

***EXCEPTIONAL LEARNERS AND  
MULTICULTURAL EDUCATION POLICY  
Interdepartmental Doctoral Program in Education  
(Ph.D./Ed.D.)***

***(Original Policy Effective: July 1, 1991)***

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Students in the interdepartmental doctoral program must demonstrate competency in basic concepts related to multicultural education, and exceptional learners. Knowledge competency may be demonstrated in one of the following ways:

- a) by taking a special written examination, separate and apart from the comprehensive examination;
- b) by providing a documented portfolio verifying previous inservice training, coursework, workshops, self-study modules, or work experience.

It is the responsibility of the graduate committee to verify how the student's knowledge, with respect to the above-mentioned standard, was demonstrated during the program. This verification should be made in writing to the Dean of the College of Education and Human Services.

Attached to this policy is an interdisciplinary training program (SPD 6700/7500) that may be used to meet the exceptional learner requirement. Coursework such as EDUC 6710, BIS 6550, ELED/SCED 6420, as well as other diversity related courses may also serve to meet this competency.

**Possible Courses/Modules  
to fulfill  
Exceptional Learners and Multicultural Education Policy  
(Interdepartmental Doctoral Program)**

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- Sp Ed 6500      **Interdisciplinary Workshop:** A series of self-study units provides the student with experiences in fourteen areas of special education. Credit for the workshop is available but not mandatory. Students may complete as many units as desired in any sequence at any time. Each unit consists of a variety of printed, video, or slide/sound instructional materials and a mastery test. Students who select this option should take at least three of the following fourteen units:
1.      Center for Persons with Disabilities, University Affiliated Programs
  2.      Developmental Disabilities
  3.      Rights of the Developmentally Disabled, Legal Aspects of Providing Services, and Ethical Issues
  4.      Interdisciplinary Teaming
  5.      Assessment
  6.      Intervention
  7.      Parents, Paraprofessionals, and Volunteers
  8.      Service Systems and Community Resources for the Developmentally Disabled
  9.      Administration of Programs/Services for the Developmentally Disabled
  10.     Nonaversive Behavioral Interventions
  11.     Family Support
  12.     Assistive Technology
  13.     Systematic Transition for Utah's Disabled Youth
  14.     Challenging Problem Behaviors
- BIS 6550      **International Business Communication.** Culture-general and culture-specific study of business communication in the diverse world of international business from both theoretical and applied perspectives.
- El/Sec 6420    **Education of the Gifted and Talented Learners:** Provides multiple cultural and historical perspectives on giftedness and talent, explores characteristics of gifted individuals with emphasis on identifying needs and a general overview of possible services for gifted learners. Must be taken concurrently with El/Sec Ed 6430.
- El/Sec 6430    **Practicum: Individual Case Study:** A practicum experience in association with El Ed/Sec Ed 6420. Requires an intensive supervised study of the gifts and talents of an individual child of student's choice. Must be taken concurrently with El/Sec Ed 6420.
- EDUC 6840    **Workshop in Gifted and Talented Education:** College-wide conference for those working with children and youth, ages 0-21. National consultants from around the Intermountain West, focusing on gifted, talented, and creative students.
- EDUC 6710    **Diversity in Education:** Provides educators with background and techniques for more effectively addressing the needs of students in a culturally and linguistically diverse society. Diversity topics will also include religion, socioeconomic class, ability differences, gender, and sexual orientation.

# EXCEPTIONAL LEARNERS AND EDUCATION OPTION

## Interdepartmental Doctoral Program in Education

(Ph.D./Ed.D.)

(SPED 6500/7500)

The Interdisciplinary Training Program provides training in how to work as part of an interdisciplinary team in providing services to individuals with disabilities. This is a unique opportunity to broaden your experience and use your growing expertise to benefit individuals with a variety of disabilities from birth to old-age, whatever your discipline.

The IDT Program has three main components:

Didactic: a series of interactive seminars and presentations (Fall and Spring semesters, Fridays, 1-4pm) conducted by faculty from a variety of disciplines, assisted by consumers and professionals. These seminars use a collaborative, problem-solving approach to resolving the real issues of providing services for individuals with disabilities and their families.

Clinical. All trainees participate in a range of clinical activities that provide examples of interdisciplinary teaming and community-based, family-centered provision of services. Clinical sites include: assessment and intervention with children with ADHD and their families; home and group activities with preschoolers with disabilities and their families; and supporting adults with mental retardation in increasing functional skills. Trainees select sites according to their time commitment to the program, the requirements of their home discipline, and their own personal interests.

Research. Seminars provide basic information about disability-related research issues and available databases for conducting disability-related research, so that trainees become more informed consumers of research. There are also a limited number of opportunities for working on research projects already underway at the CPD.

The IDT Program runs over the course of 2 semesters (Fall and Spring), and trainees typically complete 150 clock hours per semester (50 in the seminars + 100 clinical/research) for a total of 3 credit hours per semester. However students can opt for a smaller time commitment, and to participate only in Fall semester. Students wishing to register for the IDT program in the Summer should consult with Dr. Judith Holt in advance, so that an individualized program of study can be

developed that meets their individual interests, program needs and the requirements of credit for the IDT program.

For further details, contact Judith Holt (797-7157) [judith@cpd2.usu.edu](mailto:judith@cpd2.usu.edu)