriculum and Instruction graduate programs. Our doctoral, education specialist, and master's program provides advanced professional and foundational courses that support graduate study in the College of Education, Health and Human Sciences. Our programs are sought after by professional educators throughout the Pacific Northwest and beyond who are interested in advancing their professional skills and contributing at the highest level in the K-12 educational system. Graduate students work with major professors to customize their Study Plan to achieve the academic profile they seek. Our high quality online format makes our programs accessible off campus, statewide, and nationwide to busy professionals. The College of Education, Health and Human Sciences' Department of Curriculum and Instruction is the academic home to outstanding educators and scholars who pursue important and impactful research in literacy education, mathematics education, science education, Universal Design for Learning, special education, technology integration, workforce development, diversity and indigenous education, elementary education, and career and technical education. Like the rest of the College of Education, Health and Human Sciences, the Department of Curriculum and Instruction employs the CARE framework below to guide every element of our program to produce students of the highest caliber.

CARE Framework

College of Education, Health and Human Sciences educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency;
Assessment, Teaching, and Learning;
Reflective Scholarship & Practice; and,
Engagement in Community Building & Partnerships.

Welcome from the Program Coordinator

Welcome to the Special Education Master's Program. The special education master's

program is offered through distance education that includes both synchronous and asynchronous components. To help ensure successful progress toward a graduate degree, students should become familiar with this handbook, obtain, and review the University Catalog (<https://www.uidaho.edu/registrar/classes>), and meet regularly with their advisor and other special education faculty members. Program coordinator, Dr. Aleksandra Hollingshead, is available via email, ahollingshead@uidaho.edu, or phone, 208-885-0629 to answer any questions about the program

Why Study with Us?

Graduates from the University of Idaho's College of Education, Health and Human Sciences who have earned their Master of Education and/or Certification in Special Education can expect to be in high demand in public schools, private schools, community colleges, junior colleges and other institutions of higher learning locally, nationally, and internationally.

Our programs provide students with the skills and experience to become tomorrow's leaders, scholars, and practitioners in education. Our graduates become master teachers and curriculum specialists. They hold supervisory and leadership positions in public schools and institutions of higher learning. By engaging in research related to instructional, curricular and assessment practices they gain new knowledge and enlightened perspectives. As one of our students, you may be involved in action research, developing expertise in contemporary instructional technology, advancing your understandings of student learning theories and Universal Design for Learning, engaging in new and evolving methods of evaluation and measurement, but especially learning alongside faculty who are deeply involved in outdoor education, STEM, new literacies, social justice and other areas of faculty expertise.

Professional Accreditation

The Master of Education degree in Special Education is accredited by the Idaho State Department of Education and the Council for Accreditation of Educator Preparation. For more information visit <http://caepnet.org/>.

Staff and Faculty

Staff

For assistance with applications, registration, forms, teaching assignments, scheduling, and related issues, please contact:

Megan Watanabe
Administrative Coordinator
meganwatanabe@uidaho.edu
208-885-6587

College of Education, Health and Human Sciences
ED 400

For financial assistance, please contact:

Patricia Edwards-Dixon
Financial Specialist
pedwardsdixon@uidaho.edu
208-885-6935
ED 500

Further Assistance

Students who need assistance regarding transcripts, admissions, background check questions are encouraged to 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

Students who need assistance regarding matters of Disability Service, are encouraged to contact Academic Support & Access Programs, <https://www.uidaho.edu/current-students/asap/dss>.

Faculty

Aleksandra Hollingshead, Ed.D.	M.Ed plus Cert, M.Ed, SPED Endorsement Special Education Program Coordinator	ahollingshead@uidaho.edu
Andrew Scheef, Ph.D.	M.Ed plus Cert, M.Ed, SPED Endorsement	ascheef@uidaho.edu
Gwen Mitchell, Ph. D.	Clinical Faculty CDHD*	gmitchell@uidaho.edu
Janice Carson, Ed. D.	Project Director CDHD*	janicec@uidaho.edu
Julie Fodor, Ph.D.	Director, CDHD*	jfodor@uidaho.edu
Melissa McConnell, Ed.D.	M.Ed plus Cert, M.Ed, SPED Endorsement	mmac@uidaho.edu
Raymond Dixon, Ph.D.	Department Chair	rdixon@uidaho.edu
Taylor Raney, Ph. D.	Director of Teacher Education Associate Department Chair	tcraney@uidaho.edu

Modes of Delivery

- Face-to-face
- Online
- Hybrid (combinations of face-to-face, online, videoconferencing, Zoom, etc.)

Steps to a Master of Education with Special Education Emphasis (with or without certification)

Step	Procedure	Time Element
1 Admission to the College of Graduate Studies	Contact the College of Graduate Studies to gather admission materials. https://www.uidaho.edu/cogs	Deadlines found on College of Graduate Studies website.
2 Appointment of Major Professor	Approval by department chair and dean of graduate studies. Complete and file form "Major Professor and/or Committee Appointment or Changes." If any change is made, the same form is used.	Must be filed before the Study Plan
3 Study Plan	Prepared by student and approved by Major Professor, and committee (if appropriate). To complete the electronic submission process, view the instructional tutorial available at: https://www.uidaho.edu/registrar/graduation/audit	Should be completed by end of first year for master's degree students.
4 Application to Graduate	Student and Major Professor certify completed requirements or that requirements will be completed within time allotted. Complete application for degree electronically, under "Apply to Graduate" link on the Student Information menu in Vandal Web.	Date appears in the academic calendar. Apply one semester prior to graduation, not including summer.
5 Non-Thesis Report Form	Submitted by Major Professor to verify requirement completion for a non-thesis student. Form found at www.uidaho.edu/cogs/forms	Submitted by Major Professor as soon as the exit activity is completed.

Master Degree and Certification Options in Special Education

- Master's Degree Special Education with Certification**
- Master's Degree in Special Education without Certification**
- Special Education Endorsement for Teaching Majors**
- Certification in Special Education for Students Holding Certification in Blended Early Childhood Education/Early Childhood Special Education.** 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>).

Each master's degree requires a minimum of 30 credit hours including the non-thesis project. See details for each option below

A. Master's degree with Certification in Special Education

This program 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 a master's degree and eligibility for an Idaho Exceptional Child K-12 Generalist teaching endorsement. Because this track results in initial preparation in special education, coursework is paired with field experience so students will gain the opportunity to link subject knowledge to pedagogy and practice. The culminating activity for students in this track is a 16 week half-day or 8 week full-day Internship/student teaching experience.

Note: Candidates in this track will already hold a standard instructional (i.e., elementary or secondary) teaching certificate, but have no previous degree, certification, or endorsement in special education.

Please note that this particular track is specifically intended for students who are already certified in elementary education or secondary education and who are now seeking a master's degree and certification in special education. Students should refer to their specific Study Plan each semester to make sure they are completing the appropriate coursework required for graduation in a timely manner. Please see the sample program below. All courses are offered online. Please see course descriptions in catalog.

Example Study Plan

Summer 1

- ___ Complete Major Professor Form (www.uidaho.edu/cogs/forms)
- ___ EDSP 300/520: Educating for Exceptionalities (3 cr)
- ___ EDSP 325: Supporting Student Behaviors in the Classroom (3 cr). May be waived depending on professional experience and/or other course work.
- ___ EDSP 350 Language & Communication Development & Disorders (3 cr). May be waived depending on professional experience and/or other course work.
- ___ Completion of application to Teacher Education (Found Below in this Handbook)
- ___ Elementary Certification through UI need EDCI 463 Literacy Methods for Content Areas (3 cr)
- ___ Secondary Certification need EDCI 320 Teaching Reading and Literacy (3 cr) or 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)
- ___ EDSP 548: Special Education Curriculum (3 cr)

- ___ EDSP 549: Language, Communication and Social/Emotional Enhancement (3 cr)
- ___ EDCI 570: Research (3 cr)
- ___ EDSP 530: Assistive Technology & UDL in K12 (2 cr.)
- ___ Students must apply for Internship/Student Teaching at least two (2) semesters prior to interning.

Spring 1

- ___ EDSP 423: Collaboration (3 cr)
- ___ EDSP 425: Assessment (3 cr)
- ___ EDSP 426: IEP Development (3 cr)
- ___ EDSP 599: Research: Non-thesis project (1-3 cr) must have one credit of EDSP during 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 any EDSP course the semester of graduation

Fall 2

- ___ EDSP 597: Internship (6-8 cr) (8 weeks) (See options below)
- ___ Pass the Uldaho Teaching Performance Assessment Special Education
- ___ Complete Non-thesis Research Project/Capstone Portfolio

Internship/Student Teaching

An Internship/Student Teaching experience is normally the culminating activity of the special education masters/certification program track. This experience is an 8 week all-day, or 16 week half-day placement in a school setting. Student teaching provides students an opportunity to gain instructional experience in a safe and collaborative environment where they collaborate with experienced special educators. Through an Internship, students learn how to manage the daily responsibilities of professional educators, such as lesson planning, grading, classroom management, and more.

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 on an emergency certificate

For an Internship where the student is already employed by a school district, the completion of the normal application process as well as the Request for Specialized Internship Placement form 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) Students who have a University of Idaho degree in Early Childhood and hold the Idaho Early Childhood Education/Early Childhood Special Education (ECE/ECSE) Blended Teacher certificate must complete a 4 week Internship with an emphasis on 4-12 special education.

Application for Degree

- ___ Complete and submit application for degree in semester prior to the final semester of course work.
- ___ Apply for Special Education Certification

Note: All coursework, ICLA, and Praxis exams must be passed prior to being placed for Internship.

Note: Students certified in Elementary Education will need to take EDCI 320 and EDCI 463. Students certified in Secondary Education will need to take EDCI 463.

Note: 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.

B. Master's Degree in Special Education (without certification)

This track is available for experienced special educators who have a bachelor's degree in special education or a closely related field, and who are interested in deepening their understanding of students with exceptional needs. 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 intended to enhance 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.

Students typically submit a Study Plan to the College of Graduate Studies during their first semester in the program. The Study Plan is a collaboration between the student and the student's advisor or major professor, and identifies the specific course work the student will complete to earn a master's degree. For information about specific courses, please see course descriptions in the current university catalog.

Note: 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.

Upon Admittance to the Master's Degree Program

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

Research Requirements - Minimum of 6 credit hours

- EDCI 570: Introduction to Research (3) required

Choose from one of the following:

- EDSP 531: Single Subject Design Research (3)
- EDCI 573: Action Research (3)

Special Education Coursework

Minimum of 18 credit hours arranged with Major Professor according to student interest in special education.

- EDSP 520: Educating for Exceptionalities (3)
- EDSP 530: Assistive Technology & Universal Design for Learning for Pre-K12 (2)
- EDSP 531: Single subject research (3)
- EDSP 540: Applied Behavior Analysis (3)
- EDSP 548: Special Ed Curriculum (3)
- EDSP 549: Language, Communication and Social/Emotional Enhancement (3)
- EDSP 423: Collaboration (3)
- EDSP 425: Assessment (3)
- EDSP 426: IEP Development (3)
- EDSP 519: Orientation to Autism Spectrum Disorder (3)
- EDSP 504: Evidence Based Practices in Special Education (2)
- EDSP 504: Trends and Topics in Developmental Disabilities (3)

Additional Coursework

Three (3) to six (6) credit hours 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)
- EDCI 513: History of Education Thought (3)
- EDCI 524: Models of Teaching (3)
- EDCI 572: Measurements and Evaluation (3)
- 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 hour of any EDSP course the semester of graduation.

Application for Graduation

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

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. Upon completion of the program, students will have met 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: Elementary Education Majors

- ___ EDSP 300: Educating for Exceptionalities (3 cr)
- ___ EDSP 325: Supporting Student Behaviors in the Classroom (3 cr)
- ___ EDSP 350: Language and Communication Development and Disorders (3 cr)
- ___ EDSP 423: Collaboration (3 cr)
- ___ EDSP 425: Evaluation of Children and Youth (3 cr)
- ___ EDSP 426: Developing Instructional Programs (3 cr)
- ___ EDSP 430: Assistive Technology and UDL (2 cr)
- ___ EDSP 448: Special Education Curriculum (3 cr)
- ___ EDCI 463: Content Reading (3 cr)
- ___ EDSP 484: Special Education Internship
- ___ Uidaho Teacher Performance Assessment (6 cr)

TOTAL: 31 credits

OPTION 2: For Secondary Education Majors

(In addition to all courses in Option 1 above)

- ___ 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 two (2) semesters prior to Internship

D. Certification in Special Education (Exceptional Child Generalist K-12) Holding Certification in Blended Early Childhood Education/Early Childhood 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

- ___ Degree/certification in Blended Early Childhood Education/Early Childhood Special Education from the State of Idaho
- ___ Student completes application to Teacher Education
- ___ Complete program plan with advisor and file plan with COE certification office

Fall 1

- ___ EDCI 463: Literacy Methods for Content Learning (3 cr.)
- ___ EDSP 430/530: Assistive Technology & UDL in K12 (2 cr.)
- ___ Students must apply for Internship two semesters prior to interning.

Spring 1

- ___ EDSP 426: Developing Instructional Programs (3 credits)
- ___ EDSP 423: Collaboration (3 cr)
- ___ 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)

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>).

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/student teacher, 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 90n 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)

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.

Students who plan to complete a Specialized Internship that does not follow the traditional Internship plan will need to develop a specific to address these competencies.

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)

Special Education Course Rotation:

Fall

EDSP 300/520: Educating for Exceptionalities (3 cr)

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

EDSP 448/548: Special Education Curriculum (3cr)

EDSP 549: Language, Communication and Social/Emotional Enhancement (3 cr)

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 an EDSP course the semester of graduation

EDSP 430/530: Assistive Technology & UDL in K12 (2 cr.)

EDCI 463: Literacy Methods for Content Learning

Spring

EDSP 300/520: Educating for Exceptionalities (3 cr)

EDSP 423: Collaboration (3 cr)

EDSP 425: Assessment (3 cr)

EDSP 426: IEP Development (3 cr)

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

EDCI 463: Literacy Methods for Content Learning

Summer

EDSP 300/520: Educating for Exceptionalities (3 cr)

EDSP 325: Supporting Student Behavior in the Classroom (3 cr)

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

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

Certification Completion Requirements

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

- Meet all College and University graduation and recommendation for certification requirements;
- 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;
- Complete the required number of hours for the track for which the student is enrolled –including the prerequisites;
- Complete the Capstone Portfolio for the master's project;
- 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. 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:

- Cumulative GPA over all previous coursework.
- Completion of EDCI 201 (or ED 510 or FCS 210) or equivalent with a grade of “C” or higher. (Introduction to Education course)
- Completion of background check.

Curriculum Map:

Special Education Learning Outcomes	Special Education Course Alignment
Philosophy and School Organization	EDSP 548, EDSP 530
Curriculum	EDSP 548
Instruction	EDSP 549, EDSP 548, EDSP 426, EDSP 530
Assessment	EDSP 425
Research	EDCI 570, EDSP 531
Communication	EDSP 350, EDSP 423, EDSP 549, EDSP 530
Positive Learning Environments	EDSP 325, EDSP 540, EDSP 548

Special Education Graduate Student Core Learning Outcomes

1. Philosophy and Educational Organizations

SPED Master’s degree graduates demonstrate an 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

SPED Master’s degree graduates demonstrate an understanding that curriculum and interventions should be relevant, inviting, challenging, integrative, and exploratory. They illustrate how to design, select and adapt curriculum for individuals in light of curriculum standards, theories, and models.

3. Instruction

SPED Master's degree graduates demonstrate an understanding of the principles 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

SPED Master's degree graduates analyze and demonstrate an understanding of 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

SPED Master's degree graduates, as critical consumers and producers of educational research, examine the role of educational research for collecting, analyzing and sharing data.

6. Communication

SPED Master's degree graduates select and apply a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

7. Positive Learning Environment

SPED Master's degree graduates demonstrate an understanding of individual and group motivation and behavior and create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Idaho Generalist Special Education Teaching Standards

Standard 1: Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can make learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Knowledge of Human Development and Learning

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skill

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Instructional Planning Skills

The teacher plans instruction based upon knowledge of subject matter, students, and curriculum goals.

Standard 8: Assessment of Student Learning

The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine effectiveness.

Standard 9: Professional Commitment and Responsibility

The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships

The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students learning and well-being.

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 [Mrs. Patricia Edwards-Dixon](mailto:pedwardsdixon@uidaho.edu) (pedwardsdixon@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%20Membershi p%20Application.pdf>

2. American Association on Developmental Disabilities (AAIDD)

<https://aaid.org/about-aaid/membership-join/join#.VvrSY0lrJaQ>

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

How to Apply for a Special Education Graduate Studies Program

Individuals who wish to pursue a graduate degree at the University of Idaho must be admitted to the College of Graduate Studies. Although the coursework for graduate degrees are offered through the College of Education, Health and Human Sciences and its respective programs, it is the College of Graduate Studies that makes the final decision on acceptance.

Note: applications for admission are accepted at any time.

- The online application is available at:
<https://www.uidaho.edu/admissions/graduate/graduate-programs/special-education>
- Change of Curriculum form may be used by students who have completed coursework previously with the University of Idaho.
- Include a letter of application, a Statement of Intent, outlining academic/professional goals to be accomplished by entering into graduate studies.
- Include three letters of recommendation that focus on documentation of the applicant's professional work performance and, secondarily, academic qualifications.
- A writing sample (for examples: an academic paper, professional study, or a personal essay)
- Pay the application fee as indicated on the College of Graduate Studies website.

Application materials should be sent to:

University of Idaho
Graduate Admissions Office
P.O. Box 443019
Moscow, ID 83844-3019
e-mail: graduateadmissions@uidaho.edu
<https://www.uidaho.edu/admissions/graduate>

The Graduate Admissions Office will send all completed application files to the College of Education, Department of Curriculum and Instruction, where applications are reviewed by a committee of graduate faculty.

Admission Requirements

- A minimum undergraduate cumulative GPA of 3.00. This includes both graduate and undergraduate coursework.
- Completed application package.
- International students are required to submit TOEFL (or equivalent) scores showing a required minimum score of 550.

Selection Criteria

All applications will be reviewed by a committee from the respective programs in the Department of Curriculum and Instruction. Selection for the graduate program will be based upon the following criteria:

- The quality of your Statement of Intent and your writing samples. Each prospective student should clearly articulate their objectives for wanting to pursue a graduate degree in the department of curriculum and instruction, and why the program of study offered will meet their need. Writing samples should demonstrate the ability adhere to grammatical procedures while articulating an argument in a clear, logical, and convincing manner.
- GPA score
- Work experience. The quality and quantity of working experience, combined with career goals, are evaluated equally. We do not have a minimum number of years of post-baccalaureate work experience required for admission consideration.
- Appropriate fit for the C & I MEd programs based on the applicant's self-stated goals, previous experience, and academic qualifications.
- References indicating suitability for and prospects for success in graduate work.

Conditional admission may be granted to:

- Applicants who qualify academically, but have not yet achieved the University of Idaho's minimum English language requirements for full admission.
- Applicants with exemplary experience but whose GPA is slightly below the minimum requirement.

If an applicant does not meet one or more of the admission requirements a majority of the voting graduate faculty members in the program area may vote to admit the student.

However, an approved graduate faculty member must agree to be the applicant's initial advisor and a statement of support from the program must be provided which supports admission to graduate studies. All recommendations (to accept or not) are forwarded to the Graduate Admissions Office in the College of Graduate Studies for a final decision.

Transfer Credit

Students may transfer credits from regionally accredited American institutions or from non-US institutions recognized by the appropriate authorities in the respective county. Official transcripts are required in all cases. The combined total of transfer credits, correspondence credits, non-degree credits, and approved credits more than 8 years at the time the degree is to be awarded may not exceed 12 credits towards the master's degree. This is for all Department of Curriculum & Instruction graduate degree programs of 36 credits or less.

Assumed Knowledge

Students enrolled in the Masters of Education program are assumed to have knowledge and understanding of the following:

- The central concepts, tools of inquiry, and structures of the discipline(s) he or she plans to study;
- How humans learn and develop;
- How humans differ in their approaches to learning;
- A variety of instructional strategies and knowledge of pedagogy;
- Individual and group motivation and behavior;
- Effective verbal, nonverbal, and media communication techniques;
- Instructional and curricular planning;
- Formal and informal assessment;
- Reflective practice that evaluates the effects of his/her choices and actions on others; and,
- The importance of relationships with colleagues and the larger community.

Practical Experience

Students enrolled in the Masters of Education and Special Education program should enter into their graduate studies having had the following practical experience:

- Successful completion of a four-year degree from an accredited college or university;
- Work experience that employed either curriculum or instruction (or both) in some context; and,
- Use of technology as a tool for learning.

Accommodations

Students who require accommodations may contact Center for Disability Access and

Resources for assistance:

<https://www.uidaho.edu/current-students/cdar/services/testing-accommodations>

Selection of Major Professor

Initiation and successful completion of graduate study requires support, advice and oversight by a faculty member who has agreed to serve as a major professor.

- All degree seeking students should either select or be assigned a Major Professor as soon as possible following enrollment in a graduate program. For non-thesis master's students, it is suggested this be done no later than the end of the first semester.
- The Major Professor must be a member of the UI Graduate Faculty.
- The Major Professor is appointed and approved by department chair and dean of graduate studies by completion of the form "Major Professor and/or Committee Appointment or Changes" found at www.uidaho.edu/cogs/forms
- A temporary advisor can be appointed to help students who have not selected a Major Professor.

Non-Thesis Requirements

Curriculum and Instruction graduate students at the University of Idaho are able to select from three (3) master's projects. Each project will include a document that is professionally written.

1. Webfolio

Students may create and present a Webfolio that focuses on the seven program outcomes and how they have been addressed by the student through course work; professional work/experience, and an articulation of how their course work and professional work has aligned them personally and professionally with the College of Education's vision and mission.

2. Inquiry Project

Within the framework of the project, students, along with their major professors, may choose to complete one of the following inquiry projects

Classroom curriculum/instruction projects usually are focused on improvement of curriculum and instruction within a teacher's own classroom. In the context of the proposal, the students describe what they want to improve, why they consider the improvement needed and how they intend to accomplish the improvement.

- **Implementation of an educational project responding to a school, district or community need.** This project may take many forms. For example, the student

could take the leadership role in developing and implementing a change within a school district. A teacher might also become involved with a project that initiates a teacher study group, organizes school volunteers to contribute more effectively to classroom learning, or connects school curriculum with work in a local museum or library or another informal learning environment.

- **Theoretical exploration professional papers are completed as an independent study under the advisement of a major professor.** The professional paper involves a review of the literature and careful analysis of a complex issue that has multiple perspectives. Topics might include the politics of the “No Child Left Behind Act,” the use of technology in classrooms or the impact of increasing student diversity on the formation of classroom communities. A public presentation of the completed work is required. This could take the form of a conference presentation, a paper submitted for publication or other forums as approved by the students’ major professors.
- **Research involving students as subjects may not be eligible for exempt status and must undergo an expedited review by the Human Assurances Committee (HAC).** If students are pursuing a research project, it is imperative to work closely with their major professors to ascertain the process that needs to be followed in conjunction with a HAC review. A research project would exemplify different aspects of quantitative, qualitative or mixed methods research. The quality of the paper will be such that the paper could be published in professional, scholarly journals. Included within this process would be a proposal, approval from the HAC, if necessary, literature review, methods, results, discussion and references. Public dissemination of the paper would follow this process.

3. Professional Alternative Exploration

This project is a negotiated alternative for students interested in exploring a topic, action or experience that does not fit into the above categories. Students will write a description of their project and the processes and outcomes of their work. Within the project, students will create an overview of the topic and provide a background theory or framework that guides their exploration. The students also will be responsible for a public presentation, which could take many forms.

Graduate Student Academic Performance and Annual Review

The major professor will formally review at least once a year the graduate student’s progress in his or her research or creative activity as well as plans for work in the coming year.

- The student will be prompted in the Spring term to initiate a meeting and complete the COGS Annual Evaluation report www.uidaho.edu/cogs/forms.
- The outcome of the meeting and results of the review will be signed by the major professor and by the graduate student.

The report will be filed with the chair/director of the academic unit and will be placed in the graduate student's file, together with any response that the graduate student may attach to the report of the guidance committee. Any evaluations which recommend a warning or dismissal must be routed to COGS for further review.

All policies concerning access and release of students' records must follow FERPA and University guidelines

What to include:

- Good standing at UI is a 3.0 GPA.
- Students earning less than a 3.0 GPA will be placed on probation. Students who do not gain a 3.0 GPA in the next term they will be disqualified. If the student on probation gains a 3.0 in the subsequent term but the overall GPA is below 3.0, they will remain on probation. See <https://catalog.uidaho.edu/general-requirements-academic-procedures/l-academic-standing-probation-disqualification-reinstatement/> sections L-9 through L-11.
- Students may be given a grade of "Incomplete" if they meet university guidelines for such a grade. To see the conditions and requirements for a grade of incomplete and how an incomplete grade converts to an F grade, see <https://uidaho-preview.courseleaf.com/general-requirements-academic-procedures/f-grades-incomplete/>

Safety and Integrity in Research and Creative Activities

Integrity and safety in our research and creative activities is paramount. Sponsors, as well as the institution, are concerned that we provide adequate training and a solid foundation in the responsible conduct of research.

Use the following links for information about research and creative activities.

- University research protocol approval committees i.e. IRB, IACUC, IBC, Etc. <https://www.uidaho.edu/cogs/student-resources/research/before-starting>
- Responsible Conduct of Research policy, plan and training requirements <https://www.uidaho.edu/apm/45/21>
- UI's Office of Research Assurances <https://www.uidaho.edu/research/faculty/research-assurances>
- Conflicts of Interest <http://www.webpages.uidaho.edu/fsh/5600.html> and <http://www.webpages.uidaho.edu/fsh/5650.htm>

Graduate Student Conduct and Conflict Resolution

As professional scholars-in-training, graduate students are expected to exercise high standards of ethical and professional behavior toward your peers and your professors. Science as a whole can only make progress if individual scientists are truthful and trustworthy. As academic professionals and members of the larger community of scientists, graduate students should practice intellectual honesty at all times. You should exercise scholarly discipline and good critical skills, while engaging in civil, collegial discussion of scientific and professional matters. Ideally, scientific professionals should strive to be objective and fair in their criticism and discussion of colleagues' work. Graduate students must never engage in, permit or otherwise support professional misconduct, including plagiarism, falsification of information, or deception of any kind. Each of us is obligated to report professional misconduct to a supervisor or Department Chair as appropriate.

Academic Honesty

As stated above, graduate students are expected to uphold high standards of intellectual and academic honesty at all times, and to enforce university and departmental standards for academic honesty. This is true particularly when it comes to your own academic and scientific work and the work of your students. The University Faculty and Staff Handbook states that "cheating on classroom or outside assignments, examinations or tests is a violation of [the academic honesty] code. Plagiarism, falsification of academic records, and the acquisition or use of test materials without faculty authorization are considered forms of academic dishonesty..." Should you encounter academic dishonesty on the part of one of your students, you should immediately bring it to the attention of your teaching supervisor. Other instances should be discussed with your major professor or the Department Chair.

Harassment

Graduate students are expected to treat their students, peers, professors, and other colleagues in the university workplace respectfully at all times. By the same token, you are also entitled to respectful behavior on the part of your coworkers. "Harassment" in the workplace is often defined in sexual terms. However, harassment in a broader sense can also take the form of teasing, insults and other hostile or harsh speech, crude gestures, or otherwise acting toward another person in an extremely objectionable or humiliating manner, even when that behavior lacks a sexual context. Legally prohibited harassment includes not only sexual harassment but also harassment based on race, color, national origin, religion, age, disability, or status as a war veteran. The University of Idaho Faculty and Staff Handbook Policy 3220 defines sexual harassment as "unwelcome sexual advances, requests for sexual behaviors, or other verbal or physical conduct of a sexual nature." Such conduct is deemed especially deplorable when it occurs in a relationship where there is a significant power differential, such as harassment of a student by an instructor, "...creating an intimidating, hostile, or offensive learning environment," or interfering with a student's education. Under no circumstances should a graduate student engage in behavior that might be construed as harassment, sexual or otherwise. If you feel you have been

harassed or are aware of a possible violation of the University's harassment policy, you are strongly encouraged to contact the University's Office of Diversity and Human Rights, the Women's Center, your major professor, supervisor, or the Department Chair.

PLEASE NOTE: This publication is updated annually; however, changes occur in academic regulations and other matters from time to time during the year. Check with the College of Graduate Studies for the latest changes.

- Student conduct page <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity/students>
- Office of the Ombudsman <https://www.uidaho.edu/faculty-staff/ombuds>

Student/Faculty Conflict Resolution within the Department of Curriculum and Instruction

The Department Chair, Associate Chair, or Advanced Studies Coordinator will act as the mediator/arbitrator in any conflict between students and faculty advisor/major professor. The student shall have the option of choosing which of these three administrative positions will serve as mediator/arbitrator.

Dismissal from Program for Academic Dishonesty or Harassment

Graduate students may be dismissed from the program if a three person committee comprised of graduate faculty, one selected by the student and two selected by the Department Chair, finds the student participated in academic dishonesty or harassment as defined above. If the Chair has a conflict of interest in the matter, the Chair will ask another Department Chair within the College of Education, Health, and Human Sciences to serve as temporary Chair of Curriculum and Instruction.

Graduate Assistant Employment

Assistantships usually require students to work as teaching assistants (TAs), research assistants (RAs) and assistants to professors within their department or field of study. The amount awarded will vary depending on the funds that support them. (Research positions are typically paid through grants while teaching positions are usually paid through state funds.) TAs are considered members of the faculty. Teaching positions often involve teaching first-year courses. Students in research positions usually work as RAs assisting researchers. All non-Idaho University of Idaho assistants receive an out-of-state tuition waiver based on the percentage of their assistantship.

All new Teaching and Research Assistants must attend the required training institute, which is hosted by COGS every semester. A Graduate Assistant must only attend the Institute once to fulfill their requirements. Learn more about the [TA/RA Institute](#).

TA/RA Resources

The Grad Assistant Institute provides professional development opportunities for all graduate assistants and is required for all new teaching and research assistants on the Moscow campus. Students not located on the Moscow campus will be required to complete a Blackboard course. Topics include: UI academic policies and procedures, available resources, teaching methods and the responsibilities of conducting responsible research, which are highly beneficial to new TAs and RAs.

Continuing teaching and research assistants, who have attended the TA/RA Institute or have taken the BbLearn online course, are not required to attend this event, but are highly encouraged. The Institute is a great way to refresh your knowledge.

This training is required to hold an assistantship, failure to participate will result in loss of your assistantship. Students with time conflicts, problems registering or questions should contact the College of Graduate Studies at uigrad@uidaho.edu.

Note: All new International Teaching Assistants are required to register for **INTR 508: Teaching and Learning Strategies for International Teaching Assistants (CRN: 67396)**.

Get a jump start on the Institute by following this guide for "[Your First 30 Days: A Checklist for New Student and Temporary Employees](#)".

Graduate Student Resources and Opportunities

- Comprehensive List to Specific : <https://www.uidaho.edu/cogs/student-resources>
- COGS/University award opportunities <https://www.uidaho.edu/cogs/awards-grants>
- Student Code of Conduct: <http://www.webpages.uidaho.edu/fsh/2300.html>
- Personal Safety on Campus:
<https://www.uidaho.edu/infrastructure/isafety/personal-safety>
- Public Safety and Campus Security <https://www.uidaho.edu/infrastructure/pss>
- Copyrights, Protectable Discoveries, and other Intellectual Property Rights
<http://www.webpages.uidaho.edu/fsh/5300.html>
- Responsible Conduct of Research Education <https://www.uidaho.edu/apm/45/21>
- Policy against Sexual Harassment
<https://www.webpages.uidaho.edu/fsh/3220.html#A>.
- Non-Discrimination Policy
<https://www.uidaho.edu/ocri/policy-procedure/nondiscrimination-policy>
- COGS FORMS www.uidaho.edu/COGS/forms
- COGS sponsored workshops and professional development activities
www.uidaho.edu/COGS/pdi

Frequently Asked Questions

What are the Teaching Assistant / Research Assistant and scholarship opportunities?

There are two main types of assistantships that could be available with the College of Education, Health and Human Sciences.

Teaching Assistantships

In terms of graduate teaching assistantships, we do provide a number of those each year and they require 20 hours of work per week, and usually this occurs on the Moscow campus. Doctoral students can have a Graduate Teaching Assistantship for up to 4 years.

Teaching Assistantships are managed by the Department Chairs. Talk with the department chair of the area of interest.

- [Curriculum and Instruction](#)
- [Leadership and Counseling](#)
- [Movement Sciences](#)

Reach out to faculty members with similar interests as yours, letting them know you are interested in the doctoral program, that you are currently working on your application and wish to set up a visit discussing potential common interests. They may direct you to another faculty member whose interest may better align with yours.

Research Assistantships

Research Assistantships are available through grants. You need a faculty member who has an awarded grant and an interest to hire a Research Assistant (RA). You will need to work with that person to figure out the details.

It strengthens your application if you have a connection with a faculty member who has a research agenda associated with your area of research interest. Particularly if they are interested in working as your Major Professor and Dissertation Chair. Although helpful, this is not required.

Our College is composed of three departments. Below are the profile pages for each of our faculty members by department.

- [Curriculum and Instruction](#)
- [Leadership and Counseling](#)

- [Movement Sciences](#)

Assistantships usually require students to work as teaching assistants (TAs), research assistants (RAs) and assistants to professors within their department or field of study. The amount awarded will vary depending on the funds that support them. (Research positions are typically paid through grants while teaching positions are usually paid through state funds.) TAs are considered members of the faculty. Teaching positions often involve teaching first-year courses. Students in research positions usually work as RAs assisting researchers. All non-Idaho University of Idaho assistants receive an out-of-state tuition waiver based on the percentage of their assistantship.

All new Teaching and Research Assistants must attend the required training institute, which is hosted by COGS every semester. A Graduate Assistant must only attend the Institute once to fulfill their requirements. Learn more about the [TA/RA Institute](#).

I'm a master's student, do I need a committee?

While neither the Department of Curriculum and Instruction nor the College of Graduate Studies require a committee for **non-thesis degrees**, some programs, students, or major professors within the Department might choose to have a committee for a specific project. If there is need of a committee, please see the College of Graduate Studies "Committee Member Appointment or Changes" for pertinent information.

What courses can I substitute?

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. A course substitution is used when it is determined that a particular required course could be replaced by another appropriate course. Note: Changes to university requirements must be submitted to the Academic Petitions Committee.

See <https://www.uidaho.edu/registrar/forms> for appropriate substitution/waiver form.

Who approves my program of study?

The student and the major professor should meet to discuss the student's plan of study toward their degree within the student's first year of study.

- The student fills out the Degree Audit Planner through VandalWeb indicating the courses they will complete.
- Once the student submits the plan for approval the major professor will receive an email notification.

How do I know when certain classes are offered?

Course Schedules can be found at <https://webpages.uidaho.edu/schedule/>.

MEd core courses are offered at least once during the fall or spring semesters and all core courses are offered in the summer.

How long will it take me to finish the program?

The time to completion is dependent upon the student's circumstances and the graduate program.

Can I take all classes online?

Yes, all Special Education Master's Degree courses are online.

What are you looking for in a grad student?

All applications will be reviewed by a committee from the respective programs in the Department of Curriculum and Instruction. Selection for the graduate program will be based upon the following criteria:

- The quality of your Statement of Intent and your writing samples. Each prospective student should clearly articulate their objectives for wanting to pursue a graduate degree in the department of curriculum and instruction, and why the program of study offered will meet their need. Writing samples should demonstrate the ability adhere to grammatical procedures while articulating an argument in a clear, logical, and convincing manner.
- GPA score
- Work experience. The quality and quantity of working experience, combined with career goals, are evaluated equally. We do not have a minimum number of years of post-baccalaureate work experience required for admission consideration.
- Appropriate fit for the C & I MEd programs based on the applicant's self-stated goals, previous experience, and academic qualifications.
- References indicating suitability for and prospects for success in graduate work.

Conditional admission may be granted to:

- Applicants who qualify academically, but have not yet achieved the University of Idaho's minimum English language requirements for full admission.

- Applicants with exemplary experience but whose GPA is slightly below the minimum requirement.

If an applicant does not meet one or more of the admission requirements a majority of the voting graduate faculty members in the program area may vote to admit the student. However, an approved graduate faculty member must agree to be the applicant's initial advisor and a statement of support from the program must be provided which supports admission to graduate studies. All recommendations (to accept or not) are forwarded to the Graduate Admissions Office in the College of Graduate Studies for a final decision.

What does it cost?

Current cost estimates including tuition, room and board, books and miscellaneous expenses are available on the [Financial Aid's cost homepage](#). For information per credit cost, visit [Student Accounts tuition and fees page](#).

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

Request for Specialized Internship Placement

Students holding a current teaching certificate and wishing to add certification in special education to that certificate, but wanting to complete Internship in a particular manner – i.e. working as a paraeducator while completing an internship, completing an Internship during the school year and/or summer, etc. – must have approval of special education faculty. These students must complete the College of Education Internship application within the appropriate timeline and work closely with her or his advisor to obtain faculty permission to complete a specialized Internship.

To complete the specialized Internship process, students must submit the form below along with all required documents and all letters of support that indicate clear and concise parameters of the intended 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 special education 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.

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

Name: _____ Date: _____
Email: _____

Date Accepted to the Teacher Education Program: _____

Date Internship Application Submitted to College Placement Office: _____

Semester in Which You Plan to Student Teach / Intern: _____

Current Certification/Credential: _____

If applicable, attach a document describing your current school assignment(s) including your daily schedule with the times each day you serve in a special education role.

Attach a copy of your State and College approved Alternative Route to Certification in Special Education.

Indicate the type of placement you seek:

Paraprofessional activities do not count toward Internship.

- 8 Week Full-Day Internship
- 16 Week Half-Day Internship
- 4 Week Full-Day Internship (Early Childhood/Blended)
- Other (Attach Explanation)

Describe in detail how you will address each of the Special Education Internship Competencies listed in the Special Education Graduate Handbook.

Special Education Mentor Teacher: _____

Phone Number: _____

Email: _____

Building Principal: _____

Phone Number: _____

Email: _____

School District Special Education Director: _____

Phone Number: _____

Email: _____

Attach Three Letters of Recommendation, one from each of the following: Mentor Teacher, Special Education Director, and Building Principal.