



# College of Education

Larry B. Harris, Ph.D., Dean  
 Stephanie A. Salzman, Ph.D., Associate  
 Dean  
 T. C. Mattocks, Ed.D., Assistant Dean

## Organization of the College of Education

The primary purpose of the organization of the College of Education is to provide a student-centered environment. The College is administratively organized into one division and three departments.

### Division of Teacher Education

Peter Denner, Ph.D., Director  
 Professors: Coffland, Daley, Denner,  
 Gates, Harris, Myers, Pehrsson,  
 Sagness, Salzman, Spadafore, Stenson,  
 A. Strickland, Yates  
 Associate Professors: Hedeem, Jenkins,  
 Klug, Nunn, Pearson, Pena, Wilkins  
 Assistant Professor: Bliss, Luckey, Miller,  
 Moore, Newsome  
 Instructors: Birdsong, Farmer,  
 J. Strickland, Warwick

The Division of Teacher Education is comprised of the following program areas:

1. Child and Family Studies
2. Elementary Education (Elementary Teacher Education, Literacy, Curriculum and Instruction)
3. Secondary Education and Technology (Secondary Teacher Education, Curriculum and Instruction)
4. Special Education (Special Education Teacher Education, Human Exceptionality-Special Education)
5. School Psychology

### Department of Educational Leadership

E. E. "Gene" Davis, Ed.D., Chair  
 Professor: Davis  
 Associate Professors: Mattocks  
 Assistant Professors: Creighton, Thornton

### Department of Human Resource Training and Development

John L V Bobell, Ed.D., Chair  
 Professor: Bobell, Croker, Johnson,  
 Rankin  
 Associate Professor: Humphrey

### Department of Sport Sciences, Physical Education and Dance

Michael J. Lester, Interim Chair  
 Professor: Lloyd  
 Associate Professor: Lester  
 Assistant Professors: Noakes, Pemberton  
 Instructor: Chilson

## Doctor of Education in Educational Leadership

The Doctor of Education (Ed.D.) is the highest university award given in recognition of academic preparation for professional practice in Educational Leadership. While research is an important component of the Doctor of Education program, candidates are provided primarily with courses and experiences to prepare them to function more effectively as leaders in education and related fields. The student may select one of the following interdisciplinary areas of concentration when pursuing the degree of Doctor of Education:

- Educational Administration
- Higher Education Administration
- Educational Technology
- Educational Training and Development

### Admission to Doctoral Study

Students are admitted to the doctoral program in Educational Leadership in cohort groups starting the program every three years. Screening of applications will begin February 15 of the year in which cohort groups are scheduled to begin the program.

At time of application, the applicant must specify a single area of concentration (i.e., Educational Administration, Higher Education Administration, Educational Technology,

or Educational Training and Development). Should a student wish to change his or her area of concentration, he or she must re-apply to the Office of Graduate Studies for re-admission to the doctoral program in Educational Leadership.

In addition to the general requirements of the Office of Graduate Studies, individuals applying for admission to the doctoral program in Educational Leadership will be reviewed using the following criteria for admission. Preference will be given to applicants who have:

1. Completed the master's degree in education or a related field.
2. An academic record of at least 3.0 grade point average in the last two years of undergraduate course work and 3.5 grade point average at the graduate level.
3. A minimum score of 40 on the Miller Analogies Test OR a minimum combined score of 1000 on the Verbal and Quantitative sections of the Graduate Record Examination.
4. Submitted a written personal goal statement explaining academic and career objectives.
5. Submitted the Ed.D. Admission Checklist indicating competency in computer skills.
6. Completed an interview with faculty in the area of concentration.

International students who have not graduated from an accredited college or university in the United States and whose native language is not English, normally must achieve satisfactory scores on the Test of English as a Foreign Language (TOEFL). Specifically, students must achieve a total score of 550 and a score of 55 on Section I (Listening Comprehension).

### General Requirements

The Doctor of Education in Educational Leadership requires a minimum of 64 semester credits of course work including 21 credits of core course work, 30 credits of course work in the area of concentration, and a maximum of 13 credits of dissertation. Up to a maximum of 12 semester credits of course work completed as part of the student's masters program may be approved to satisfy course work requirements for the Ed.D.

Of the 64 semester credits required for the Ed.D. in Educational Leadership, at least 30 semester credits of course work must be

taken at Idaho State University. Dissertation credits may not be transferred from another institution.

Students are required to maintain continuous enrollment in at least one semester credit of work each semester (including summers) from matriculation to completion of the program including completion of the dissertation and oral defense. Should a student fail to maintain continuous enrollment, he or she must re-apply to the Office of Graduate Studies for re-admission to the doctoral program in Educational Leadership.

Students must maintain a 3.5 grade point average to qualify for the Doctor of Education. Two grades below B during the entire program will automatically disqualify a student.

### Final Program of Study

Upon completion of eighteen (18) semester hours of work, the student, in consultation with his or her major advisor, must complete the final program of study. Upon submission of the final program of study to the Office of Graduate Studies and Research, the Dissertation Committee, including the Graduate Faculty Representative, is established.

### Comprehensive Examination

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

The comprehensive examination has as its overall objective the assessment of the student's knowledge, understandings, and skills as they relate to the field of educational leadership. Students will complete a minimum of 12 hours of written examinations. At least 6 hours will be in the core course work and 6 hours will be in the area of concentration (i.e., Educational Administration, Higher Education Administration, Educational Technology, or Educational Training and Development).

### Dissertation and Oral Defense

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

### Required Courses

The Doctor of Education in Educational Leadership requires a minimum of 64 semester credits of course work: 21 credits in the doctoral core, 13 credits of dissertation, and 30 credits in the area of concentration. The student may select from the following areas of emphasis: Educational Administration, Higher Education Administration, Educational Technology, and Educational Training and Development.

#### Doctoral Core (21 credits)

EDLP 700	Organizational Development	3 cr
EDLP 702	Supervision & Empowerment	3 cr
EDLP 703	Leadership & Ethics	3 cr
EDLP 704	Conditions of Learning	3 cr
EDLP 705	Teaching Theory	3 cr
EDLP 706	Advanced Research Design	3 cr
EDLP 707	Instructional Technology	3 cr

#### Dissertation

EDLP 850	Dissertation	13 cr
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#### Area of Concentration: (Student selects one emphasis area)

##### Educational Administration (30 credits)

EDLP 701	Advanced Statistics in Education	3 cr
EDLA 720	Legal Issues in Educational Organizations	3 cr
EDLA 721	Educational Policy & Governance	3 cr
EDLA 722	Issues in Educational Administration	3 cr
EDLA 723	Educational Planning & Evaluation	3 cr
EDLA 724	School Buildings	3 cr
EDLA 725	Change Strategies	3 cr
EDLT 740	Instructional Systems Design I	3 cr
EDLT 741	Information Management Systems	3 cr
EDLC 752	Distance Learning Delivery Practices	3 cr

##### Higher Education Administration (30 credits)

EDLP 701	Advanced Statistics in Education	3 cr
EDLH 730	History & Philosophy of Higher Education	3 cr
EDLH 731	Law in Higher Education	3 cr
EDLH 732	College & University Curriculum	3 cr
EDLH 733	Finance in Higher Education	3 cr
EDLH 734	Contemporary Higher Education in the U.S.	3 cr
EDLH 735	Topics in Higher Education	3 cr
EDLH 736	College & University Teaching	3 cr
EDLH 737	Practicum in College Teaching	3 cr
EDLA 725	Change Strategies	3 cr

##### Educational Technology (30 credits)

EDLP 701	Advanced Statistics in Education	3 cr
EDLT 740	Instructional Systems Design I	3 cr
EDLT 741	Information Management Systems	3 cr
EDLT 742	Multimedia Authoring I	3 cr
EDLT 743	Multimedia Authoring II	3 cr
EDLT 744	Instructional Systems Design II	3 cr
EDLT 745	Instructional Design for Distance Learning Delivery	3 cr

EDLC 752	Distance Learning Delivery Practices	3 cr
EDLA 723	Educational Planning & Evaluation	3 cr
EDLA 725	Change Strategies	3 cr

##### Educational Training and Development (30 credits)

EDLP 701	Advanced Statistics in Education	3 cr
EDLC 750	Contemporary Issues in Human Resource Development	3 cr
EDLC 751	Management Issues in Educational Training	3 cr
EDLC 752	Distance Learning Delivery Practices	3 cr
EDLC 753	Instructional Systems Evaluation	3 cr
EDLC 754	Topics in Human Resource Development	3 cr
EDLT 740	Instructional Systems Design I	3 cr
EDLT 741	Information Management Systems	3 cr
EDLA 723	Educational Planning & Evaluation	3 cr
EDLA 725	Change Strategies	3 cr

## Educational Specialist in Educational Administration

A program for advanced work in educational administration leading to an educational specialist certificate.

Applicants will enter the program after completion of the masters degree in Educational Administration. Completion of the educational specialist program will require a minimum of 30 semester credit hours beyond the masters degree with an accumulated GPA of 3.5 during the specialist program. Students with a masters degree in areas other than administration will be required to take additional work equivalent to that required in the administration degree and must meet initial administrative certification.

### Admission Requirements

For admission to the sixth-year program the student must be admitted as a classified graduate student. To be considered a classified graduate student, evidence must be provided of completion of a masters degree with a 3.0 GPA and a score of 460 or 50th percentile on the revised Education subject test of the Graduate Record Examination and must also provide three letters of reference verifying five years of successful teaching and administration experience (administration experience must be at least one year).

A student who does not meet these requirements upon application will be admitted as a

conditional student and must complete all requirements for admission during the first semester of enrollment. Exceptions may be petitioned to a committee of educational administration faculty and the department Chair.

## Program Requirements

All course requirements will be distributed within three areas. A student must complete the minimum semester hours identified in each area. The courses used to meet the minimum area requirements may be taken during the masters degree or educational specialist program.

### Area I: Professional Foundations (6-12 hours)

Advanced work in humanistic and behavioral studies providing the student with a context in which educational problems can be understood and interpreted. In some cases, these studies are part of the content specialization. Specific courses appropriate to the area of specialization will be determined by the candidate and advisor.

### Area II: Content Specialization (12-24 hours)

Advanced studies and related experiences in administrative theory and practice, development of curricula, program design, and supervision and improvement of teaching. Candidates will complete six hours from business, economics, counselor education/special education, vocational education, psychology, sociology, or government appropriate to the area of specialization. Specific courses appropriate to the area of specialization will be determined by the candidate and advisor.

### Area III: Research and Evaluation (6-12 hours)

Advanced studies of research methods, interpretation, evaluation, and application with regard to gaining access to research findings and adapting them to professional needs. Candidates will complete a course in research and writing or will have completed a comparable requirement at the masters level.

The student must pass an oral and/or written examination at the completion of the course requirements.

Courses for areas of specialization will be determined by Idaho certification requirements, the area of specialization desired by the candidate, and the background and need of each individual candidate. The program will be jointly planned by the student and major advisor.

# Master of Education (Educational Administration Emphasis)

The Master of Education (Educational Administration Emphasis) is designed to strengthen the student's understanding, knowledge, and skills in three major areas—Core Professional Studies, Specialty Studies, and Integrative Field Research Studies—as they relate to educational administration.

Individuals applying for admission to the Master of Education (Educational Administration Emphasis) program must meet the following admission requirements:

- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Score of 38 or above on the Miller Analogies test OR score at the 35th percentile or above on one of the sections of the Graduate Record Examination (Verbal, Quantitative, Analytical).
- One year of preK-12 teaching experience or documentation of equivalent experience.
- Submission of admission forms and application fee to the Office of Graduate Studies.

Students must complete a minimum of 33 semester credit hours for the Master of Education (Educational Administration Emphasis). All candidates completing a thesis will orally defend the thesis, but will not complete written comprehensive examinations. All candidates not completing a thesis will be required to pass both a written comprehensive examination and an oral examination.

Students seeking Idaho certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students pursuing the Master of Education (Educational Administration Emphasis) have professional experience in an educational context.

## Required Core Professional Studies

EDUC 601	Research and Writing	3 cr
EDUC 602	Theories of Learning	3 cr
EDUC 610	Applied Educational Statistics	3 cr

## Specialty Studies

EDLA 608	Educational Administration	3 cr
EDLA 609	The Principalship	3 cr
EDLA 611	School Finance	3 cr
EDLA 612	School Law	3 cr
EDLA 615	Supervision of Instruction	3 cr
EDLA 657	Internship	3 cr

In addition, a minimum of 3 credit hours of electives must be chosen from the following list of courses:

EDUC 616	Integration of Technology into School Curriculum	3 cr
EDUC 625	Processes of Curriculum Development	3 cr
EDLA 642	School Communications and Public Relations	3 cr

## Integrative Field Research Studies

EDUC 650	Thesis	6 cr
	OR	
EDUC 651	Field Project/Case Study in Education	3 cr

# Master of Education (Curriculum and Instruction Emphasis)

The Master of Education (Curriculum and Instruction Emphasis) is designed to strengthen the student's understanding, knowledge, and skills in three major areas—Core Professional Studies, Specialty Studies, and Integrative Field Research Studies—as they relate to learning, teaching, and curriculum development.

Individuals applying for admission to the Master of Education (Curriculum and Instruction Emphasis) must meet the following admission requirements:

- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Score of 38 or above on the Miller Analogies test OR score at the 35th percentile or above on one of the sections of the Graduate Record Examination (Verbal, Quantitative, Analytical).

- Submission of admission forms and application fee to the Office of Graduate Studies.

Students must complete a minimum of 33 semester credit hours for the Master of Education (Curriculum and Instruction Emphasis). All candidates completing a thesis will orally defend the thesis, but will not complete written or oral examinations. All candidates not completing a thesis will be required to pass a written comprehensive examination and 6 credits of practicum that includes a written report in the form of a case study or field project and an oral report of the practicum.

Students seeking Idaho certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students pursuing the M.Ed. degree in Curriculum and Instruction have professional experience in an educational context.

#### Required Core Professional Studies

EDUC 601	Research and Writing	3 cr
EDUC 602	Theories of Learning	3 cr
EDUC 610	Applied Educational Statistics	3 cr

#### Specialty Studies

EDUC 616	Integration of Technology into School Curriculum	3 cr
EDUC 622	Educational Assessment and Evaluation	3 cr
EDUC 624	Models of Teaching	3 cr
EDUC 625	Processes of Curriculum Development	3 cr

In addition, elective credits to total a minimum of 33 semester credits for the Masters degree must be taken from relevant graduate-level courses. Only those electives approved in advance by the student's major advisor will be accepted towards the Masters degree.

#### Integrative Field Research Studies

EDUC 650	Thesis OR	6 cr
EDUC 652	Field Practicum in Education	6 cr

## Master of Education (Literacy Emphasis)

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

Individuals applying for admission to the Master of Education (Literacy Emphasis) must meet the following admission requirements:

- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Score of 38 or above on the Miller Analogies test OR score at the 35th percentile or above on one of the sections of the Graduate Record Examination (Verbal, Quantitative, Analytical).
- Submission of admission forms and application fee to the Office of Graduate Studies.

Students must complete a minimum of 33 semester credit hours for the Master of Education (Literacy Emphasis). All candidates completing a thesis will orally defend the thesis, but will not complete written comprehensive examinations. All candidates not completing a thesis will be required to pass both a written comprehensive examination and an oral examination.

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

#### Required Core Professional Studies

EDUC 601	Research and Writing	3 cr
EDUC 602	Theories of Learning	3 cr
EDUC 610	Applied Educational Statistics	3 cr

#### Specialty Studies

EDUC g419	Foundations of Literacy	3 cr
EDUC g424	Assessing Literacy	3 cr
EDUC g426	Remediation of Literacy Problems	3 cr
EDUC 632	Psychology of Literacy	3 cr
EDUC 633	Language, Literacy, and Neurology	3 cr
EDUC 634	Literacy: Multicultural Views	3 cr
EDUC 635	Clinical Methods in Literacy	3 cr

#### Integrative Field Research Studies

EDUC 650	Thesis OR	6 cr
EDUC 651	Field Project/Case Study in Education	3 cr
EDUC 652	Field Practicum in Education	3 cr

## Planned Fifth-Year Program

The purpose of the planned Fifth-Year Program in Teacher Education is to provide an opportunity for candidates to further their own professional growth and career goals through planning processes and guidelines which allow for maximum flexibility and increased autonomy by candidates in program

design. Candidates professional development goals may relate to (a) extending and refining their cognitive background and skills related to their current professional assignment, (b) seeking improvement and/or modification in their professional career status within a teaching staff or institution, or (c) seeking an additional endorsement or advanced certification.

#### Prospective candidates must:

1. Possess a baccalaureate degree from an accredited institution.
2. Meet standard certification requirements in the area and at the level of their planned Fifth-Year Program.
3. Apply for admission to graduate study.
4. See an advisor/sponsor as soon as possible, preferably at the time of application for admission to graduate study.
5. Establish with the advisor a proposal for the planned Fifth-Year Program that reflects the candidates professional development goals and/or career ladder goals.
6. Work with the advisor to submit and gain approval of the proposal.

#### Requirements of the Planned Fifth-Year Program:

1. A minimum of 30 semester credits. At least 2/3 of the credits included in the program must be graduate level course work (500-600 level).
2. A minimum of 15 credits to be taken following approval of the planned Fifth-Year Program proposal.
3. A maximum of 1/3 of the credits may be undergraduate work.
4. A maximum of 10 credits of EDUC 397/597.
5. A maximum allowance of 8 transfer credits (graduate transfer credits must meet requirements of the Office of Graduate Studies.)
6. All course work must be completed within a six-year period.
7. The candidate must maintain an overall grade point average of 3.00 in the planned Fifth-Year course work with a maximum of five credits of C allowed.

During the semester in which a candidate will complete all planned Fifth-Year Program requirements, the candidate will apply for graduation. The advisor, in consort with the candidate, will initiate a written recommendation to the department Chair who will

in turn transmit a recommendation to the Dean of the College of Education for issuance of the planned Fifth-Year Program certificate.

The candidate is responsible for initiating any application to the Idaho State Department of Education for certification stemming from completion of the planned Fifth-Year Program in Teacher Education.

## Master of Education in Instructional Technology

The Master of Education in Instructional Technology prepares educators to assume leadership roles in the integration of instructional technology into the school curriculum. The program is designed to strengthen the student's understanding, knowledge, and skills in three major areas of Core Professional Studies, Specialty Studies, and Integrative Field Research Studies as they relate to instructional technology.

Applicants entering the program after completion of the bachelors degree will complete a minimum of 33 semester credit hours for the M.Ed. in Instructional Technology. All M.Ed. in Instructional Technology students will complete a final examination. Students writing theses will take final oral examinations. If the field project or case study option is taken, the student will be given both written and oral examinations.

Students seeking Idaho certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students pursuing the M.Ed. degree in Instructional Technology have professional experience in an educational context.

### Required Core Professional Studies

EDUC 601	Research and Writing	3 cr
EDUC 602	Theories of Learning	3 cr
EDUC 610	Applied Educational Statistics	3 cr

### Specialty Studies

EDUC 616	Integration of Technology into School Curriculum	3 cr
EDUC 621	Issues and Trends in Instructional Technology	3 cr
EDUC 622	Educational Measurement and Evaluation	3 cr
EDUC 626	Instructional Technology and Staff Development	3 cr
EDUC 655	Fundamentals of Instructional Design	3 cr
EDUC 656	Fundamentals of Multimedia Development in Education	3 cr

### Integrative Field Research Studies

EDUC 650	Thesis	6 cr
EDUC 651	Field Project/Case Study in Education	6 cr

### Education Graduate Courses

**EDUC g419 Foundations of Literacy 3 credits.** An examination of multiple perspectives of philosophical, historical, and sociological studies in literacy across time, gender, and cultures. Impact upon current trends in the field. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC g420 Advanced and Compensatory Reading Strategies 3 credits.** Advanced training for developmental/remedial reading, emphasizing study skills, critical/creative reading, and meta-cognition. Content area application. PREREQ: EDUC 333 AND TEACHING EXPERIENCE OR PERMISSION OF INSTRUCTOR.

**EDUC g424 Assessing Literacy Abilities 3 credits.** Methods of assessment in literacy. Introduction to case study, formal and authentic measures of comprehension, vocabulary, study strategies, and writing. PREREQ: EDUC g419 OR PERMISSION OF INSTRUCTOR.

**EDUC g426 Remediation of Literacy Problems 3 credits.** Teaching strategies for remediating problems in literacy. Emphasis on planning, implementing, and evaluating approaches and materials. PREREQ: EDUC g424.

**EDUC g427 Mainstreaming 2 credits.** An introduction to the philosophy and requirements of mainstreaming including identification, assessment, staffing, organization and planning procedures. Designed for regular and special education (undergraduate and graduate) students and ancillary personnel.

**EDUC g470 Manipulative Mathematics 3 credits.** Study of methods for teaching mathematics through the modern math approach stressing manipulations. Consideration is given to diagnostic and remedial procedures for exceptional children.

**EDUC g471 Interpersonal Communications 2 credits.** Examination of basic concepts, principles, models, and theories of interpersonal communications and their application to educational settings.

**EDUC g472 Dynamics of Instructional Groups 2 credits.** Theory, practice, and research associated with dynamics of instructional groups are presented in an experiential format with emphasis on formation, structure and process.

**EDUC g481-g482 Contemporary Issues in Education 1-3 credits.** Examination and analysis of contemporary issues and trends in theories and practices in education.

**EDUC g483 Instructional Improvement for Teachers 1-3 credits.** Study of ways by which teachers can improve instruction in their own classrooms with emphasis on the findings of research and experiences.

**EDUC g485 Independent Problems in Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in

education. Experience in research composition. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC g491 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Limited enrollment. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 597 Professional Education Development Topics.** Variable credit. May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**EDUC 601 Research and Writing 3 credits.** Examination of methods for designing/conducting research in education and related fields and of procedures for formal report writing using APA style and format.

**EDUC 602 Theories of Learning 3 credits.** Advanced study of the psychology of human learning and instruction. Emphasis will be given to the application of contemporary theories of learning to instructional practice and the design of effective learning environments.

**EDUC 603 Philosophical, Historical, and Social Foundations of Education 3 credits.** Advanced study of philosophical and historical bases of American education, including social foundations and policy studies. Humanistic concerns and multi-cultural dimensions of education are included.

**EDUC 607 Readings in Administration 2 credits.** Analysis of basic literature pertaining to administration.

**EDUC 610 Applied Educational Statistics 3 credits.** Application of parametric and nonparametric statistical procedures for summarizing and analyzing qualitative and quantitative measurement data in conducting research and for report writing in education and related fields. Covers descriptive statistics to single-factor experiments.

**EDUC 616 Integration of Technology into School Curriculum 3 credits.** Examination of appropriate and effective uses of technology in K-12 environments. Focus on exploration of the research on effective technology utilization in instruction.

**EDUC 621 Issues and Trends in Instructional Technology 3 credits.** Examination and discussion of current issues and innovations in instructional technology. Includes analysis of relevant historical and current national trends and issues. PREREQ: EDUC 616.

**EDUC 622 Educational Measurement and Evaluation 3 credits.** Theory and practice in the construction, administration, and interpretation of educational assessments. Use of assessment results in the planning and evaluation of curriculum and instruction.

**EDUC 623 Curriculum Innovations 3 credits.** Current innovations, their theoretical support, and implementation procedures will be reviewed. Students will be expected to identify, define, and design a curriculum innovation as well as an implementation plan.

**EDUC 624 Models of Teaching 3 credits.** Examination of instructional theories and teaching models with emphasis on contemporary approaches. Advanced study of instructional strategies and their applications. PREREQ: EDUC 602.

**EDUC 625 Processes in Curriculum Development 3 credits.** Emphasis upon processes in curriculum development/improvement, i.e., components (goals/objectives, selecting/organizing content, organizing for instruction); personnel/leadership roles; alternative curriculum development models; evaluation; economic/political/cultural influences.

**EDUC 626 Instructional Technology and Staff Development 3 credits.** Examination of inservice models for integrating technology into the K-12 curriculum. Students will deliver an inservice session related to instructional technology. PREREQ: EDUC 601, EDUC 616, EDUC 621.

**EDUC 630 Principles and Practices of Adult Education 2 credits.** Will examine theoretical and practical approaches to teaching adults. Particular attention will be given to planning and conducting workshops and classes for out-of-school populations.

**EDUC 632 Psychology of Literacy 3 credits.** Examination of the nature of symbolic systems within the literacy field from the perspective of contemporary psychological science. Topics include decoding, lexical access, referential representation, and metacognition.

**EDUC 633 Language, Literacy, and Neurology 3 credits.** Theories and principles based on research in psycholinguistics and neurophysiology as related to literacy.

**EDUC 634 Literacy: Multicultural View 3 credits.** Theories and research in language acquisition and development across cultures including emphases on second language acquisition, dialects, and regionalisms affecting both oral and written codes.

**EDUC 635 Clinical Methods in Literacy 3 credits.** Consulting, supervising, evaluating, writing case reports, and relating research and theories in literacy to clinical methods. PREREQ: EDUC g424, EDUC g426, AND EDUC 633.

**EDUC 638 Supervision of Interns and Student Teachers 2 credits.** Role and responsibilities of supervisory personnel in the intern and student teaching programs including student orientation readiness, planning and techniques of instruction, and evaluation. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 640 Workshop 1-2 credits.** Special projects concerned with public school education. Meets for a minimum of 36 clock hours with appropriate outside assignments, lessons, or papers. May be repeated up to 6 credits.

**EDUC 646 Information Systems 3 credits.** Investigation and application of computer software programs that reinforce administrative practices. Application of programs that effectiveness and efficiency through the appropriate development and use of data.

**EDUC 648 Independent Problems in Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to graduate students in education. Experience in research composition. May be repeated up to 4 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 649 Seminar 1-3 credits.** Critical analysis on the literature in one or more areas of education. Enrollment limited. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 650 Thesis 1-6 credits.**

**EDUC 651 Field Project/Case Study in Education 3 credits.** A field project or case study is completed in conjunction with a field practicum/internship in an educational setting. Written report and oral explication of the project or case study required.

**EDUC 652 Field Practicum in Education 1-6 credits.** Individually designed practicum in an educational setting. The length, placement, and learning experiences will be determined in consultation with the major advisor.

**EDUC 655 Fundamentals of Instructional Design 3 credits.** Review of various instructional design models and fundamental design principles that guide the development of instructional materials. Students will create multimedia materials for incorporation into a final product. PREREQ: EDUC 616, EDUC 622.

**EDUC 656 Fundamentals of Multimedia Development in Education 3 credits.** Exploration of the use of multimedia technology in education. Students will use multimedia authoring tools to develop instructional units for integration of technology into the curriculum. PREREQ: EDUC 622, EDUC 655.

**EDUC 657 Internship 3-12 credits.** A joint effort of the university and public schools to provide the student with practical experiences in educational settings. The length, placement, stipend (if applicable), and learning experience will be determined for each intern. By application only.

## Educational Administration Graduate Courses

**EDLA 608 Educational Administration 3 credits.** Study of the nature of educational administration with reference to current practice. Positions and implications to current practice, administrative philosophy, and related role characteristics. Administrative theory and its application to administrative practice and organizational development and the implications for educational improvement.

**EDLA 609 The Principalship 3 credits.** Study of the administrative management functions of the principalship through simulation and development of procedures and materials in such areas as budget, scheduling, extra-curricular activities, discipline, special services, and staff development.

**EDLA 611 School Finance 3 credits.** Application of financial practices and procedures at the school building level. Considers the effective use of funds through school-based management, school district allocation, budgeting, auditing and staff participation.

**EDLA 612 School Law 3 credits.** Study of court decisions, statutes, and school board policy as related to teachers, pupils, and school officials.

**EDLA 615 Supervision of Instruction 3 credits.** Roles of the supervisor in the improvement of classroom instruction. Emphasis on effective procedures as determined by research and experience. Simulation sessions provide for development of clinical skills needed in all types of supervisor-supervisee relations including student-teacher, self-supervision, administrator-teacher, and teacher-teacher.

**EDLA 641 Professional Negotiations in Education 2 credits.** Study of issues in negotiations, developing procedural agreements, negotiating contracts, strategies and tactics, grievance procedures.

**EDLA 642 School Communications and Public Relations 3 credits.** Introduction and development of concepts, principles, and techniques in the organization, initiation, and operation of a planned program in inter-school communication systems and school-public relations.

**EDLA 643 School Personnel Administration 3 credits.** Study of effective personnel practices, recruitment, selection, contracts, inservice, transfers and promotion. Special attention given to the personnel director's role regarding handicapped, multicultural, and minority group issues. PREREQ: EDUC 608.

**EDLA 644 Organizational and Staff Development 3 credits.** The student will improve knowledge and skills in working with conflict in the school organization, designing staff development training interventions, utilizing problem solving and decision making in the school setting.

**EDLA 649 Leadership Seminar 1-3 credits.** Critical analysis of current topics in leadership and leadership literature in education. PREREQ: PERMISSION OF INSTRUCTOR.

**EDLA 662 The Superintendency 3 credits.** A study of characteristics necessary for local school district leadership to include, organizational systems, ethics, change processes, the role of education in a democratic society, school board development and the needs of diverse constituencies.

**EDLA 663 Public Policy in Education 3 credits.** A study of how public policy, from school policy to federal law, affects the operation of local school districts. Class members will attend a national legislative conference as part of course requirements.

## Educational Leadership Doctoral Courses

**EDLP 700 Organizational Development 3 credits.** Development of knowledge and skills for dealing with conflict in educational organizations. Includes focus on designing staff development interventions and utilizing problem-solving and decision-making in educational settings. PREREQ: EDUC 608 OR PED 605.

**EDLP 701 Advanced Statistics in Education 3 credits.** Applications of advanced statistical methods most frequently used in the analysis of quantitative measurement data in education and related fields. PREREQ: EDUC 610 AND EDUC 601, OR EQUIVALENT.

**EDLP 702 Supervision and Empowerment 3 credits.** Practical study of leadership values; use of coaching, participative management, team building, and critical inquiry to improve supervision in educational organizations. PREREQ: EDUC 615 OR PED 620.

**EDLP 703 Leadership and Ethics 3 credits.** Theories of leadership in education, business, and industry. Includes consideration of the principles of effective leadership and the concomitant roles of ethical behavior. PREREQ: VED 634 OR EDUC 608.

**EDLP 704 Conditions of Learning 3 credits.** In-depth study of current theory, issues, and research on learning and cognition. Emphasis on understanding conditions of learning including situational determinants, motivation, social-cultural variables, and individual differences. PREREQ: EDUC 602.

**EDLP 705 Teaching Theory 3 credits.** In-depth study of selected current theories, issues, and research on teaching. Emphasis on innovative instructional practices and the assessment of teaching effectiveness.

**EDLP 706 Advanced Research Design 3 credits.** Process-based examination of research designs commonly used in education and related fields. Student will develop prospectus for doctoral dissertation. PREREQ: EDUC 601 OR PED 640.

**EDLP 707 Instructional Technology 3 credits.** Examination of appropriate and effective uses of multimedia in K-college environments. Focus on exploration of the research on educational applications of multimedia.

**EDLP 850 Dissertation Variable credit.** Graded S/U.

## Educational Administration Doctoral Courses

**EDLA 720 Legal Issues in Educational Organizations 3 credits.** Advanced study of legal issues in education and corporate training. Includes major court cases, use of legal council, and monitoring of legal compliance. PREREQ: EDUC 612, VED 634, OR EQUIVALENT.

**EDLA 721 Educational Policy and Governance 3 credits.** Study of the relationships between public policy, political systems, and educational organizational frameworks. Includes focus on policy decision-making and governmental structures. PREREQ: EDUC 607; EDUC 608; SPED g438; SPED 632; OR EQUIVALENT.

**EDLA 722 Issues in Educational Administration 3 credits.** Investigation and critical analysis of current issues and trends in educational administration. Includes study of collective bargaining, compulsory education, due process, school-parent relationships, accountability, governance, and other relevant topics.

**EDLA 723 Educational Planning and Evaluation 3 credits.** Systematic planning in education including needs assessment, program planning and implementation, and process and product evaluation.

**EDLA 724 School Buildings 3 credits.** Study of procedures for school building planning, writing educational specifications, financing, and construction.

**EDLA 725 Change Strategies 3 credits.** Investigation and application of strategies and tactics for effecting change in public schools.

## Higher Education Administration Doctoral Courses

**EDLH 730 History and Philosophy of Higher Education 3 credits.** Comprehensive analysis of the origin of institutions of higher learning, their philosophical foundations and historical contexts from the classical periods of Greece and Rome to the 20th century.

**EDLH 731 Law in Higher Education 3 credits.** In-depth study of legal issues affecting public and private higher education institutions and systems. Emphasis on statutory provisions, court decisions, common law principles, and constitutional requirements.

**EDLH 732 College and University Curriculum 3 credits.** In-depth study of current higher education curriculum practices and issues in the context of historical, philosophical, and political influences. Includes focus on processes of curriculum development.

**EDLH 733 Finance in Higher Education 3 credits.** Critical analysis of issues in public and private higher education finance. Includes examination of alternative financing sources and methods, resource allocation, and fiscal management.

**EDLH 734 Contemporary Higher Education in the United States 3 credits.** Consideration of roles and responsibilities of chief academic officers, boards of regents, faculties, and student services. Topics include collective bargaining, enrollment patterns, graduate education, and postsecondary learning opportunities.

**EDLH 735 Topics in Higher Education 1-3 credits.** Critical analysis of current topics in higher education. Opportunities will be provided for students to study independently with specialists in topic areas.

**EDLH 736 College and University Teaching 3 credits.** Study of teaching models/methodologies applicable to college and university instruction. Student will apply a teaching model/methodology or aspects of different models to a teaching situation.

**EDLH 737 Practicum in College Teaching 3 credits.** Student assists with the teaching of a college course under the supervision of the course instructor. Includes development of instructional materials, classroom presentations, and critiques of contemporary literature on college teaching.

## Educational Technology Doctoral Courses

**EDLT 740 Instructional Systems Design I 3 credits.** Examination of the instructional design process; applications of current research related to development of instructional multimedia materials. PREREQ: EDUC 701.

**EDLT 741 Information Management Systems 3 credits.** Use of information systems as repositories of long-term data. Issues and techniques common to a range of systems will be studied. PREREQ: EDUC 701.

**EDLT 742 Multimedia Authoring I 3 credits.** Use of Macromedia Director as the main authoring system for designing instruction. PREREQ: STUDENT MUST BE EXPERIENCED USER OF HYPERMEDIA PROGRAMS; EDLT 740.

**EDLT 743 Multimedia Authoring II 3 credits.** Advanced use of Macromedia Director as an authoring system. Includes creation of digital sound graphics, animation, and movies. Student will produce a multimedia project. PREREQ: EDLT 742.

**EDLT 744 Instructional Systems Design II 3 credits.** Advanced study of inscriptional design process. Includes consideration of current research related to formative and summative evaluation techniques for multimedia design. PREREQ: EDLT 740; EDLT 743.

**EDLT 745 Instructional Design for Distance Learning Delivery 3 credits.** Exploration of effective uses of multimedia materials in the distance learning environment. Includes investigation of skills needed for creating instructional media for distance learning. PREREQ: EDLT 740; EDLC 752.

## Educational Training and Development Doctoral Courses

**EDLC 750 Contemporary Issues in Human Resource Development 3 credits.** Exploration of issues relating to the functions of HRD - Individual Development, Career Development, and Organizational Development. Emphasis on how these functions relate to the industrial/business environment.

**EDLC 751 Management Issues in Educational Training 3 credits.** Critical analysis and discussion of contemporary issues in public and private educational training. Includes review of current research and theory.

**EDLC 752 Distance Learning Delivery Practices 3 credits.** Exploration of the distance delivery medium including on-screen practices, media development, curriculum planning, instructional strategies, technical support. Includes review of research and theory relating to distance learning.

**EDLC 753 Instructional System Evaluation 3 credits.** Critical analysis and discussion of the roles of evaluation in corporate training/education. Emphasis on theories of program and curriculum evaluation.

**EDLC 754 Topics in Human Resource Development 3 credits.** Critical analysis of current topics in human resource development. Opportunities will be provided for students to study independently with specialists in topic areas.

## Master of Education in Child and Family Studies

The Master of Education in Child and Family Studies is designed to strengthen the student's understanding, knowledge, and skills in three major areas—Core Professional Studies, Specialty Studies, and Integrative Field Research Studies—as they relate to Child and Family Studies. The student may select one of the following options for the masters degree in Child and Family Studies:

- Family Studies
- Early Childhood Education
- Early Childhood Special Education

Applicants enter the program after completion of the Bachelors degree. All candidates completing a Master of Education in Child and Family Studies must choose to complete either a written comprehensive examination and an oral examination, or a thesis option.

### Required Core Professional Studies

EDUC 601	Research and Writing	3 cr
EDUC 602	Theories of Learning	3 cr
EDUC 610	Applied Educational Statistics	3 cr

### Integrative Field Research Studies

CFS 647	Internship in Child and Family Studies	3 cr
CFS 669	Case Study/Project in Child and Family Studies	3 cr

### Additional Requirements for Family Studies Option

CFS 531	Family Resources Management	3 cr
CFS 535	Family as Developmental Context	3 cr
CFS 600	Issues and Trends in Child and Family Studies	3 cr
CFS 631	Family Diversity	3 cr
CFS 632	Theoretical Frameworks for Understanding Families	3 cr

Additional elective credits to total a minimum of 36 credit hours must be approved in advance by the student's major advisor.

### Additional Requirements for Early Childhood Special Education Option

CFS 500	Foundations of Early Childhood Special Education	3 cr
CFS 501	Foundations of Early Childhood Education	3 cr
CFS 600	Issues and Trends in Child and Family	3 cr
CFS 632	Theoretical Frameworks for Understanding Families	3 cr
CFS 642	Assessment in Early Childhood Special Education	3 cr
CFS 643	Curriculum and Intervention in Early Childhood Special Education	3 cr
CFS 644	Working with Families in Early Childhood Special Education	3 cr

### Additional Requirements for Early Childhood Education Option

CFS 500	Foundations of Early Childhood Special Education	3 cr
CFS 501	Foundations of Early Childhood Education	3 cr
CFS 600	Issues and Trends in Child and Family	3 cr
CFS 621	Learning and Development in Early Childhood Education	3 cr
CFS 622	Curriculum in Early Childhood Education	3 cr
CFS 632	Theoretical Frameworks for Understanding Families	3 cr

Additional elective credits to total a minimum of 36 credit hours must be approved in advance by the student's major advisor.

## Child and Family Studies Graduate Courses

**CFS g400 Foundations of Early Childhood Special Education 3 credits.** Survey of the history, philosophy, relevant legislation, and interdisciplinary aspects of the field. Major focus on typical and atypical development from birth through five years, integrating all areas of development.

**CFS g401 Foundations of Early Childhood Education 3 credits.** Examination of social, historical, and philosophical foundations of early childhood education and their respective influences on currently accepted concepts and practices in programs serving young children from birth through age eight.

**CFS g431 Family Resource Management 3 credits.** Management theory for resource utilization and goal achievement. Issues include stress, communication, and family types. Emphasis on decision-making related to the dynamics of balancing work and family. PREREQ: FCS 371.

**CFS g432 CU(PDO) 132 Behavioral Growth and Development 1 credit.** General body growth and development of the normal child. Major theories of psychological growth and maturation of the normal child with common aberrations. Dental management of children in regard to psychological growth and development (IDEP course).

**CFS g435 Family as a Developmental Context 3 credits.** Study of families as a context for fostering individual development. The reciprocal impact of individual life stage and family life cycle stage is emphasized. PREREQ: FCS 201 OR PERMISSION OF INSTRUCTOR.

**CFS g439 Sports Nutrition 2 credits.** Review nutrition recommendations for both competitive and recreational athletic performance. Background into metabolism of nutrients related to strength and endurance given as rationale for nutrition practices. Controversies and misinformation addressed. (FCS 239 SUGGESTED PREREQ)

**CFS g457 Experimental Foods 3 credits.** Development of experimental methods and their application to cookery and food technology; preparation of student for independent investigation in foods; acquaintance with literature in the field. 2 hours lecture/4 hours laboratory. Cross-listed as NTD g457. PREREQ: FCS 104, JUNIOR STANDING.

**CFS g461 Advanced Nutrition 3 credits.** Advanced study of nutrition science, including protein, carbohydrate, lipid, vitamin, and mineral metabolism. Introduction to research methodology and professional literature. Cross-listed as NTD g461. PREREQ: FCS 239, CHEM 102.

**CFS g470 Consumer Economics 3 credits.** Financial management content with a focus on developing effective decision-making processes for managing resources. Topics: the changing American family; consumer protection and recourse; purchasing decisions; consumer credit; fundamentals of savings/investment; and insurance.

**CFS g471 Advanced Consumer Economics 3 credits.** Advanced study of social and economic problems affecting individuals and families. Topics: financial security; credit and loans; tax planning; major consumer purchases; risk management; investments; retirement and estate planning. PREREQ: FCS 371.

**CFS g472 Teaching Consumer Economics 1-3 credits.** Designed to provide educators with current content and resources for developing consumer and economic education curriculum. Teaching techniques discussed and practiced. PREREQ: FCS 471 OR PERMISSION OF INSTRUCTOR.

**CFS 597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**CFS 600 Issues and Trends in Child and Family 3 credits.** Exploration and discussion of current issues and trends impacting children and families and programs designed to serve them.

**CFS 621 Learning and Development in Early Childhood Education 3 credits.** Investigation of the development characteristics and processes of the young child from birth to age 8 related to the process of knowledge construction.

**CFS 622 Curriculum in Early Childhood Education 3 credits.** Examination and implementation of developmentally appropriate curricular practices that simultaneously strengthen all domains of development and contribute to the construction of knowledge in content areas.

**CFS 631 Family Diversity 3 credits.** Exploration and analysis of the role of diversity in defining family structure, functioning, and development. Includes focus on educational implications and opportunities for observation in a variety of settings.

**CFS 632 Theoretical Frameworks for Understanding Families 3 credits.** Analysis of theories of family interaction and family functioning. Emphasis on family development theory, family systems theory, social models, and other relevant models of family functioning.

**CFS 634 Public Policy for Children and Families 3 credits.** Analysis of selected state and federal legislation affecting the status of children and families. Focus includes legal definitions related to children and families and advocacy networks.

**CFS 642 Assessment in Early Childhood Special Education 3 credits.** Selection, administration, and interpretation of assessment tools employed in early intervention programs. Emphasizes screening, educational assessment, and monitoring of child progress. PREREQ: CFS 640 OR PERMISSION OF INSTRUCTOR.

**CFS 643 Curriculum and Intervention in Early Childhood Special Education 3 credits.** Overview of theoretical bases for early intervention and selected service delivery models. Focus on program planning, curriculum, materials, procedures, and program evaluation. PREREQ: CFS 642 OR PERMISSION OF INSTRUCTOR.

**CFS 644 Working with Families in Early Childhood Special Education 3 credits.** Theoretical and applied perspectives on providing family-focused early intervention services. Emphasis on models for service delivery and service coordination for families with young disabled children.

**CFS 647 Internship in Child and Family Studies 1-6 credits.** Supervised practice in demonstration of competencies for children and families in a variety of educational settings. Fifty hours of experience and supervision equals one hour of academic credit.

**CFS 659 Seminar in Child and Family Studies 1-3 credits.** Critical analysis of the literature in one or more areas related to children and families. May be repeated up to 6 credits.

**CFS 669 Case Study/Project in Child and Family 3 credits.** Under faculty supervision, student is responsible for development and oral presentation of a comprehensive case study or a comprehensive graduate field project.

**CFS 676 Supervision of Family and Consumer Sciences Education 2 credits.** Explores roles and responsibilities of cooperating teachers and college supervisor in providing desirable experiences of family and consumer sciences student teachers in the public schools. Supervision styles will be reviewed and evaluated.

## Library Science Graduate Courses

**LIBR g355 Media Center Administration 3 credits.** General administration of media centers, including the implementation of state and national media standards. The philosophy and scope of services and the relationship of center activities to school curriculum.

**LIBR g356 Automation, Selection, and Evaluation of Library Materials 3 credits.** Addresses automation as it relates to library services and collections as well as the selection and evaluation of library materials.

**LIBR g440 Practicum 1-4 credits.** Practicum in a library and/or media center under the supervision of professional personnel. PREREQ: APPROVAL OF LIBRARY SCIENCE COORDINATOR.

**LIBR g441 Independent Study in Library Science 1-2 credits.** Individual work under staff guidance. Field and/or library research on specific problems in librarianship. PREREQ: PERMISSION OF LIBRARY SCIENCE COORDINATOR.

# Master of Education in Human Resource Training and Development

The Master of Education in Human Resource Training and Development is designed to strengthen the student's understanding, knowledge, and skills in three major areas—Core Professional Studies, Integrative Field Research Studies, and Specialty Studies—as they relate to occupational training management. The masters degree program in Human Resource Training and Development has two options:

- **Vocational Program Management** for those pursuing a career in administration of vocational programs in public schools.

- **Industrial Training Management** for those who plan a career in the management of training programs in business, industry, public sector, or military.

Individuals applying for admission to the Master of Education program in Human Resource Training Development must meet the following admission requirements:

- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Score of 38 or above on the Miller Analogies test OR score at the 35th percentile or above on one of the sections of the Graduate Record Examination (Verbal, Quantitative, Analytical).
- Submission of admission forms and application fee to the Office of Graduate Studies.

Students must complete a minimum of 33 semester credit hours for the Master of Education in Human Resource Training Development. All candidates completing a thesis will orally defend the thesis, but will not complete written comprehensive examinations. All candidates not completing a thesis will be required to pass both a written comprehensive examination and an oral examination.

Students seeking Idaho certification in the area of their training must meet any requirements of the State Board of Education for certification.

## Professional Studies Core

EDUC 601	Research and Writing	3 cr
EDUC 602	Theories of Learning	3 cr
EDUC 610	Applied Educational Statistics	3 cr

## Occupational Training Management Studies

VED 633	Occupational Program Planning and Development	3 cr
VED 634	Administration of Occupational Training	3 cr

A minimum of 12 semester credits must be taken from the following list of courses:

VED 501	Foundations of Occupational Education	3 cr
VTE 502	Occupational Analysis and Course Construction	3 cr
VTE 503	Occupational Education Methods	3 cr
VED 504	Evaluation of Occupational Education	3 cr
VED 505	Learning Styles	3 cr
VED 509	Professional Readings	3 cr
CT 531	Supervision of Human Relations in Occupational Training	3 cr

VED 544	Guidance and Special Needs Concepts in Vocational Education	3 cr
VED 550	Foundations of Adult Education	3 cr
CT 557	Methods of Teaching Adults	3 cr
VED 568	Techniques of Teaching Cooperative Education	3 cr

In addition, a minimum of 3 credits of electives must be taken for completion of the degree. Elective credits must be approved in advance by the student's major advisor.

### Integrative Field Research Studies

VED 650	Thesis OR	6 cr
VED 635	Practicum in Occupational Training Administration	3 cr
VED 645	Field Research Project in Training Management	3 cr

## Corporate Training Graduate Courses

**C T g431 Supervision of Human Relations in Occupational Training 3 credits.** Supervising in an occupational education/training setting. Study human relation factors, planning, evaluation, staff development, organization, and personnel policies/practices. PREREQ: OCCUPATIONAL TEACHING EXPERIENCE AND VED g401, OR PERMISSION OF INSTRUCTOR.

**C T g457 Methods of Teaching Adults 3 credits.** This course is VED g455 with one additional hour of lecture each week on techniques of developing and delivering conferences and workshops. PREREQ: SAME AS VED g455.

**C T g470 Occupational Training Methods 3 credits.** Teaching methods and techniques applicable to occupational training. Substitutes for VTE g403. Only available through Westinghouse Idaho Nuclear Company. Runs concurrent with CT g471.

**C T g471 Occupational Analysis and Course Construction 3 credits.** Analysis of occupations to determine required competencies to develop an instructional program. Substitutes for VTE g402. Only available through Westinghouse Idaho Nuclear Company. Runs concurrent with CT g470.

## Vocational Education Graduate Courses

**VED g401 Foundations of Occupational Education 3 credits.** Acquaints the student with the various aspects of occupational education, how it relates to other areas of education, and provides a foundation for further professional development.

**VED g404 Evaluation in Corporate Training/Human Resource Development 3 credits.** Examination of processes for designing and conducting program evaluations and performance evaluations for business and industry training programs. Includes the interpretation, analysis, and preparation of evaluation reports.

**VED g405 Learning Styles Fundamentals 3 credits.** Examination of the research related to learning styles and implications for curriculum and instruction. Includes presentation of an eight-step approach for teaching instructional content.

**VED g409 Professional Readings 1-3 credits.** Broaden conceptual ideas about the relationship of programs, trends, legislation, developments, and principles to the professional environment. Analyze and summarize content and value of professional readings. PREREQ: PERMISSION OF INSTRUCTOR.

**VED g444 Guidance and Special Needs Concepts for Vocational Education 3 credits.** Examine career guiding concepts, specialist services, special needs legislation, abilities and inabilities (both mental and physical), job seeking skills, and information sources. PREREQ: VED g401 AND A TEACHING METHODS CLASS.

**VED g445 Advanced Concepts for Special Needs 3 credits.** Develop competencies in modification of programs for teaching methods and communications skills used when working with special needs students in occupational programs.

**VED g450 Foundations of Adult Education 3 credits.** Provides an understanding of adult education as a field of academic inquiry and professional practice. Examines current and past trends and practices of adult learning.

**VED g455 Methods of Teaching Adults 3 credits.** Study of the needs/interests of adults in occupational training. Methods, materials, media and experiences in preparation for extension, business, and education. PREREQ: A TEACHING METHODS COURSE IN THE MAJOR FIELD OR PERMISSION OF THE INSTRUCTOR.

**VED g468 Techniques of Teaching Cooperative Education 3 credits.** Preparation for teaching cooperative vocational education. Topics: Coordinating cooperative programs, occupational/job analysis, utilizing vocational advisory committees, and organizing and administering vocational student organizations.

**VED 632 Curriculum Assessment and Research Applications in Occupational Training 3 credits.** Examine factors affecting training curriculum and sources of information for these. Attention to available training research and action research for the training manager. PREREQ: PERMISSION OF INSTRUCTOR.

**VED 633 Occupational Program Planning and Development 3 credits.** Preparing local plans for vocational education or training programs for business and industry. State, federal and agency guidelines, program implementation, and program effectiveness. PREREQ: VED 632 OR PERMISSION OF INSTRUCTOR.

**VED 634 Administration of Occupational Training 3 credits.** Examination of the executive functions of the vocational or training administrator. Attention to budgeting, reporting, facility and equipment management, negotiations, advisory committees, and community relations. PREREQ: VED 633 OR PERMISSION OF INSTRUCTOR.

**VED 635 Practicum in Occupational Training Administration 3 credits.** An individually designed internship under the supervision of the faculty and an experienced local vocational administrator or training manager. PREREQ: VED 634 AND GRADUATE STANDING OR PERMISSION OF INSTRUCTOR.

**VED 640 Seminar in Training Management 1-2 credits.** Current topics in the management of human resources development presented by department faculty and visiting lecturers. Maximum of 2 credits applied to the degree. Graded S/U.

**VED 645 Field Research Project in Training Management 3 credits.** An individual field research project must be completed, a written report and oral explanation of the report will be required.

**VED 650 Thesis 1-6 credits.**

## Vocational Teacher Education Graduate Courses

**VTE g402 Occupational Analysis and Course Construction 3 credits.** Analysis of components of occupations to determine instructional content. Development of instructional materials based on performance objectives and competency identification. Examine available course materials. PREREQ: VED g401 OR PERMISSION OF INSTRUCTOR.

**VTE g403 Occupational Education Methods 3 credits.** Teaching methods and techniques applicable to occupational education. PREREQ: VTE g402 OR PERMISSION OF INSTRUCTOR.

**VTE g420 Selected Topics 1-8 credits.** Examination and analysis of special topics for occupational education teachers/trainers. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**VTE g461 Directed Studies 1-4 credits.** Individual work under staff guidance. Field research on specific occupational advances in technology. INSTRUCTOR APPROVAL REQUIRED PRIOR TO REGISTRATION.

**VTE g464 Instructional Facilities Management 3 credits.** Organization, safety and management of occupational education training facilities. An in-depth study of laboratory requirements and total facility planning.

**VTE g480 Advanced Technical Competency 1-4 credits.** Advanced occupational skills and knowledge obtained from modern practice in selected field. For experienced professionals seeking advanced techniques in specialized areas of vocational education. PREREQ: INTERMEDIATE LEVEL STUDY IN THE SPECIALTY. PERMISSION OF INSTRUCTOR REQUIRED PRIOR TO REGISTRATION.

**VTE 597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

# Master of Physical Education/ Athletic Administration

Individuals applying for admission to the Master of Physical Education/Athletic Administration program must meet the following admission requirements:

- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Score of 38 or above on the Miller Analogies test OR score at the 35th percentile or above on one of the sections of the Graduate Record Examination (Verbal, Quantitative, Analytical).
- Submission of admission forms and application fee to the Office of Graduate Studies.

In addition, the Physical Education and Dance Program Area requires that (1) the candidate shall have had the necessary background in the related natural sciences, and (2) the candidate shall have had the necessary background in tests and measurements, and a knowledge of statistical procedures. Both a thesis and non-thesis option are available.

## Course Requirements

PE 605	Leadership and Administration	3 cr
PE 615	Philosophy of Athletics	3 cr
PE 631	Athletics and The Law	3 cr
PE 635	Management of Athletics	3 cr
PE 640	Research and Writing	3 cr
PE 649	Issues in Administration	3 cr

## Thesis Option

PE 650	Thesis	1-6 cr
IN ADDITION:	Approved Electives	6 cr

## Non-Thesis Option

PE 610	Advanced Sport Psychology	3 cr
PE 645	Sports Medicine	3 cr
IN ADDITION:	Approved Electives	10 cr

## ISU-Boise State Cooperative Program

Through the ISU-Boise State Cooperative Program, students are able to complete the entire 30-33 credit hour Master of Physical Education in Athletic Administration degree program on the Boise State campus. Course requirements are the same as those for the

on-campus program listed above, and students have the option of completing the thesis or non-thesis option. Up to 15 credit hours of approved Boise State courses may be counted toward the degree.

Idaho State University is the degree-granting institution. Students must initially apply for admission to Idaho State University and then, if accepted, apply for admission to Boise State University. An application fee must be paid to each institution. For information about the ISU-Boise State Cooperative Program in Physical Education/Athletic Administration, contact the Physical Education program area leader.

## Physical Education Graduate Courses

**P E g462 Tests and Measurements in Physical Education 2 credits.** Study of constructive practical and written tests applicable to physical education. Study of the theory of practice of test administration, brief study of statistical methods and measurements in physical education.

**P E g465 Organization and Administration of Intramural Sports 2 credits.** Study of various methods of organizing and administering intramural sports programs on the junior high school, high school, and college levels.

**P E g470 Care and Prevention of Athletic Injuries 2 credits.** Prevention, cause, and care of athletic injuries. Emphasis on the role of the coach relative to responsibility and resultant liability.

**P E g475 Management of Physical Education 3 credits.** Study of the administrative procedures in conducting physical education with special emphasis on the high school and junior high school levels, curriculum, and building construction.

**P E g480 Coaching Problems 2 credits.** Athletic control, eligibility, new coaching techniques, finances, safety measures, public relations, duties of coaches, managers, and officials. May be repeated once for additional credit.

**P E g481 Coaching Clinic 1 credit.** ISU is a sponsor of the annual Idaho Coaches Association Clinic held during the first week of August. Instruction offered in football, basketball, and other sports by coaches of national reputation. May not be applied to degree programs.

**P E g485 Independent Problems in Physical Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific physical education problems. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**P E g491 Physical Education Workshop 1-3 credits.** A critical analysis of one or more areas of physical education. Limited enrollment. May be repeated up to six credits. PREREQ: PERMISSION OF INSTRUCTOR.

**P E g494 Special Physical Activity 3 credits.** Surveys history, philosophy, and the process in providing special physical activity for all individuals in schools and community-based settings. Includes clinical experiences.

**P E 597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**P E 605 Leadership and Administration 3 credits.** Development of leadership skills and the dynamics of group process relative to effective interpersonal relationship with special emphasis on Physical Education and Athletic programs and personnel needs.

**P E 610 Advanced Sport Psychology 3 credits.** Designed to define, critique, and apply critical perspectives of sport and exercise psychology, including aggression theories, violence, cohesion, and social facilitation. Aspects of coaching theory and its application are included.

**P E 612 Advanced Sociology of Sport 3 credits.** Social aspects of sport and society, with emphasis on the relationship between sport, culture, and ideology.

**P E 615 Philosophy and Principles of Athletics in Education 3 credits.** The role of athletics in education, the function and organization of leagues and conferences of coaches, certification of coaches, ethics, and public relations.

**P E 620 Curriculum and Supervision 3 credits.** Consideration of the physical education curriculum in public schools and in colleges and universities. Recent developments and current trends that influence the curriculum and supervision policies. Observation techniques, standards in judging instruction, the supervisory conference, cooperative supervision, basic foundation of curriculum construction, and lesson planning.

**P E 622 Survey of Professional Literature 2 credits.** Identification and investigation of professional literature and its application to current and future directions of the field. Extensive reading and formal writing required.

**P E 631 Athletics and the Law 3 credits.** A study of the administrative role relating to the regulation of athletic competition and athletic programs. A review of significant court cases dealing with sports law, with application to the school setting.

**P E 635 Management Aspects of Athletics 3 credits.** Factors involved in the conduct of athletic events such as contracts, scheduling, travel, game management, crowd control, and the legal implications of athletics.

**P E 640 Research and Writing 3 credits.** Analysis and interpretation of the basic principles of research and writing as they relate to physical education, athletics and allied fields of endeavor. Integration of research and writing procedures likely to have the greatest influence on programs and practices relating to the administration of P.E.D. programs.

**P E 645 Sports Medicine 3 credits.** Study of sports medicine principles and practices involved in athletic programs. Includes kinesiological and physiological principles involved in athletics as well as management and administrative concerns related to conducting sports medicine programs.

**P E 648 Problems 1-3 credits.** Individual and group study of problems in the areas of physical education and recreation. May be repeated to 6 hours credit.

**P E 649 Issues in P.E.D. and Athletic Administration 3 credits.** A study of the current issues applicable to the administration of PED and athletics. Opportunities may be afforded for study within specialized areas. May be repeated up to 6 hours with departmental permission.

**P E 650 Thesis 1-6 credits.**

**P E 651 Masters Project in P.E.D. & Athletics 3 credits.**

**P E 655 Internship 1-3 credits.** Administration, supervision and operation of a P.E.D. or Athletic Program. Students work under the direction of a graduate faculty member and practicing administrator. May be repeated to 6 hours credit. PREREQ: APPROVAL OF ADVISOR AND/OR CHAIR.

**P E 658 Athletics in the West 2 credits.** Field-based review of programs and topics related to physical education and athletic administration, including: tours of facilities in schools, colleges, and professional athletics; lessons and seminars with practitioners and scholars.

## Educational Specialist in School Psychology or Special Education

The Ed.S. program is designed for persons who have completed a masters degree and wish to increase their skills for advanced certification requirements or other professional objectives. The Ed.S. level is the minimum preparation for school psychologists and directors of special education in most states. Further, the Ed.S. has become the intermediate degree for many professionals who supervise masters degree level personnel.

### Admission to Ed.S. Study

The applicant must hold a masters degree in the area of the chosen Ed.S. major. Masters degree majors in a closely related field may be approved upon recommendation of the selection committee.

### Admission to Ed.S. Candidacy

To be considered for degree candidacy, the student must have prepared a program approved by two graduate faculty members and be approved by a majority of the members of the graduate faculty. Before admission to degree candidacy, the student must have completed 12 credit hours of the proposed program.

### General Requirements

The student must complete 64 credit hours of course work (including the masters degree) and a specialist paper. All post-masters degree course work must be taken from members of the ISU graduate faculty or be approved in advance by the graduate faculty. A minimum grade point average of 3.00 (B) is required over all course work taken in the Ed.S. program. An oral examination which will cover the specialist paper and other relevant topics is required.

### Specific Requirements:

#### School Psychology Major

The Ed.S. in School Psychology is designed to be consistent with the minimal entry-level requirements in the field of school psychology as presented by the National Association of School Psychology. A masters degree as a school psychological examiner or its equivalent is required. The Ed.S. is viewed as a practitioner's degree and will focus on applied activities.

#### Course Requirements

SCPY 652	Specialist Paper	1 cr
SCPY 661	Techniques in School Psychology	3 cr
SCPY 669	Internship in School Psychology	3 cr
SCPY 759	Ed.S. Internship in School Psychology	6 cr

In addition, a total of 22 elective credits must be taken from the following list of approved courses: EDUC 625, EDUC 633, FCS 631, SCPY 613, SCPY 614, SCPY 616, SCPY 619, SCPY 660, SCPY 662, SCPY 665, SCPY 668, SCPY 669, SPED 530, SPED 633, SPED 638. All electives must be approved in advance by the student's major advisor and must meet the program of study requirements for the Ed.S. degree.

#### Additional Requirements

Students will complete a Specialist Paper which will consist of an applied research activity in the field of school psychology. This paper will be written in journal form and be submitted for publication consideration to an appropriate journal.

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

### Special Education Major

The following coursework is required:

- A minimum of 21 credits in special education course work at or above the 600 level (including administration of special education), of which 6 credits are in the supervision of clinical practicum in special education and 3 credits are in internship in special education.
- Behavioral sciences and/or counselor education/school psychology, 9 credits.

### Educational Specialist Paper

The specialist paper in School Psychology/Special Education is viewed as a scholarly work agreed upon by the student and his/her two graduate faculty members. This paper may be either research or non-research oriented, but should reflect an issue of concern to practicing school psychologists/special educators, and thus it would tend to be of a practical nature as it relates to a specific problem in the field.

The paper should be written following the American Psychological Association Style Manual and completed and given to the examination committee a minimum of two weeks prior to the final oral examination.

### Time Requirement

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

## Master of Education in Human Exceptionality

The Master of Education in Human Exceptionality is designed to strengthen the student's understandings, knowledge, and skills in three major areas—Professional Studies, Specialty Studies, and Integrative Field Research Studies—as they relate to human exceptionality. The student may select one of the following options for the masters degree in Human Exceptionality:

- **Special Education**
- **School Psychological Examiner**

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

- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Score of 38 or above on the Miller Analogies test OR score at the 35th percentile or above on one of the sections of the Graduate Record Examination (Verbal, Quantitative, Analytical).
- Submission of admission forms and application fee to the Office of Graduate Studies.

All candidates completing a Master of Education in Human Exceptionality must compete both a written comprehensive examination and an oral examination.

#### Professional Studies Core

EDUC 601	Research and Writing	3 cr
EDUC 602	Theories of Learning	3 cr
EDUC 610	Applied Educational Statistics	3 cr

#### Additional Requirements for Special Education Option

The student must either have an undergraduate special education major or a 14-credit undergraduate core of special education coursework including SPED g430, SPED g334, SPED g424, SPED g425, and SPED g427. These courses will not be counted as part of the masters degree program.

SPED 638	Practicum in Special Education	6 cr
SCPY 614	Diagnostic Evaluation of Learning Difficulties	3 cr
SPED 630	Professional Development in Special Education	2 cr
SCPY 662	Consultation in the Schools	2 cr

In addition, elective credits to total a minimum of 33 semester credit hours for the Masters degree must be taken from relevant graduate-level courses. Elective credits must be approved in advance by the student's major advisor.

#### Additional Requirements for the School Psychological Examiner Option

##### Specialty Studies in Psychological Examiner

SCPY 613	Basic Projective Techniques	3 cr
SCPY 614	Diagnostic Evaluation of Learning Difficulties	3 cr
SCPY 619	Individual Intelligence Testing	3 cr
SCPY 660	Seminar in School Psychology	3 cr
SPED 530	The Exceptional Child	3 cr

#### Integrative Field Research Studies

SCPY 668	Practicum in School Psychology	3 cr
SPED 638	Practicum in Special Education	3 cr

The deadline for submission of applications is March 1. Applications will be reviewed and degree-seeking students will continue to be admitted until the program is full.

#### Special Education Graduate Courses

**SPED g330 The Exceptional Child 3 credits.** Covers eight essential areas of exceptionality, with detailed involvement in appraising stated nomenclatures for each area. Each area is studied on the dimensions of etiology, identification and labeling, characteristics, educational treatment, and prognosis for adjustment. Consideration also given toward structuring suitable educational programs applicable for each area.

**SPED g334 Classroom Behavior Management 3 credits.** Emphasizes the practical application of reinforcement learning models and theory to classroom and other settings. PREREQ OR COREQ: SPED g330.

**SPED g424 Assessment Procedures in Special Education 3 credits.** Introductory study of diagnostic assessment techniques and the writing of individual educational, behavioral prescriptions, and instructional objectives which are required to provide interventions suitable for remediating the learning programs in basic school curricula. PREREQ OR COREQ: SPED g330 AND SPED g334 OR PERMISSION OF INSTRUCTOR.

**SPED g425 Diagnostic Procedures 3 credits.** Informal diagnostic procedures in the areas of reading, written language, and math. Emphasis on practical application of diagnostic findings. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g426 Assessment: Severe Disabilities 3 credits.** Selection, administration, and interpretation of criterion-referenced tools employed with severely disabled students. Emphasizes functional approach to assessment and evaluation of behavioral and instructional domains. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g427 Precision Teaching 1 credit.** Techniques of data collection, charting, and decision making in the educational programs of children with disabilities. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g429 Strategies: Severe Disabilities 3 credits.** Consideration and evaluation of curriculum materials from behavioral, developmental, and ecological perspectives. Emphasizes functional approach to development and implementation of individualized intervention plans. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g432 Direct Instruction Systems 3 credits.** This course provides mastery level skills training in direct instruction systems for reading, math, and written language. Includes field work, adaptation of curricula to direct instruction model and evaluation. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g433 The Emotionally Disturbed Child 3 credits.** Survey of the causes of emotional disturbance in children and the effects upon the child's school performance and achievement. School programs and treatment considerations will be reviewed.

**SPED g436 Art for the Handicapped 2 credits.** Adaptation of traditional art methods to meet the unique needs of handicapped children. Emphasis on hands-on work with mentally and physically handicapped children.

**SPED g437 Families and Disability 3 credits.** Perspectives on supporting family involvement in special education programs. Emphasizes communication skills, development of family and professional partnerships, and community resources. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g438 Policies and Procedures in Special Education 3 credits.** Consideration of legal background, current court ruling, professional responsibilities, and models for consultation and collaboration in a variety of educational settings. Includes the IEP process. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g440 Biomedical Aspects of Physical Disability 2 credits.** Study of the causes, treatments, and educational implications of physical and neurological disorders of genetically and orthopedically disabled children. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g442 Survey of Mental Retardation 2 credits.** Study of the causes, treatment, and educational implications of mental retardation. Emphasis on biological and environmental contributions to developmental disabilities. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g445 Vocational and Career Guidance for Exceptional Children 3 credits.** Survey of vocational theories, decision-making techniques, career guidance tools and methods, design development and implementation of work-study programs, vocational education tests, and research concerned with exceptional children. Field practice is required. PREREQ OR COREQ: SPED g330, g334, g424, and g438, OR PERMISSION OF INSTRUCTOR.

**SPED g446 Secondary Special Education 2 credits.** Development of teaching methodology specific to problems related to the needs of secondary and adult special education students. Specific attention will be given to transition, vocational training, community supported employment, sheltered workshops and vocational services.

**SPED g448 Pre-practicum, Moderately Handicapped 1-3 credits.** Supervised practical work with moderately handicapped children in a clinical setting. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g462 Advanced Issues in Behavior Disorders 2 credits.** Study of educational organization, collaboration and consultation skills necessary to provide integrated service for this exceptionality. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g480 Seminar in Special Education 1 credit.** Current topics in the field of special education by departmental faculty and guest lecturers. May be repeated for a total of 2 credits. GRADED S/U.

**SPED g481 Seminar: Behavior Disorders 1 credit.** Covers topical issues related to the education of children with behavior disorders in a variety of educational and therapeutic settings. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g484 Guidance Principles and Practices 3 credits.** Survey of the various guidance practices in secondary education. Each service is discussed from the point of view of its role in the total educational program.

**SPED g485 Independent Problems 1-2 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g491 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Limited enrollment. May be graded S/U or on a letter-grade basis in separate sections. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED g498 Advanced Field Work 3 credits.** Orientation, observation, planning and implementation of special education instruction in a special education setting in the public schools. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 500 Foundations of Early Childhood Special Education 3 credits.** Survey of the history, philosophy, relevant legislation, and interdisciplinary aspects of the field. Major focus on typical and atypical development from birth through five years, integrating all areas of development.

**SPED 597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**SPED 630 Professional Development in Special Education 2 credits.** Issues related to the professional role of the masters-degree-level special educator, including professional societies, history, philosophical and humanistic foundations.

**SPED 631 Objective Teaching 3 credits.** Provides theoretical and practical involvement with curriculum development for individuals and groups, behavioral teaching models, and criterion referenced assessment. PREREQ OR COREQ: SPED g334.

**SPED 632 Administration of Special Education 2 credits.** Supervision of special education, including the organization, financing, equipping, housing, and staffing of educational facilities for exceptional children. Also includes legal provisions relevant to special education.

**SPED 633 The Behaviorally Maladjusted Child 3 credits.** Comprehensive study of the characteristics, learning problems, educational organizations, and teaching competencies for this exceptionality. PREREQ: SPED g334 OR PERMISSION OF INSTRUCTOR.

**SPED 634 The Mentally Gifted Child 3 credits.** Physical, mental, emotional, and social characteristics of the mentally gifted; teaching procedures, types of organization, analysis of educational need, and curricula material used in their education.

**SPED 636 Medical and Health Issues in Special Education 2 credits.** Consideration of medical and health issues, problems, and practices as they pertain to children with disabilities in hospital-, home-, and school-based programs.

**SPED 638 Practicum in Special Education 2-8 credits.** Individual observation, program development, and supervised practice in the development of teaching competencies for the education of exceptional children. A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 639 Internship in Special Education 3-12 credits.** A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: SPED 638 AND PERMISSION OF INSTRUCTOR.

**SPED 650 Thesis 1-6 credits.**

**SPED 651 Masters Paper 3 credits.** A paper involving extensive familiarity with research findings written under the supervision of a faculty member in the department.

**SPED 658 Independent Problems 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 659 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Enrollment limited. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 758 Independent Problems 2-4 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 759 Ed.S. Internship 1-9 credits.** Placement in a post-masters degree counseling, school psychology, or special education setting. May be repeated. A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: ADMISSION AS AN ED.S. STUDENT AND PERMISSION OF INSTRUCTOR.

## School Psychology Graduate Courses

**SCPY g491 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Limited enrollment. May be graded S/U or on a letter-grade basis in separate sections. PREREQ: PERMISSION OF INSTRUCTOR.

**SCPY 597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**SCPY 613 Basic Projective Techniques 3 credits.** Projective theory and its relationship to psychoanalysis, dynamic theory, and learning theory. Techniques including problems of clinical practicality, prediction of behavior, and personality assessment. Practical experiences available in laboratory courses.

**SCPY 614 Diagnostic Evaluation of Learning Difficulties 3 credits.** Investigation of theoretical and applied assessment of intervention measures suitable for remediating learning problems.

**SCPY 616 Psychological Assessment 3 credits.** Psychometric assessment to determine eligibility of exceptional students. Interpretation reports will be written which address the criteria of exceptionalities. PREREQ: SECOND YEAR SCHOOL PSYCHOLOGY STUDENT.

**SCPY 619 Individual Intelligence Testing 3 credits.** Supervised practice in administering, scoring, and interpreting the results of individual intelligence tests. Each section limited to 6 students. PREREQ: COUN 612 OR EDUC 614 AND PERMISSION OF INSTRUCTOR.

**SCPY 652 Specialist Paper 1 credit.** A paper involving extensive familiarity with research findings under the supervision of a faculty member of the program.

**SCPY 658 Independent Problems 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SCPY 659 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Enrollment limited. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SCPY 660 Seminar in School Psychology 3 credits.** Introduce students to the field of school psychology through guest speakers, literature, and discussion. Focus on assessment, diagnosis, professional ethics, historical development, and school law. PREREQ: PERMISSION OF INSTRUCTOR.

**SCPY 661 Techniques of School Psychology 3 credits.** Design, implement, and evaluate inservice training activities suitable for teachers, administrators, community agencies, and parents over a wide variety of topics. PREREQ: SECOND YEAR SCHOOL PSYCHOLOGY STUDENT.

**SCPY 662 Consultation in the School 3 credits.** Provides theoretical and practical experience in the development, implementation, and evaluation of a variety of consulting strategies suitable for working with teachers, administrators, community agencies, and parents. PREREQ: PERMISSION OF INSTRUCTOR.

**SCPY 663 Learning Theories in School Psychology 1 credit.** Learning theories applied to the field of school psychology. Practical examples are emphasized.

**SCPY 665 Clinical School Psychology 3 credits.** Clinical practice in school settings including individual interviewing, and group training techniques, case study methods, behavioral methods, and clinical assessment strategies. PREREQ: SPED 534, SPED 633, OR PERMISSION OF INSTRUCTOR.

**SCPY 668 Practicum in School Psychology 3 credits.** Supervised experience in educational, intelligence, and personality testing as well as diagnostic evaluation of learning difficulties and report writing. Special emphasis on the interpretation of test results to teachers, counselors, and administrative personnel. A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: SCPY 614, SCPY 619 AND PERMISSION OF INSTRUCTOR.

**SCPY 669 Internship in School Psychology 1-12 credits.** A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: SCPY 668 AND PERMISSION OF INSTRUCTOR.

**SCPY 759 Ed.S. Internship 1-9 credits.** Placement in a post-masters degree counseling, school psychology, or special education setting. May be repeated. A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: ADMISSION AS AN ED.S. STUDENT AND PERMISSION OF INSTRUCTOR.