



Student _____ Date: _____
 Address: _____ Student ID #: _____
 City: _____ State: _____ Zip: _____
 Home: _____ Work: _____ Cell: _____
 Email(s): _____

CORE COURSE REQUIREMENTS

	<u>CREDITS</u>	<u>TERM</u>	<u>GRADE</u>
EDUC 5103 Educational Research & Academic Writing	3	_____	_____
EDUC 5123 Human Development Across the Lifespan	3	_____	_____
EDUC 5303 Introduction to Mild, Moderate & Severe Disabilities	3	_____	_____
EDUC 5313 Adapting Curriculum for Exceptional Learners	3	_____	_____
EDUC 5343 Education Law & Special Education Law	3	_____	_____
EDUC 5333 Behavior Management	3	_____	_____
EDUC 5353 Introduction to Psychoeducational Assessment	3	_____	_____
EDUC 5573 Counseling Theories for Ed Diag	3	_____	_____

INTERNSHIP COURSES

EDUC 5393A Internship in Educational Diagnostics I	3	_____	_____
EDUC 5393B Continuing Internship in Educational Diagnostics II *	3	_____	_____

TO TAL: 30

* If students do not complete the required 300 clock hours within EDUC 5393A and B, they will be required to register for EDUC 5393B again at full tuition cost and associated fees until the 300-hour requirement is met.

MASTER OF EDUCATION (MSE)
EDUCATIONAL DIAGNOSTICS (LICENSURE)
COURSE LIST W/ COURSE DESCRIPTIONS

EDUC 5103 Educational Research & Academic Writing:

This course is an overview of research involving locating, analyzing, evaluation and educational research. Studies in current issues in education, development of skills in data collection and evaluation, and direct application to educational problems and decisions is included.

EDUC 5123 Human Development Across the Lifespan:

Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning.

EDUC 5303 Introduction to Mild, Moderate & Severe Disabilities :

An overview of the characteristics of students with mild, moderate, and severe disabilities to include eligibility criteria, assessment, program development, and design of learning environments. Focus will be on inclusionary/mainstreaming educational and family/community involvement.

EDUC 5313 Adapting Curriculum for Exceptional Learners :

A course that provides strategies to modify the general education curriculum and support the exceptional learner in the least restrictive and most inclusive setting. Strategies will be covered to organize, modify, and supplement curricula based on the individual needs of students with mild and moderate disabilities. In addition, a comparison of the full inclusion model and the continuum of services will be examined to determine the strengths and weaknesses associated with each.

EDUC 5343 Education Law & Special Education Law:

This course covers the historical basis of special education and laws governing those services with an emphasis on litigation, legislation and laws pertaining to the delivery of special education support and services. Topics such as the six principles of IDEA, Section 504, parental rights and due process, and discipline will be covered in depth. **Crosslisted with SPED 5343**

EDUC 5333 Behavior Management:

Focuses on the theories and methods for promoting behavior change for students with emotional/behavioral disorders. This course will address current research and best practices in behavior interventions and support. Students will learn proactive techniques to create a safe and effective learning environment. Emphasis will be placed on the development of functional behavior assessments and behavior change plan.

EDUC 5353 Introduction to Psychoeducational Assessment:

This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm-referenced and criterion-referenced test scores. Factors that affect assessment results, such as culture, linguistics, behavior, and socioeconomic status, will also be examined. Multiple assessment techniques, such as interviews, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents, will also be examined.

EDUC 5573 Counseling Theories for ED Diag

This course will be an overview of prominent theories in the counseling process. Include the use of technology in presentation. You will also develop a counseling theory in this course. This course will also help to prepare students for preparation for competency exams.

EDUC 5393A Internship in Educational Diagnostics I:

Students must complete internship hours (toward the state-mandated 300 clock hours) of supervised activities in an approved school and/or agency setting with a licensed educational diagnostician or licensed school psychologist. The Intern will be directly supervised by a university supervisor during enrollment of the internship and must meet the requirements specified in the educational diagnostician Internship handbook. **Prerequisite: All required courses and advisor approval.**

EDUC 5393B Continuing Internship in Educational Diagnostics II:

Students will continue to complete internship hours (toward the state-mandated 300 clock hours) of supervised activities in an approved school and/or agency setting with a licensed educational diagnostician or licensed school psychologist. The Intern will be directly supervised by a university supervisor during enrollment of the internship and must meet the requirements specified in the educational **Prerequisite: EDUC 5393A**