General Information

The College of Education is composed of seven academic departments offering one doctoral degree, 14 masters degrees and 6 graduate certificates:

**Department of Bilingual Education**
- Master of Education in Bilingual Education
- Master of Education in English as a Second Language

**Department of Counselor Education**
- Master of Arts in Counseling
- Graduate Certificate in Addiction Studies
- Graduate Certificate in Gerontological Studies

**Department of Curriculum, Instruction, and Foundational Studies**
- Doctor of Education in Curriculum and Instruction
- Master of Arts in Education, Curriculum and Instruction
  - Option: Physical Education Pedagogy
- Master of Education in Educational Leadership
- Graduate Certificate in Secondary/K-12 Teaching

**Department of Educational Technology**
- Master of Educational Technology
- Master of Science in Educational Technology
- Graduate Certificate in Online Teaching
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in Technology Integration Specialist

**Department of Kinesiology**
- Master of Science in Exercise and Sport Studies
- Behavioral Studies
- Biophysical Studies
- Socio-historical Studies
- Master of Physical Education in Athletic Administration (Cooperative with Idaho State University)

**Department of Literacy**
- Master of Arts in Education, Reading

**Department of Special Education and Early Childhood Studies**
- Master of Arts in Education, Early Childhood Studies
- Master of Education in Early Childhood Studies
- Master of Arts in Special Education
- Master of Education in Special Education

Application and Admission Requirements

Prospective students may apply for admission at any time. However, in order to qualify for degree seeking status the following application materials must be received by the Graduate Admissions Office by July 13 for fall semester, or December 1 for the spring semester:

- Application for admission.
  - [http://www.boisestate.edu/gradcoll](http://www.boisestate.edu/gradcoll)
- $55.00 application fee.
- Official transcripts of all undergraduate and graduate course work sent directly to Graduate Admission and Degree Services at Boise State University.
- Minimum GPA of 3.00 (on a 4.0 scale) for the last two years of undergraduate study, or an overall GPA of 3.00.

Advisors

The name of a faculty member who will serve as temporary advisor will be indicated in the letter of acceptance to the applicant. Candidates should contact this faculty member as soon as possible to plan a program of study and complete the Program Development Form. Credits taken prior to such planning are subject to the review and approval of the advisor and the Program Coordinator for that particular program or program emphasis.
Graduate Assistantships

Graduate Assistantships are available in each department in the College of Education. Awards may consist of a stipend and a fee waiver. In addition, non-resident tuition is waived for any non-resident student receiving an assistantship award. Applications must be received in the department by January 15 of each year. Typical assignments include research assistants, teaching assistants, or assignments related to specific areas. Graduate assistantships are awarded for one year and may be renewed for one additional year.
Department of Bilingual Education

Chair: Claudia Peralta Nash
Education Building, Room 411
Telephone 208 426-2846
e-mail: ClaudiaNash@boisestate.edu

Graduate Faculty: Robert Bahruth, Aileen Hale, Claudia Peralta Nash

Graduate Degrees Offered
- Master of Education in Bilingual Education
- Master of Education in English as a Second Language

General Information
The Department of Bilingual Education offers a master of education degree in bilingual education (Spanish-English) and in English as a second language. These degree programs provide additional training for teachers who work with, or are preparing to work with English language learners. The programs meet Idaho state standards for bilingual education and ESL endorsements. ESL participants are required to have at least 4 credit hours of a foreign language. This program does not provide foreign language classes.

Bilingual Education
To be a bilingual teacher is to be prepared to teach all content area subjects in two languages, Spanish and English, and to teach them in the context of both the Latino and Anglo cultures. Bilingual teachers must be fluent in Spanish and English. The four major goals of bilingual education are as follows:
- To teach English to non-English-speaking students or students learning English;
- To maintain the students at grade level in the content subjects while they are learning English;
- To ensure students meet the same rigorous academic standards that all other students meet; and
- To prepare them to meet requirements so that they can graduate from high school on time.

English as a Second Language (ESL)
The primary purpose of English as a Second Language (ESL) is to teach students English, enabling them to succeed in schools where English is the language of instruction. ESL is not designed to do the work of bilingual education, that is, teach all of the content subjects in a way that will maintain students at grade level. It is designed primarily to teach English by using vocabulary and structures commonly found in the content area classes.

Program Requirements
Courses are offered at the West Campus and Twin Falls on week-ends (Friday-Saturday). Treasure Valley and Magic Valley students may have to travel to Boise to complete some elements of the program. The program also requires attendance at an intensive practicum, which consists of workshops and orientation sessions with the bilingual/ESL staff, followed by a week of visits to local educational centers, observing, working with and co-teaching with an outstanding bilingual/ESL teacher in the host district.

Special Notice
Cost per 3-credit-hour class is the same for Idaho residents and non-residents: $840. A Federal grant supports a limited number of scholarships for this program. Contact the Boise State University Bilingual Education Office for information.

Master of Education in Bilingual Education
Graduate Program Coordinator: Claudia Peralta Nash
Education Building, Room 411
Telephone 208 426-2846
e-mail: ClaudiaNash@boisestate.edu

Degree Requirements

| Master of Education in Bilingual Education (Spanish-English) |
Degree Requirements

Master of Education in English as a Second Language

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<tr>
<td></td>
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Note: This master’s program is for both elementary and secondary teachers P-12. The ESL program uses primarily the Spanish language for examples but is applicable to all non-English languages. It does not require a student to be bilingual. Completion of the ESL program does not qualify the candidate for state certification. However, these courses may be used toward certification renewal or endorsement.

Course Offerings

ED-BLES – EDUCATION-BILINGUAL EDUCATION
ED-BLES 500 THE BILINGUAL/ESL CURRICULUM:
CREATING, PLANNING, IMPLEMENTATION (3-0-3)(F/S). For teachers preparing to teach bilingual and/or English language learners. Theory and best practices of planning and creating an effective curriculum for bilingual and ESL classrooms. Participants examine both planned curriculum based upon specific objectives, and generative curriculum based on learners' needs, experiences and interests. Students will design a model curriculum for a bilingual and/or ESL classroom.

ED-BLESL 501 CULTURALLY DIVERSE LEARNERS (3-0-3) (F/S). Through the use of ethnographic tools, students will gain a better understanding of cultural and linguistic issues in their schools, local, and global communities.

ED-BLESL 502 METHODS OF TEACHING ESL: MAXIMIZING INNOVATIVE PEDAGOGICAL APPROACHES TO TEACHING ESL (3-0-3)(F/S). Pedagogy of teaching ESL that will maximize language and literacy acquisition. Students will learn how to develop content subject material that is pedagogically responsible to English language learners and culturally diverse students by learning pedagogical scaffolds that place students at the center of the learning process.

ED-BLESL 503 APPLIED THEORETICAL FOUNDATIONS OF BILINGUAL EDUCATION/ESL AND MULTICULTURALISM (3-0-3)(F/S). The study and analysis of successful bilingual education, English as a Second Language, and Multicultural program practices. Students research and critique programs that demonstrate the characteristics of successful bilingual, ESL, and multicultural classrooms (i.e., teachers' ability to articulate pedagogy used in the classroom).

ED-BLESL 504 LITERACIES FOR BILINGUAL AND ENGLISH LANGUAGE LEARNERS (3-0-3)(SU). For teachers in classrooms designated as Spanish and English bilingual classrooms. Participants learn the processes and effective strategies for teaching reading and writing to bilingual and English language learners. Taught in Spanish and English.

ED-BLESL 505 APPLIED LINGUISTICS: NURTURING COMMUNICATIVE COMPETENCE (3-0-3)(SU). A course to assist teachers in learning the differences and similarities between the Spanish and English languages in order to teach English as a language of instruction and to promote communicative competence among English language learners. Explorations of the intersections of language, with race, class, gender and ethnicity.

ED-BLESL 506 MULTICULTURAL LITERATURE: PROMOTING SOCIAL JUSTICE (3-0-3)(F/S). Students examine multicultural literature by engaging in critical literacy, substantive discussion, reflective writing, visual representation, and dramatic enactment. A main theme throughout this class is how to use the collection of literature as a tool for curriculum transformation, to promote social justice and encourage empowerment. Students will learn to take the words from the page to inform and transform their worlds.

ED-BLESL 507 PARENTAL INVOLVEMENT: BUILDING A COMMUNITY OF BILINGUAL/ESL LEARNERS (3-0-3)(F/S/SU). Participants critically examine why school-community partnerships are particularly valuable in multicultural settings. They examine texts of parental involvement in schooling and actual practices and address questions of power relations, politics of exclusion and the privilege of race, gender, class, and culture. Students explore practices that respect diversity and honor all parents, students, community members, and teachers.

ED-BLESL 508 ADVANCED THEORIES OF SECOND LANGUAGE ACQUISITION (3-0-3)(F/S/SU). Psycholinguistic processes and strategies by which readers and writers construct and reconstruct the message of a text. Application of theoretical conclusions to the teaching practices. Exploration and discussion of major theoretical arguments from current theorists and the pedagogical implications of second language acquisition research that focuses on language, literacy, and learning. Participants will apply knowledge to teaching primary and secondary children the English language.

ED-BLESL 509 FIELD EXPERIENCE IN BILINGUAL CLASSROOMS (0-3-1)(F/S). A partnership teaching experience with a bilingual teacher in an exemplary bilingual classroom. Participants spend a minimum of fifty clock hours working side by side with the host teacher.

ED-BLESL 510 FIELD EXPERIENCE IN ESL CLASSROOMS (0-3-1)(F/S). A partnership teaching experience with an English as a second language teacher in an exemplary ESL classroom. Participants spend a minimum of fifty clock hours working side by side with the host teacher.

ED-BLESL 511 CONTEMPORARY ISSUES IN BILINGUAL EDUCATION/ESL (2-0-2)(F/S/SU). Current issues and their political ramifications in the fields of bilingual/multicultural education, and English as a second language. Critique of current trends in education and creating an awareness of how teachers can enhance their advocacy for students, parents and stakeholders.
Department of Counselor Education

Chair: Kenneth Coll
Education Building, Room 643
Telephone 208 426-1219 or 426-1821
e-mail: kcoll@boisestate.edu

Graduate Faculty: Bobbie Birdsall, Kenneth Coll, Martin Michael Cutler, Diana Doumas

Adjunct Graduate Faculty: Connie Collins, Mary L. Ensley, Brenda Freeman, Susan Reuling Furness, Tim Furness, Margaret Miller (Emerita), Phyllis Nodler

Graduate Degrees Offered
- Master of Arts in Counseling
- Graduate Certificate in Addiction Studies
- Graduate Certificate in Gerontological Studies

General Information
The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), National Council for the Accreditation of Teacher Education (NCATE), and the Northwest Association for Schools and Colleges (NWASC), and is an institution partner in The Education Trust's National Initiative for Transforming School Counseling. The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor.

Course work is offered in sequence, primarily during evenings and weekends of fall and spring semesters, with students enrolling in six to nine credits each semester and enrolling in six to seven credits offered in the daytime during the summer sessions.

Application and Admission Requirements
In addition to meeting the admission requirements and deadlines of the Graduate College, the student must apply for admission to and be accepted by the Counseling Program Admissions Committee. Enrollment is competitive with a new cohort beginning the Program each fall.

Submit in one packet, to the Counseling Department Admissions Committee (annual deadline is March 1):
- letter of application describing your professional experiences as they support your desire to be a school or addictions related counselor, specific career goals, and reasons for your interest in this program. Include in the letter your vision about the role of a school or addictions related counselor;
- up-to-date resume;
- complete post-secondary transcripts (noncertified copies accepted);
- three current, sealed letters of reference supporting your qualifications for a counseling program and for graduate work.

An on-campus pre-admission interview and writing sample are required of all finalists. When attendance is an extreme hardship for the applicant, special arrangements may be made (such as a conference telephone interview or alternate site interview). No other pre-admission testing is required. A criminal background check prior to placement in a school setting is required of all students, and an Adjudication statement is required of each student upon acceptance and at several check points in the program.

Master of Arts in Counseling
Graduate Program Coordinators:
- Bobbie Birdsal, School Counseling
  Education Building, Room 611
  Telephone 208 426-3204
e-mail: bbirdsa@boisestate.edu

- Kenneth Coll, Addiction Studies
  Education Building, Room 614
e-mail: kcoll@boisestate.edu

General Information
The Master of Arts in Counseling degree consists of
a minimum of sixty (60) semester hours of course work designed to prepare professionals to counsel in a variety of settings. Courses promote the acquisition of the knowledge and skill development in the eight core areas listed in CACREP Standards: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Specific course work in each of the eight components is listed below. Electives offered ad hoc or in rotation are designed to maximize flexibility while reflecting current training trends in counseling. The student’s culminating activity includes a written comprehensive exam and videotaped evidence of skill and theory integration supported by a comprehensive portfolio demonstrating professional growth and counseling knowledge with culturally appropriate awareness. Each student works closely with a Program Advisor and a Supervisory Committee in preparing the portfolio. During one semester of the Program each student counselor is expected to participate in a group counseling experience with a licensed counselor not involved in Program instruction.

Students have considerable latitude in selecting internship sites to maximize their experience in line with specific career goals with at least 700 hours of internship experience. Students incorporate counseling theory and knowledge into an increasingly advanced application of skills throughout the program, fine tuning an individualized counseling approach through audio and video taped interviews in counseling labs, participation in counseling practica using one-way mirrors and video taping, and supervised experience in the community, school, and student outreach sites.

The 60-credit Master of Arts in Counseling offers the core of counseling knowledge and skills that allows graduates to enter nearly any branch of the counseling profession. Current areas of concentration include school counseling and addiction counseling.

### Degree Requirements

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**Graduate Certificate in Addiction Studies**

(See Section on Interdisciplinary Programs)

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**Graduate Certificate in Gerontological Studies**

(See Section on Interdisciplinary Programs)

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**Course Offerings**

**COUN – COUNSELING**

**COUN 501 FOUNDATIONS IN COUNSELING (3-0-3)(F).** Provides an introduction to professional, ethical, legal, theoretical, cultural, social, and practical aspects of counseling. Students examine the roles and responsibilities of counselors; professional organizations and associations; and professional preparation standards. Historical, cultural, and social contexts along with emerging professional issues and directions are included. **PREREQ: Admission to the Counseling Program.**

**COUN 502 COUNSELING THEORIES AND APPLICATIONS I (2-2-3)(F).** Examine historical and contemporary theories of counseling, overview of counseling processes in a pluralistic society, and acquire counseling skills through videotaped and role-played practice related to major approaches. Specified structure and activities within this course meet the CACREP accreditation requirement of 10...
hours of Group Counseling Experience. PREREQ: Admission to the Counseling Program.

COUN 504 MEASUREMENT AND EVALUATION IN SCHOOL COUNSELING (3-0-3)(SU). Students will access theory and practice of standardized test development and procedures; applications and limitations of standardized tests; techniques of administering individual/group tests and of interpreting assessment instruments and profiles; and communication strategies with clients, parents, school personnel, and relevant professionals. PREREQ: COUN 512 or similar graduate statistics course.

COUN 505 COUNSELING THEORIES AND APPLICATIONS II (2-2-3)(S). Examine historical and contemporary theories of counseling including an overview of counseling process and practice. Acquire effective and ethical counseling skills through videotaped and role-played practice related to major approaches. As a culminating activity each student will develop and articulate an individualized perspective toward counseling in a pluralistic society. PREREQ: COUN 501 and COUN 502.

COUN 506 LIFESPAN DEVELOPMENT (2-0-2)(F/SU). Examine theoretical constructs related to developmental processes, both typical and atypical, and analyze developmentally based behavior patterns across the age spectrum (birth to death) through a variety of contemporary cultures and beliefs.

COUN 507 CAREER DEVELOPMENT AND VOCATIONAL COUNSELING (3-0-3)(S/SU). Provides an overview of the major career development theories, vocational guidance and occupational/educational information sources and systems. Career development program planning, resources, computerized information systems, and evaluation will be included. Emphasis will be placed on how career counseling and vocational guidance are practiced by the school counselor. PREREQ: Admission to the Counseling Program or Masters in Counseling.

COUN 508 SPECIAL NEEDS, ETHICS, AND LEGAL ISSUES IN COUNSELING (3-0-3)(F/SU). Information on laws, regulations, techniques and interventions needed by professional counselors when working with individuals with disabilities or other challenges. Examination of ethical, legal, and professional issues involved in counseling in all settings and populations. Analysis of questionable situations and practitioner decision-making based on the ethical standards of the American Counseling Association and laws governing professional counselors. PREREQ: COUN 505 or PERM/INST.

COUN 509 CULTURALLY AWARE COUNSELING (3-0-3) (S/SU). Examine the impact of cultural diversity among races, ethnic groups, genders, and social classes on personality, value systems and the counseling relationship with an understanding of societal changes and trends, human roles in societal subgroups, social mores, and differing lifestyles with special attention to the influence of cultural and social change on family relationships, gender equity, and individual adjustment. Examine one’s own attitudes, behaviors, perceptions, and biases to develop a culturally aware approach to teaching, counseling, and/or administration. PREREQ: COUN 502 or PERM/INST.

COUN 511 FAMILY SYSTEMS (2-2-3)(F/SU). Examine theoretical constructs related to the family structure, climate, and interactions and develop skills for working with families from diverse backgrounds, including families with special needs children. Opportunities are presented for student participation in parenting skills classes and family systems work. PREREQ: COUN 505 and COUN 509.

COUN 512 STATISTICS AND RESEARCH DESIGN (2-2-3)(SU). Students will gain the fundamentals of statistics as they analyze counseling and educational data with emphasis on the review and interpretation of research literature (particularly in the areas of child development and psychotherapy), experience the role of computers in statistical analysis, and discover the relationships among measurement, design, and statistics. PREREQ: COUN 501.

COUN 513 GROUP COUNSELING (2-2-3)(SU). Students will focus on the concepts and skills necessary to understand and lead counseling groups in schools and other settings. PREREQ: Completion of COUN 516 with grade of at least “B”.

COUN 514 COUNSELING PRACTICUM I (2-1-2)(F). Review theory and culturally competent skills integration prior to participating in closely supervised counseling experiences through modeling, peer counseling, ethical review, and audio and/or video taping. PREREQ: COUN 505 with grade of at least “B”.

COUN 516 COUNSELING PRACTICUM II (1-2-2)(S). Participation in closely supervised counseling experiences (audio and/or video-taping required) with emphasis in student’s area of specialization or interests focusing on ethical decision-making and culturally competent strategies. PREREQ: COUN 514 with a grade of at least “B”.

COUN 517 FAMILY ISSUES IN LATER LIFE (3-0-3)(S)(Even years). Overview of gerontology presented by examining major issues related to family issues of aging. Content includes development and transition in later life, wellness in later life, common issues, and appropriate family counseling and consulting strategies.

COUN 518 COUNSELING ISSUES WITH OLDER ADULTS (3-0-3)(S)(Odd years). Focus on intervention strategies for common later life impairments. Application of theory, research, and practice to gerontological counseling and wellness.

COUN 519 ELEMENTARY SCHOOL COUNSELING (2-0-2)(F)(Odd years). Explore evolving roles and responsibilities of elementary school counselors including curriculum development, parent and teacher consultation, developmentally appropriate interventions, emergency procedures, ethical and legal considerations, documentation, referral, and counseling skills with children from diverse backgrounds. Analyze the organization and
COUN 525 CONSULTATION (1-2-2)(F/S/SU). Knowledge and COUN 530 or Masters in Counseling. 

COUN 520 SECONDARY SCHOOL COUNSELING (2-0-2)(S) (Even years). Explore the evolving roles and responsibilities of high school counselors including curriculum development, parent and teacher consultation, developmentally appropriate interventions for diverse populations, emergency procedures, ethical and legal considerations, documentation, referral, job/school partnerships, and lifespan planning. Analyze the organization and implementation of the "Idaho Comprehensive School Counseling Program Model" while observing in a secondary school setting. PREREQ: COUN 505 and COUN 530 or Masters in Counseling. 

COUN 525 CONSULTATION (1-2-2)(F/S/SU). Knowledge and skills consulting with individuals, groups, and systems. Practices and procedures of consultation where students demonstrate relevant skills in both simulated and internship-based situations. PREREQ: COUN 505 and 509 or PERM/INST. 

COUN 526 COUNSELING INTERNSHIP I (1-4-3)(F/S). Students apply their skills, training, and knowledge with increasing autonomy as primary supervision shifts toward an onsite counseling supervisor. Students are observed and evaluated as they engage in a wide range of counseling-related activities. (Pass/Fail.) PREREQ: COUN 516 with grade of at least “B”. COREQ: COUN 556. 

COUN 527 APPLIED RESEARCH (1-0-1)(F). Methods and evaluation of counseling and educational research with the emphasis on individual completion of a research project in cooperation with student’s advisor or director of the study. PREREQ: COUN 512 or equivalent graduate statistics course. 

COUN 528 COUNSELING INTERNSHIP II (1-4-3)(F/S). In this culminating component of internship, student assumes all functions of a counselor in his/her site while under site-based (primary) and university supervision, providing the range of counseling services from crisis intervention to promotion of personal development and environmental enhancement. (Pass/Fail.) PREREQ: Recommendation of COUN 526 Supervisors. COREQ: COUN 568. 

COUN 529 MIDDLE SCHOOL COUNSELING (2-0-2)(F)(Even years). Explore evolving roles and responsibilities of middle school/junior high school counselors including curriculum development, parent and teacher consultation, developmentally appropriate interventions for diverse populations, emergency procedures, ethical and legal considerations, documentation, and referral. The unique needs, stresses, and developmental concerns of this age group are included with emphasis on the organization and implementation of the "Idaho Comprehensive School Counseling Program Model" while observing in a middle/junior high school setting. PREREQ: COUN 505 and COUN 530 or Masters in Counseling. 

COUN 530 MANAGING DEVELOPMENTAL SCHOOL PROGRAMS (2-0-2)(SU). Students examine program theory in educational settings to create, implement, manage, evaluate, and promote comprehensive counseling and vocational guidance curricula for all students. This course provides the framework for COUN 519, COUN 520, and COUN 529 and emphasizes the "Idaho Comprehensive Guidance and Counseling Model." PREREQ: COUN 505 or Masters in Counseling. 

COUN 531 COUNSELING PRACTICUM INTENSIVE (1-4-3)(F/S). A supervised skill review and experientially intensive practicum that may be required of a student needing additional time on skill development before advancing to Internship. PREREQ: Permission of Department Chair and faculty. 

COUN 532 COUNSELING INTERNSHIP INTENSIVE (1-4-3)(F/S). A supervised skill review and experientially intensive internship that may be required of a student needing additional time on skill development before enrolling in COUN 528 Counseling Internship II. PREREQ: PERM/CHAIR. 

COUN 541 (MHLTHSCI 544) ADDICTION AND THE FAMILY SYSTEM (3-0-3)(F,S). Examination of multigenerational impact of addiction (drugs, alcohol, work, religion, internet, gambling etc.) on the family system. In addition to dysfunctional roles developed to cope with addiction, class also compares and contrasts communication strategies and parenting styles of unhealthy and healthy family systems. Risk and protective factors, stages of change, and continuum of care from prevention, intervention, treatment and aftercare are addressed. May be taken for COUN or MHLTHSCI credit, but not both. PREREQ: HLTHST 109 or COUN/MHLTHSCI 545 or PERM/INST. 

COUN 543 (MHLTHSCI 543) ASSESSING AND MANAGING ADOLESCENT SUBSTANCE ABUSE AND MENTAL HEALTH RISKS (3-0-3)(F)(Even years). Introduction to comprehensive adolescent risk assessment and treatment planning. Examination of current and available comprehensive adolescent assessments, current and available specialized assessments, report writing approaches and effective treatment processes. May be taken for COUN or MHLTHSCI credit, but not both. PREREQ: Graduate standing. 

COUN 544 (MHLTHSCI 564) SCREENING AND ASSESSMENT OF ALCOHOL AND DRUG PROBLEMS (3-0-3)(F). Emphasis on screening and assessment tool-procedures for substance abuse. Application of current interventions and screening processes. Legal, social, ethical, and health implications will be investigated. May be taken for COUN or MHLTHSCI credit, but not both. PREREQ: HLTHST 109 or COUN/MHLTHSCI 545 or PERM/INST. 

COUN 545 (MHLTHSCI 545) FOUNDATIONS OF CHEMICAL DEPENDENCY (3-0-3)(F,S). An overview of
the pharmacological and physiological effects of chemical dependency. Special attention is given to how substance abuse impacts brain chemistry and how brain chemistry impacts substance abuse. May be taken for COUN or MHLTHSCI credit, but not both. PREREQ: PERM/INST.

COUN 546 (MHLTHSCI 565) ASSESSMENT AND CASE MANAGEMENT OF ALCOHOL AND DRUG PROBLEMS (3-0-3)(S). Emphasis on case management techniques including legal, social, ethical, and health implications. May be taken for COUN or MHLTHSCI credit, but not both. PREREQ: COUN 544 or MHLTHSCI 564 or PERM/INST.

COUN 547 (MHLTHSCI 547) CHEMICAL ADDICTIONS AND VIOLENCE PREVENTION (3-0-3)(S). Introduction to professional, ethical, legal, and practical aspects of chemical addictions and violence prevention (primary and secondary) in the schools and other settings (e.g., adolescent treatment). Examination of current research and available curriculum models, current identification and intervention approaches, and effective prevention programming. Historical and social contexts (e.g., Safe and Drug Free Schools and communities initiative) also included. May be taken for COUN or MHLTHSCI credit, but not both. PREREQ: Graduate standing.

COUN 550 (MHLTHSCI 558) DIAGNOSES, ASSESSMENT, AND TREATMENT PLANNING (2-0-2)(F)(Odd years). Examination of concepts of “mental disorders,” DSM classification systems, and the diagnostic benefits and diagnostic problems inherent in such systems. An introduction and overview of the major psychopathological syndromes of adolescents and adults (especially in the area of Co-morbidity of Substance Abuse/Dependence and other DSM IV diagnoses) to facilitate appropriate use of assessment—diagnostic—treatment links (including treatment planning). May be taken for COUN or MHLTHSCI credit, but not both. PREREQ: PERM/INST.

COUN 551 PSYCHOPHARMACOLOGY WITH OLDER ADULTS (3-0-3)(SU)(Even years). Examination of common psychopharmacology issues with older adults, including medications for anxiety and depressive disorders, dementia. Drug combinations and interactions included.

COUN 555 SPIRITUALITY AND COUNSELING (2-0-2)(S)(Even years). Investigation of the role that spirituality plays in the well-being of clients and counselors including the extent to which the spiritual dimension affects personal development, mental and emotional health, behavioral competence and responsibility, and a sense of well-being. Spiritual experiences, beliefs, and practices found among various cultures will be explored as well as religious responses to universal questions about human life. Ethical issues regarding counseling and spirituality will be included.

COUN 556 GRIEF AND LOSS COUNSELING (1-0-1)(SU)(Even years). Explores the grieving process people experience after the death of a loved one. It also focuses on the losses and trauma people experience during the dying process. Much of the content will also focus on losses people experience throughout their lives.

COUN 557 PLAY THERAPY (1-0-1)(SU)(Odd years). Play therapy will be viewed from the perspective of understanding the meaning of play in children’s lives and the stages of play in the therapeutic process with adjusted and maladjusted children. Guidelines for determining therapeutic progress in play therapy will be reviewed. The necessary characteristics and the role of the play therapist in the therapeutic experience will be examined.

COUN 558 DEPRESSION (1-0-1)(S). Examines depression as both an academic subject and personal expression of mood associated with health and psychological problems. Assesses the symptoms, causes and related treatments for the range of depressive related problems from situational based depression and grief reactions to major clinical depression and bipolar disorder.

COUN 559 FEARS AND PHOBIAS (1-0-1)(F). An overview of the symptoms and underlying causal factors associated with the range of anxiety-based problems. A continuum of severity is presented across the normal impact of stress to severe “anxiety disorders” (panic, phobias, obsessive-compulsive, generalized, post-traumatic, and acute stress). Anxiety based problems are analyzed in terms of the interactions between behavior, affect, somatic, interpersonal and cognitive factors that operated in a cyclical fashion.

COUN 566 SEMINAR: COUNSELING WITH SPECIAL POPULATIONS (0-1-1)(F/S). Discussion of and research into the role of ethical and culturally competent counseling with special populations in schools and agency settings, including Individual Developmental Education Act (IDEA), American Disabilities Act (ADA), and Section 504 Regulations. COREQ: COUN 526.

COUN 567 (MHLTHSCI 567) CLINICAL SUPERVISION PRINCIPLES AND PRACTICE (1-0-1)(SU). Theory and skill development for practitioners who are or will be supervising interns and/or professionals in school, agency, and other settings. Topics include ethical issues in clinical supervision, models and best practices, documentation, and troubleshooting problematic dynamics. May be taken for COUN or MHLTHSCI credit, but not both. PREREQ: PERM/INST.

COUN 568 SEMINAR: PROFESSIONAL COUNSELING (0-1-1)(F/S). Discussions and research into the evolving culturally competent role of professional counselors in all settings, emphasizing ethical decision-making and licensure and certification considerations. COREQ: COUN 528.

COUN 571 (MHLTHSCI 571)(SOCWRK 571) FUNDAMENTALS OF HEALTHY AGING (3-0-3)(F). Overview of gerontology presented by examining major issues related to aging. Content includes theories of aging; the impact of an aging population; and future implications at local, national, and international levels. May be taken for COUN, MHLTHSCI or SOCWRK credit, but not more than once.
Department of Curriculum, Instruction and Foundational Studies

Chair: Keith Thiede
Education Building, Room 215
Telephone 208 426-1278
e-mail: keiththiede@boisestate.edu

Graduate Faculty: Holly Anderson, Jonathan Brendefur, Kathleen Budge, Michael Heikkinen, Philip Kelly, Rickie Miller, Richard Osguthorpe, William Parrett, Lawrence Rogien, Ted Singletary, Jennifer Snow-Gerono, Keith Thiede, Scott Willison

Adjunct Graduate Faculty: Wilma Jones, Kevin Laughlin, Dan Prinzing

Graduate Degrees Offered
- Doctor of Education in Curriculum and Instruction
- Master of Arts in Education, Curriculum and Instruction
  Option: Physical Education Pedagogy
- Master of Education in Educational Leadership
- Graduate Certificate in Secondary/K-12 Teaching

Doctor of Education in Curriculum and Instruction

Program Coordinator: Keith Thiede
Education Building, Room 215
Telephone 208 426-1278
FAX 208 426-4006
e-mail: keiththiede@boisestate.edu

General Information

The doctoral program in curriculum and instruction, leading to an Ed.D. degree, is designed to develop graduates who will be effective leaders in educational improvement. The course work provides students with the basis for a thorough understanding of what schools are and can be, insights into the complexities of teaching and learning, and collaborative opportunities to work towards making a measurable and positive effect upon current education programs and student learning.

Application and Admission Requirements

The doctoral program involves a cohort of students in a common set of courses and experiences. The selection of a new cohort takes place prior to the summer semester. The admission process has two components: admission to the Graduate College and acceptance into the doctoral program.

Applicants must submit the following materials to the Graduate Admissions Office:

- Application for admission (available inside the current graduate catalog or at http://www.boisestate.edu/gradcoll);
- Official scores from the verbal, quantitative, and analytical reports of the Graduate Record Examination. The GRE must have been taken within seven years of the application date.
- Minimum GPA of 3.0 on a 4.0 scale for all previous graduate work; and,
- Official transcripts for all course work indicating the completion of a Master's degree or the functional equivalent.

At the same time, applicants must submit the following materials to the College of Education Teacher Education Graduate Programs Coordinator:

- A letter of application which includes
  - A description of professional experiences and the relevance of those experiences to doctoral study in education
  - A statement of career goals
  - A statement of interest in a particular area of specialization (i.e., educational leadership, mathematics education, counseling psychology, special education, bilingual education, kinesiology)

A current resume or vitae.

A sample of recent scholarly and/or professional writing that includes references and is preferably written in APA style (Master's thesis or project, scholarly papers, project reports, publications, grant proposals, etc.).

Three letters of reference attesting to the
applicant’s commitment to doctoral study in education, professional effectiveness, potential for influencing education, scholarly abilities and dispositions, personal and professional integrity, and any other information that will help the selection committee make an informed decision.

The Doctoral Management Committee will review the materials submitted, make them available to other interested graduate faculty for analysis, and may schedule interviews with applicants. After arriving at a decision for each candidate, the committee recommends to the Graduate College Dean those who should be admitted. The application deadlines are February 15 for summer semester, April 15 for fall semester, and September 15 for spring semester.

Transfer Credits
Doctor of Education students may transfer up to 21 credits, 15 of which may be taken at other institutions and apply those credits toward a graduate degree. However, the courses must be consistent with the program of study planned by the student and the supervisory committee. In addition, the student must have taken the courses at an accredited institution and must have received—in each course—a grade no lower than B.

Graduate Assistantships
Any student qualifying for admission may apply for one of a limited number of graduate assistantships offered each year. Awards consist of a stipend and fee waiver for fall and spring semesters, plus a six-credit fee waiver for summer school. Graduate assistantships are awarded on an annual basis and must be renewed yearly by reapplying for the position. In all cases GA’s must register for a minimum of 9 credits during the regular academic year. To be considered, applications must be submitted to the Teacher Education Graduate Programs Coordinator by March 1. Typical assignments involve teaching undergraduate Teacher Education courses, supervising student teachers, serving as research assistants for graduate faculty, or a combination of activities.

Program and Dissertation Advisors
Students will have program and dissertation advisors as they progress towards their degree. However, during the first term of the doctoral program, the Summer Residency Faculty will serve as unofficial advisors answering questions about the program and assisting students in making connections with graduate/doctoral faculty who may be willing and appropriate as program advisors. It is recommended that students determine a program advisor and committee members no later than the spring semester of the first year of study. The choice of advisor will be based on the shared scholarly interests and compatible educational philosophies of student and faculty. Students may change advisors, and it is not uncommon for students to have a program advisor and then when admitted to candidacy switch to a different advisor for the dissertation.

Degree Requirements
The program has five components: Curriculum and Instruction, School Improvement, Research, Cognate, and Dissertation. Specific courses in each component are listed below. Each doctoral student will develop a program plan in consultation with his/her advisor and program committee.

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In addition to the above degree requirements, students not having background in the following areas will be expected to complete additional course work. This course work may be included in
the program plan of study as long as it is graduate level and approved by the student’s advisor and program committee:

Research design (ED-CIFS 503 or equivalent) must be completed prior to taking ED-CIFS 651 Intermediate Statistics in Educational Research and ED-CIFS 653 Qualitative Approaches to Research.

Beginning statistics (KINES 552 or equivalent) must be completed prior to taking ED-CIFS 651 Intermediate Statistics in Educational Research.

Foundations of curriculum (ED-CIFS 536 or equivalent) must be completed prior to taking ED-CIFS 662 Curriculum.

Instructional theory or educational psychology (ED-CIFS 537 or ED-CIFS 501 or equivalents) must be completed prior to taking ED-CIFS 660 Teaching and Learning.

Philosophy of education or foundations of education (ED-CIFS 505 or equivalent) must be completed prior to taking ED-CIFS 610 The American Culture and the Context of Schooling.

Master’s Credits Applied Toward the Doctor of Education: Credits earned for a master’s degree, excluding credits for Thesis or Project, may be applied to the requirements of the Doctor of Education degree program as part of the 21 transfer credits allowed at the discretion of the student’s doctoral committee. Ordinarily, these credits would be within the seven-year time limit and would constitute no more than one-third of the total credits required for the doctorate.

Residency: Boise State University requires that students accepted into the doctoral program be in continuous enrollment and complete a minimum of 23 semester credits of graduate level course work during the first 15 months of the program.

Master of Arts in Education, Curriculum and Instruction

Program Coordinator: Ted Singletary
Education Building, Room 313
Telephone 208 426-3270

e-mail: tsingle@boisestate.edu

General Information

The Master of Arts in Education, Curriculum and Instruction is designed to improve instructional skills and reflection in practicing educators. It does not lead to initial certification nor does it require certification for admission. Graduates of the program will be able to adapt research based techniques to meet the requirements of their instructional situations and be able to assess and reflect on the efficacy of their efforts. This degree requires completion of a minimum of 33 or 34 credits. Students may select from three possible culminating experiences.

Degree Requirements

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Master of Arts in Education, Curriculum and Instruction

Program Coordinator: Ted Singletary
Education Building, Room 313
Telephone 208 426-3270

e-mail: tsingle@boisestate.edu
Master of Arts in Education, Curriculum and Instruction
Option: Physical Education Pedagogy

Program Coordinator: Kenneth Bell
Department of Kinesiology
Telephone 208 426-1228
e-mail: kbell@boisestate.edu

Degree Requirements

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Master of Education in Educational Leadership

Program Coordinator: Kathleen Budge
Education Building, Room 211
Telephone 208 426-3758
e-mail: kathleenbudge@boisestate.edu

General Information

The College of Education offers a master’s degree in Educational Leadership, designed to develop effective leaders in educational settings. The interdisciplinary course work provides students with the basis for a thorough understanding of leadership, management and reform within educational institutions. Students will have collaborative opportunities to effectively influence current education programs and student learning.

Conceptual Framework

The conceptual framework for the College of Education at Boise State University is grounded in the theory and practice of the reflective practitioner. Reflective practitioners think critically about pedagogy, subject matter, and the needs and backgrounds of all students and clients. Accordingly, they choose appropriate content and adapt their approaches as needed, while maintaining high standards. Successful professionals are committed students of the disciplines in which they work. They remain current with professional ideas and use these to guide decision making. They are constantly assessing their instructional and clinical effectiveness.

Application and Admission Requirements

Prospective students may apply for admission at any time. However, the following application materials must be received by Graduate Admission and Degree Services by April 1 for the summer session, July 1 for the fall semester, and November 1 for spring semester. Required:
Application for admission
(http://www.boisestate.edu/gradcoll).
Application fee.
Official transcripts of all undergraduate and
graduate course work sent directly to Boise
State Graduate Admission and Degree
Services.
Minimum GPA of 3.0 (on a 4.0 scale) for the last
two years of undergraduate study, or an
overall GPA of 3.0.
Official scores from the verbal, quantitative, and
analytical reports of the Graduate Record
Examination. The GRE must have been taken
within seven years of application.
A sample of scholarly and/or professional writing.
Letter of recommendation from school district
personnel (if employed as an educator).
Letter of application including professional goals.
Recommendation following an interview with
Educational Leadership Development faculty.
Admission will be granted to qualified applicants
who hold a Bachelor’s degree from an accredited
college or university and have some professional
relationship to instruction. Candidates must meet
the standards set by the College of Education and
participating departments as well as the specific
regulations of the particular program to which they
apply.

Degree Requirements

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Graduate Certificate in
Secondary/K-12 Teaching

Program Coordinator: Ted Singletary
Education Building, Room 313
Telephone 208 426-3270
e-mail: tsingle@boisestate.edu

General Information

Students seeking secondary (6-12) or K-12
certification in an approved area must be enrolled in
a degree program. The Graduate Certificate in
Secondary/K-12 Teaching is a rigorous, accelerated
pre-professional program leading to initial
certification. Students who have a bachelor’s
degree in the field they wish to teach and who meet
Graduate College admission requirements may
enroll in a Graduate Certificate program that
prepares students to qualify for teacher certification
from the Idaho State Department of Education,
although some of the credits may be applied to a
master’s degree program. Advising and review of
transcripts will be done by the Department of
Curriculum, Instruction and Foundational Studies
(CIFS).

Certification in Secondary and K-12 Education
Candidates for secondary teacher certification must
complete either a major endorsement of at least 45
credits or a 30 credit major endorsement and one
or more minor endorsements of at least 20 credits.
Some content areas require specific courses within
those totals. Idaho State certification requirements
can be found at
http://www.sde.state.id.us/certification/certmanual.a
sp.

Available Endorsements (PRAXIS II examination
numbers)

A

Application Deadlines: The first Friday of
February. All admission requirements must be
completed, including passing all content courses
and tests, prior to beginning the program courses. Courses typically start in mid-May of each year (Summer term).

Admission Requirements
Prior to admission, applicants must meet the following criteria:

- a baccalaureate degree from an accredited institution,
- a cumulative undergraduate GPA of at least 3.00 on a 4.00 scale,
- the equivalent of 45-semester credit major, or a 30-credit major and at least one 20-credit minor,
- a minimum 2.75 GPA in the major and minor fields,
- a minimum score of 75 on the Idaho Educational Technology Assessment (or equivalent certificate of completion) – information available at http://education.boisestate.edu/eta,
- a minimum score of 172 on the PRAXIS I writing examination,
- a passing score on the appropriate PRAXIS II examination in major and minor fields – PRAXIS examination information available at: http://www.ets.org,
- an application essay that clearly lists the area or areas of certification and describes the applicant’s experiences with children or schools, and
- two letters of recommendation, describing applicant’s experience working with children and schools.

Meeting the application requirements does not guarantee admission to the program. Admission recommendations will be based upon a review of the student’s transcripts, letters of recommendation, and essay. Applicants must complete both procedures listed below.

Application Procedures
The application to the Graduate Certificate in Secondary/K-12 Teaching is located at: http://education.boisestate.edu/teachered/appinfo.htm. A paper copy with the required attachments should be submitted to the Office of Teacher Education, Education 222, Boise State University, 1910 University Drive, Boise, ID 83725-1746.

An applicant should follow the general application procedures for graduate degree-seeking students (see Applying as a Degree-Seeking Student in the Graduate Admission Policies and Procedures section of the Graduate Catalog) or on-line at http://www.boisestate.edu/gradcoll/0001.html.

The application to the Graduate Certificate in Secondary/K-12 Teaching is located at: http://education.boisestate.edu/teachered/appinfo.htm. A paper copy with the required attachments should be submitted to the Office of Teacher Education, Education 222, Boise State University, 1910 University Drive, Boise, ID 83725-1746.

submit a brief (2-3 pages) essay that clearly lists the area or areas of certification and describes the applicant’s experiences with children or schools. A copy of this essay will be given to the supervisor and cooperating teacher.

submit two letters of recommendation, in which the applicant’s experience working with schools or children and potential contribution to the field are described.

Once the applicant’s file is complete, the Graduate Certificate Program Coordinator will evaluate and forward an admission recommendation (regular, provisional, or denial) to the Graduate College. In the case of a recommendation for provisional admission, the Coordinator will also establish the stipulations that must be satisfied by the student to advance to regular status.

Continued enrollment in the Graduate Certificate program and recommendation for certification requires compliance with the Academic Performance requirements listed in the Boise State Graduate Catalog. In addition, admitted students must maintain a GPA of 3.0 and all required courses must be passed with a minimum grade of C-.

Certificate Requirements
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**Certification:** Certification through Boise State University requires completion of the certification materials available in the Office of Teacher Education, Education 222. Students are recommended to the State Department of Education after meeting the following requirements.

- Demonstrate good moral character.
- Complete required content courses in an approved major, and possibly one or more minors.
- Complete secondary teacher education program requirements.
- Obtain the recommendation of the Certification Officer for the College of Education (using the required certification materials).

**Course Offerings**

ED-CIFS – EDUCATION-CURRICULUM, INSTRUCTION, AND FOUNDATIONAL STUDIES

ED-CIFS 501 ADVANCED EDUCATIONAL PSYCHOLOGY (3-0-3)(Demand). A study of contemporary issues involving both theoretical and methodological considerations in the history and systems of educational psychology. Special emphasis will be given to group behavior in terms of principles relevant to educational objectives. PREREQ: ED-CIFS 203 and PSYC 101.

ED-CIFS 502 EDUCATION IN EMERGING NATIONS (3-0-3)(F). The course provides an analysis of the relationship between national goals and the educational system in the twentieth century. Contemporary systems will be studied in light of three major factors: (1) religious factors; (2) natural factors such as race, language and environment; (3) secular factors such as Humanism, Socialism and Nationalism.

ED-CIFS 503 FUNDAMENTALS OF EDUCATIONAL RESEARCH (3-0-3)(F/S/SU). This course will introduce students to the elements of experimental and non-experimental research designs. Instruction in using research resources and interpreting statistics will be given and students will analyze current research related to education. Students will learn how to develop a research proposal and will write a scholarly research paper.

ED-CIFS 504 SUPERVISION OF INSTRUCTIONAL PERSONNEL (3-0-3)(S). A course designed to improve the supervision skills of elementary/secondary cooperating teachers and other supervisory personnel. Emphasis will be placed on a variety of observation and evaluation strategies designed to improve instruction.

ED-CIFS 505 PHILOSOPHY OF EDUCATION (3-0-3)(S,SU). Students will analyze and evaluate past and contemporary philosophies and the values derived from them as they apply to education. A formal paper will be required.

ED-CIFS 506 ISSUES IN EDUCATION (4-0-4)(F/S/SU). Historical and contemporary social, economic, and organizational issues influencing education. Includes readings, presentations by members of the educational community, and discussions.

ED-CIFS 507 FOUNDATIONS OF AMERICAN EDUCATION (3-0-3)(S/SU). Historical, philosophical, sociological foundations of American education. Study of the historical development of public education in the United States, with special emphasis given to questions of power, equity, and inclusion; explore major schools of educational thought, as well as the philosophy of inclusion; and apply historical understanding and philosophical analysis to contemporary issues. PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching or PERM/INST

ED-CIFS 508 LEARNING AND DEVELOPMENT OF STUDENTS (2-2-3)(S/SU). Theories of psychological and social development of children and adolescents as they apply to learning, motivation, and interaction, including the ranges of abilities and interests found in typical classrooms. PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching or PERM/INST

ED-CIFS 509 CURRICULUM, INSTRUCTION AND ASSESSMENT IN GRADES 6-12 (3-0-3)(S/SU). Curriculum planning, instructional strategies, assessment of student learning, differentiated instruction, and principles of classroom and behavior management. PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching or PERM/INST

ED-CIFS 511 ASSESSMENT AND EVALUATION (3-0-3)(F/S). Investigates formal and informal assessments of student, class, district, state, and national performance and achievement, and evaluation using appropriate
ED-CIFS 520 FOUNDATIONS OF GIFTED AND TALENTED EDUCATION (3-0-3)(F/S/SU). An overview of gifted/talented education. Topics may include identification, assessments, talent areas, curriculum adaptations, social needs, critical and creative thinking, legal aspects, and resources. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

ED-CIFS 521 CREATIVITY AND CRITICAL THINKING SKILLS (3-0-3) (F/S/SU). Definition, identification, and facilitation of creativity and critical thinking skills. Topics may include overview, cognitive development, related brain research, assessment instruments, creative people, processes, and conditions for fostering creativity and models of critical thinking including creative problem solving. Demonstration of competency in identifying, fostering, assessing, demonstrating, and describing programs that foster creativity and critical thinking are required. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

ED-CIFS 522 SOCIAL AND EMOTIONAL NEEDS OF GIFTED AND TALENTED LEARNERS (3-0-3)(F/S/SU). Identification and basic intervention for basic affective needs of gifted and talented learners. Topics covered may include: emotional aspects of giftedness, suicide, perfectionism, underachievement, peer relations, gender issues, risk taking, family relations, cultural factors, twice exceptional, self-esteem, career counseling, asynchronous development, and counseling skills for teachers. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

ED-CIFS 530 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING SOCIAL SCIENCE (3-0-3)(F). A comprehensive study of the practices and principles in social science education, including objectives, social problems, unit development, work-study skills, organization of the program materials and media, and research findings basic to social studies will be developed.

ED-CIFS 531 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING ELEMENTARY SCHOOL MATHEMATICS (3-0-3)(S). Emphasis on creative methods and strategies for teaching elementary school mathematics. Also includes a review of current research, curriculum trends and exploration of experimentation with unique materials for teaching mathematics.

ED-CIFS 533 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING ELEMENTARY SCIENCE (3-0-3)(F). Current practices and principles in modern elementary science concepts are developed. Emphasis is placed on the selection and organization of content and experimental activities.

ED-CIFS 534 TEACHING SECONDARY SOCIAL STUDIES (3-0-3)(F/S). This course will prepare teachers to engage young people in an inquiry about fundamental ideas and values from history and/or social science disciplines as well as to assist and encourage them to become informed, active participants in a democratic society. Students will examine professional literature on best teaching practices. PREREQ: Admission to Graduate Secondary Teacher Certification and ED-SPED 550. COREQ: ED-LTCY 544 and ED-CIFS 561.

ED-CIFS 535 SECONDARY SCHOOL SCIENCE METHODS (3-0-3)(F/S). Students will examine local, state and national science curricula and standards. Students will use a variety of materials and methods, including appropriate instructional technologies, to develop science lessons which help all learners to develop scientific inquiry skills, an understanding of the nature of science, and critical understanding of selected science concepts and procedures. Students will also analyze current science educational journal articles and research. PREREQ: Admission into Graduate Teacher Certification and ED-SPED 550. COREQ: ED-LTCY 544 and ED-CIFS 561.

ED-CIFS 536 CURRICULUM PLANNING AND IMPLEMENTATION (3-0-3)(F/S/SU). This is a general course for practicing teachers intended to give them a foundation in curriculum theory and practice. They will develop an understanding of how curriculum is developed, organized, implemented and evaluated. Current issues and trends in curriculum with some historical perspective will be explored.

ED-CIFS 537 INSTRUCTIONAL THEORY (3-0-3)(F/S/SU). This course includes investigations of research and theory about educational contexts, motivation, learning and development as they relate to models of instruction. Students will develop skills in selecting appropriate instructional models to achieve specific purposes in a variety of educational settings.

ED-CIFS 539 CURRICULUM ADAPTATIONS FOR GIFTED AND TALENTED STUDENTS (3-0-3)(F/S/SU). Curriculum adaptations for gifted and talented learners including curriculum compacting, independent study, project-based learning, research-based learning, enrichment programs, mentoring programs, acceleration, dual enrollment, and more. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

ED-CIFS 550 SEMINAR ON TEACHING AND LEARNING (3-0-3)(S). This hybrid seminar, consisting of campus and on-line discussion, will focus on synthesizing field experiences. Teaching as decision-making, teacher inquiry, classroom learning environments, employment preparation, adaptation of instruction, collaboration, and legal issues affecting classrooms will be addressed. PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching or PERM/INST.

ED-CIFS 553 PROFESSIONAL EDUCATION (0-1-1 to 0-3-3). Available at special fee rate (approximately one-third of part-time education fee). Student must be an Idaho public school teacher or professional employee of an Idaho school district. Credit awarded is for professional development only and cannot be applied towards a degree program. (Pass/Fail.)
ED-CIFS 561 PROFESSIONAL YEAR - TEACHING EXPERIENCE I (0-V-V)(F). Students will work with master teachers for 50 hours per credit. They will observe the teaching/learning process (which they have studied on campus) and demonstrate competence in a P-12 school setting. (Pass/Fail.) PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching.

ED-CIFS 562 PROFESSIONAL YEAR - ELEMENTARY TEACHING EXPERIENCE II K-12 OPTION (1-40-6)(S). This course is reserved for students who are seeking an endorsement to teach in specific disciplines in grades 1-8. Students are given assignments in elementary schools where they observe and teach for one-half semester under the supervision of a master teacher and a university supervisor. Available for Art, Music, and Physical Education majors only. (Pass/Fail.) PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching and approval for placement in an appropriate classroom setting. COREQ: ED-CIFS 563 or ED-CIFS 564.

ED-CIFS 563 PROFESSIONAL YEAR – GRADES 6-9 TEACHING EXPERIENCE II K-12 OPTION (1-40-6)(S). Supervised student teaching in a junior high/middle school. The student will be placed with a cooperating teacher for one-half semester (full-time) in his/her major/minor field under the supervision of university faculty. Available for Art, Music, and Physical Education majors only. Seminars are required. (Pass/Fail.) PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching. COREQ: ED-CIFS 562 or ED-CIFS 564.

ED-CIFS 564 PROFESSIONAL YEAR – GRADES 9-12 TEACHING EXPERIENCE II K-12 OPTION (1-40-6)(S). Supervised student teaching in a senior high/middle school. The student will be placed with a cooperating teacher for one-half semester (full-time) in his/her major/minor field under the supervision of university faculty. Available for Art, Music, and Physical Education majors only. (Pass/Fail.) PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching. COREQ: ED-CIFS 562 or ED-CIFS 563.

ED-CIFS 565 PROFESSIONAL YEAR – GRADES 6-9 TEACHING EXPERIENCE II (1-40-12)(S). Supervised student teaching in a high/junior high/middle school. The student will be placed with a cooperating teacher for one semester (full-time) in his/her major/minor field under the supervision of university faculty. (Pass/Fail.) Not available for Art, Music, or Physical Education Majors. PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching.

ED-CIFS 566 PROFESSIONAL YEAR - GRADES 9-12 TEACHING EXPERIENCE II (1-40-12)(S). Supervised student teaching in a senior high school. The student will be placed with a cooperating teacher for one semester (full-time) in his/her major/minor field under the supervision of university faculty. (Pass/Fail.) Not available for Art, Music, or Physical Education Majors. PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching.

ED-CIFS 567 LEADERSHIP FOUNDATION (6-0-6)(F/S/SU). This module emphasizes essential knowledge, skills and dispositions to serve as the foundation for candidates pursuing positions of leadership, including study of the political, social, cultural and economic systems that support and affect schools and the theoretical principles underlying effective leadership. Emphasis includes developing conceptual frameworks to lead and manage (1) schools and school systems, (2) change and improvement, and (3) self, others and relationships. Participation in simulations is required of all students.

ED-CIFS 577 LEADING TEACHING AND LEARNING (6-0-6)(F/S/SU). This module emphasizes the knowledge, skills and dispositions of an effective instructional leader who is expected to influence, manage, monitor and ensure the quality of curriculum, instruction and assessment in schools and classrooms. Students will investigate aspects of curriculum theory, supervision, characteristics of effective teaching for diverse learners, strategies for assessment, and professional development. Participation in simulations is required of all students. PREREQ: ED-CIFS 576.

ED-CIFS 578 LEADING SYSTEM CHANGE (6-0-6)(F/S/SU). This module emphasizes the knowledge, skills and dispositions necessary to create school and district cultures, conditions and capabilities that support high levels of achievement for all students. Students learn to build relationships with all stakeholders, to use processes for creating system change, and to optimize the use of school funding. Participation in simulations is required of all students. PREREQ: ED-CIFS 576.

ED-CIFS 610 THE AMERICAN CULTURE AND THE CONTEXT OF SCHOOLING (3-0-3)(SU). Students will explore the roles of schools in American society, including cross-cultural analyses; identify political forces influencing school policy-making in local, state, national and international arenas; investigate the economics of school improvement proposals; and consider the historical contexts of contemporary improvement efforts. They will give particular attention to the effects on American culture and the school of changing demographics, the challenges of an increasingly diverse society, and the impact of technology and the ongoing information revolution. PREREQ: Admission to the doctoral program and ED-CIFS 505.

ED-CIFS 506 or equivalents; or PERM/INST and ED-CIFS 505.

ED-CIFS 506 or equivalents.

ED-CIFS 611 SCHOOL CULTURE AND THE PROBLEMS OF CHANGE (3-0-3)(SU). Students will explore the cultures and organizational dynamics of schools, and obstacles to change in an increasingly diverse society. Case studies of change efforts in the past will be examined for their lessons for contemporary improvement efforts. Research and theory about systemic change in schools and other organizations will be explored as a basis for developing working theories and leadership skills necessary to guide school improvement efforts. PREREQ: Admission to doctoral program and ED-CIFS 610; or
ED-CIFS 612 STRATEGIES FOR SCHOOL IMPROVEMENT (3-0-3)(SU). Students will explore contemporary strategies being tried or proposed to bring about ongoing improvement in the schools. There will be an emphasis on participatory approaches to school change, collaboration and partnership building, the role of technology, attention to cultural diversity, and conflict resolution strategies. Students will work on projects through which they will transform their emerging theories of change into plans for making change happen in their schools. Special emphasis will be placed on preparation for school-based decision making. PREREQ: Admission to doctoral program or PERM/INST.

ED-CIFS 620 FIELD EXPERIENCE: UNDERACHIEVING LEARNERS (0-4-2)(F/S/SU). This field experience enables participants to bridge the current knowledge base on effective practice and program design with the needs of underachieving learners, their families, schools, and community agencies. Through in-depth field study, students will gain better understanding of underachieving learners and programs designed to meet their needs. PREREQ: ED-CIFS 653.

ED-CIFS 621 FIELD EXPERIENCE: SCHOOL IMPROVEMENT (0-4-2)(F/S). Students will participate in schools and other educational settings that are involved in exemplary educational improvement projects; curriculum development efforts; and professional development activities, including the planning, implementation, and evaluation of such programs. PREREQ: ED-CIFS 620.

ED-CIFS 650 ANALYSIS OF RESEARCH PERSPECTIVES (3-0-3)(F/S/SU). Overview and critical analysis of research paradigms. Assumptions, standards, and methods for critiquing, generating and communicating interpretations. PREREQ: ED-CIFS 503 or equivalent.

ED-CIFS 651 INTERMEDIATE STATISTICS IN EDUCATIONAL RESEARCH (3-0-3)(F/S/SU). Parametric and nonparametric statistical procedures commonly used in educational research, including analysis of variance, analysis of covariance, chi square, and multiple regression. Data analysis and interpretation procedures via computer-based statistical packages. PREREQ: ED-CIFS 650 and an introductory course addressing inferential statistics.

ED-CIFS 652 QUANTITATIVE APPROACHES TO RESEARCH (3-0-3)(F/S/SU). Appropriate research designs and data analysis techniques in quantitative research and related design and measurement issues. Conduct a quantitative study. PREREQ: ED-CIFS 651.

ED-CIFS 653 QUALITATIVE APPROACHES TO RESEARCH (3-0-3)(F/S/SU). Qualitative methods in educational research. Analysis of various approaches to qualitative research, including case studies and biographical, phenomenological, ethnographic, interactional, and critical analyses. Conduct a qualitative study. PREREQ: ED-CIFS 650.


ED-CIFS 661 CURRENT ISSUES IN TEACHING (3-0-3)(F/S/SU). Pedagogical practices and professional development including social, political, cultural and historical influences, and practices of instructional leadership. PREREQ: ED-CIFS 537.

ED-CIFS 662 CURRICULUM (3-0-3)(F/S). Students will focus on major theories, research bases, and significant societal factors in school curricula. The course will include historical and philosophical foundations of curricular development; analysis of factors and issues influencing curricular determinations, including cultural influences and technological contributions; and consideration of likely future curricular evolution. PREREQ: Admission to the doctoral program and ED-CIFS 536 or equivalents; or PERM/INST and ED-CIFS 536 or equivalent.

ED-CIFS 663 EVALUATION (3-0-3)(F/S/SU). Methods of evaluation with emphasis on making judgments about such educational issues as school effectiveness, individual performances, and other educational endeavors. Ethical issues in assessment and evaluation and analysis of social, cultural, and political influences affecting assessment and evaluation procedures. PREREQ: ED-CIFS 651 and ED-CIFS 653.

ED-CIFS 664 SEMINAR IN CURRICULUM AND INSTRUCTION (3-0-3)(F/S). In this culminating seminar, students will synthesize their learning from prior course work and field experiences and examine educational issues relevant to their respective professional careers. PREREQ: ED-CIFS 660 and ED-CIFS 662.

ED-CIFS 693 DISSERTATION (0-V-12)(F/S/SU). Students will complete an independent and original research project on an important educational issue; collect and interpret the findings in a cogent, professional and scholarly-written document; successfully defend the project to the dissertation committee; and disseminate those findings in a professionally appropriate manner. PREREQ: Successful completion of “Comprehensive Evaluation” and Admission to Candidacy.
Department of Educational Technology

Chair: Lisa Dawley
Education Building, Room 305
Telephone 208 426-1966
e-mail: lisadawley@boisestate.edu

Associate Program Developer: Jerry Foster

Graduate Faculty: Steve Christensen, Lisa Dawley, Constance Pollard, Kerry Rice, Chareen Snelson, Jeremy Tutty

Adjunct Graduate Faculty: Amanda Chase, Janet Worthington

Graduate Degrees Offered
Master of Educational Technology
Master of Science in Educational Technology
Graduate Certificate in Online Teaching
Graduate Certificate in School Technology Coordination
Graduate Certificate in Technology Integration Specialist

General Information

There are two master’s degrees offered in the Department of Educational Technology. Both degrees support the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, community organizations, and the private sector.

The Master of Educational Technology is practitioner oriented, culminating in a comprehensive exam. The Master of Science in Educational Technology is research oriented and intended for those students particularly interested in pursuing the doctoral degree. This degree culminates with a thesis which represents an original research contribution to the field of educational technology and must be successfully defended at a final oral examination.

Admission Requirements

Admission to the program requires a baccalaureate degree from a regionally accredited college or university and admission to the Graduate College. In addition, the academic background of the applicant must be judged by the Graduate Program Coordinator to be adequate for enrollment in graduate courses in education and educational technology. However, meeting these minimum requirements does not guarantee admission to the certificate program. If the student skill set is judged insufficient the student may be admitted provisionally with the expectation of prerequisite coursework.

Specific requirements for admission to the Master of Educational Technology program:
- GPA of 3.0 or better
- Letter of introduction
- Two-page essay

Specific requirements for admission to the Master of Science in Educational Technology program:
- Minimum GRE scores are 1000 combined in verbal and quantitative, and 4.2 in analytical:
- GPA of 3.0 or better
- Letter of introduction
- Two-page essay

Master of Educational Technology
Graduate Program Coordinator: Lisa Dawley
Education Building, Room 305
Telephone 208 426-1966
e-mail: lisadawley@boisestate.edu

Degree Requirements

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</table>
Graduate Certificate in Online Teaching

Graduate Program Coordinator: Lisa Dawley
Education Building, Room 305
Telephone 208 426-1966
e-mail: lisadawley@boisestate.edu

General Information

The Graduate Certificate in Online Teaching program is designed for those who wish to learn methodologies for online instruction with an emphasis on designing and moderating online courses. Students admitted to the certificate program are required to be familiar with all policies of the Graduate College that govern graduate certificate programs.

Admission Requirements

Admission to the certificate program requires a baccalaureate degree from a regionally accredited college or university and admission to the Graduate College. In addition, the academic background of the applicant must be judged by the Graduate Program Coordinator to be adequate for enrollment in graduate courses in education and educational technology. However, meeting these minimum requirements does not guarantee admission to the certificate program. If the student skill set is judged insufficient the student may be admitted provisionally with the expectation of prerequisite course work.

Application Procedures

An applicant to the certificate program must follow the general application procedures of the Graduate College for admission to a graduate program. The applicant must also submit a letter of interest to the Graduate Program Coordinator briefly summarizing his or her background and motivation for enrolling in the certificate program. Once the applicant’s file is complete, it will be reviewed by the Graduate Program Coordinator who will provide an admission recommendation to the Dean of the Graduate College. The Dean will make the final admission decision and notify the applicant.

Special Relationships with Other Programs

A student may be simultaneously enrolled in the Master of Science in Educational Technology

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Master of Science in Educational Technology

Graduate Program Coordinator: Lisa Dawley
Education Building, Room 305
Telephone 208 426-1966
e-mail: lisadawley@boisestate.edu

Degree Requirements

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A student who is not enrolled in any graduate degree program at Boise State University may be enrolled in the Graduate Certificate in Online Teaching program and one other graduate certificate program offered by the Department of Educational Technology but only with the written approval of the Graduate Program Coordinator. Please note that admission to one certificate program does not guarantee admission to another certificate program, even if the programs are closely related. Simultaneous enrollment in more than two graduate certificate programs is prohibited by the Graduate College. Credits earned in this certificate program may be counted towards the Master of Science in Educational Technology program.

Certificate Requirements

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General Information

The Graduate Certificate in School Technology Coordination program is designed to provide specialized skills for those professionals who are responsible for coordinating educational technology for an entire school. The program emphasizes understanding of the networked environment, web programming, and skills for teaching teachers how to use computers in the teaching and learning process. Students admitted to the certificate program are required to be familiar with all policies of the Graduate College that govern graduate certificate programs.

Admission Requirements

Admission to the certificate program requires a baccalaureate degree from a regionally accredited college or university and admission to the Graduate College. In addition, the academic background of the applicant must be judged by the Graduate Program Coordinator to be adequate for enrollment in graduate courses in education and educational technology. However, meeting these minimum requirements does not guarantee admission to the certificate program. If the student skill set is judged insufficient the student may be admitted provisionally with the expectation of prerequisite course work.

Application Procedures

An applicant to the certificate program must follow the general application procedures of the Graduate College for admission to a graduate program. The applicant must also submit a letter of interest to the Graduate Program Coordinator briefly summarizing his or her background and motivation for enrolling in the certificate program. Once the applicant's file is complete, it will be reviewed by the Graduate Program Coordinator who will provide an admission recommendation to the Dean of the Graduate College. The Dean will make the final admission decision and notify the applicant.

Special Relationships with Other Programs

A student may be simultaneously enrolled in the Master of Science in Educational Technology program and the Graduate Certificate in School Technology Coordination program subject to the approval of the chair of the student's supervisory
committee and the graduate program coordinators of both programs. Please note that admission to the certificate program does not guarantee admission to the degree program and vice versa.

A student who is not enrolled in any graduate degree program at Boise State University may be enrolled in the Graduate Certificate in School Technology Coordination program and one other graduate certificate program offered by the Department of Educational Technology but only with the written approval of the Graduate Program Coordinator. Please note that admission to one certificate program does not guarantee admission to another certificate program, even if the programs are closely related. Simultaneous enrollment in more than two graduate certificate programs is prohibited by the Graduate College. Credits earned in this certificate program may be counted towards either the Master of Educational Technology or Master of Science in Educational Technology program.

Certificate Requirements

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Graduate Certificate in Technology Integration Specialist

**Graduate Program Coordinator:** Lisa Dawley Education Building, Room 305 Telephone 208 426-1966 e-mail: lisadawley@boisestate.edu

**General Information**

The Graduate Certificate in Technology Integration Specialist is designed for K-12 teachers who wish to develop skills in computer technology to support the teaching and learning process. Students admitted to the certificate program are required to be familiar with all policies of the Graduate College that govern graduate certificate programs.

**Admission Requirements**

Admission to the certificate program requires a baccalaureate degree from a regionally accredited college or university and admission to the Graduate College. In addition, the academic background of the applicant must be judged by the Graduate Program Coordinator to be adequate for enrollment in graduate courses in education and educational technology. However, meeting these minimum requirements does not guarantee admission to the certificate program. If the student skill set is judged insufficient the student may be admitted provisionally with the expectation of prerequisite course work.

**Application Procedures**

An applicant to the certificate program must follow the general application procedures of the Graduate College for admission to a graduate program. The applicant must also submit a letter of interest to the Graduate Program Coordinator briefly summarizing his or her background and motivation for enrolling in the certificate program. Once the applicant’s file is complete, it will be reviewed by the Graduate Program Coordinator who will provide an admission recommendation to the Dean of the Graduate College. The Dean will make the final admission decision and notify the applicant.

**Special Relationships with Other Programs**

A student may be simultaneously enrolled in the Master of Science in Educational Technology program and the Graduate Certificate in Technology Integration Specialist program subject to the approval of the chair of the student’s supervisory committee and the graduate program coordinators.
of both programs. Please note that admission to the certificate program does not guarantee admission to the degree program and vice versa.

A student who is not enrolled in any graduate degree program at Boise State University may be enrolled in the Graduate Certificate in Technology Integration Specialist program and one other graduate certificate program offered by the Department of Educational Technology but only with the written approval of the Graduate Program Coordinator. Please note that admission to one certificate program does not guarantee admission to another certificate program, even if the programs are closely related. Simultaneous enrollment in more than two graduate certificate programs is prohibited by the Graduate College. Credits earned in this certificate program may be counted towards the Master of Science in Educational Technology program.

Certificate Requirements

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<td>EDTECH 570 ONLINE SKILLS AND STRATEGIES (1-0-1)</td>
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<td>EDTECH 571 INTRODUCTION TO EDUCATIONAL TECHNOLOGY (3-0-3)</td>
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<td>EDTECH 572 INSTRUCTIONAL DESIGN FOR EDUCATORS (3-0-3)</td>
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<td>EDTECH 573 THE INTERNET FOR EDUCATORS (3-0-3)</td>
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<td>EDTECH 574 INSTRUCTIONAL SOFTWARE DEVELOPMENT AND COURSEWARE DESIGN (3-0-3)</td>
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<td>EDTECH 575 INTEGRATING TECHNOLOGY INTO CLASSROOM CURRICULA (3-0-3)</td>
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<td>EDTECH 576 EVALUATION FOR EDUCATIONAL TECHNOLOGISTS (3-0-3)</td>
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Course Offerings

EDTECH — EDUCATIONAL TECHNOLOGY
EDTECH 570 ONLINE SKILLS AND STRATEGIES (1-0-1) (Offered on demand). Students learn the fundamentals of learning online. This course gives students the conceptual and software tools that will help them be successful in the online Educational Technology Master’s degree program.

EDTECH 571 INTRODUCTION TO EDUCATIONAL TECHNOLOGY (3-0-3) (F/S). This course provides students with an overview of the field of Educational Technology with an emphasis on K-12 education. Students will identify helpful resources and standards, discuss ethical legal, and human issues involving computing, and find and summarize major research finding and trends related to the use of technology in education.

EDTECH 572 INSTRUCTIONAL DESIGN FOR EDUCATORS (3-0-3) (F/S). This course provides students with design principles based on both behaviorist and cognitive approaches. The course will help students understand how these principles apply to the content (conceptual and process) that they teach relative to the technologies (computers, video audio, and test) that are available in public schools.

EDTECH 573 THE INTERNET FOR EDUCATORS (3-0-3) (S/SU). Students will access and use the Internet and its tools for remote information access and retrieval and multimedia/hypermedia publishing. Students will also identify and learn appropriate models for using the Internet in the classroom as well as collaborate in on-line work groups and build bodies of knowledge around topics based on Internet data sources.

EDTECH 574 INSTRUCTIONAL SOFTWARE DEVELOPMENT AND COURSEWARE DESIGN (3-0-3) (F/S). Students will practice the elements of courseware design for computer delivery as they learn a programming language. Students will learn programming basics and interface design.

EDTECH 575 INTEGRATING TECHNOLOGY INTO CLASSROOM CURRICULA (3-0-3) (F/S/SU). Students learn and demonstrate knowledge of computer hardware and operating systems in networked computing environments found in K-12 educational settings; use advanced features of spreadsheets and relational database management systems to develop classroom strategies and lessons and will create an electronic portfolio that demonstrates understanding of the integration of technology into the teaching/learning process. PREREQ: EDTECH 202, or completion of the Educational Technology Assessment, or EDTECH 573.

EDTECH 576 EVALUATION FOR EDUCATIONAL TECHNOLOGISTS (3-0-3) (F/S/SU). Examines the nature and purpose of educational evaluation in making decisions about instructional products and academic programs with an emphasis on technology based programs and products. This course includes the study of and practice in methodologies for planning, conducting, and reporting evaluation results.

EDTECH 577 INSTRUCTIONAL MESSAGE DESIGN (3-0-3) (F/S/SU). This course is designed to enhance the ability of educational technology students in the theory, design and selection of instructional media that is to be
delivered in a high technology environment. Instructional Message Design refers to the manipulation and planning of signs and symbols that can be produced for the purpose of modifying the cognitive, affective or psychomotor behavior of one or more persons. It involves the application of perception theory, learning theory, communication theory and systems theory to the design and evaluation of instructional media.

EDTECH 580-589 SERIES SELECTED TOPICS (3-0-3). Topics in educational technology with frequently changing content. Provides students with a concentration area in Online Teaching, Technology Integration, or School Technology Coordination.

EDTECH 580 SELECTED TOPICS: TECHNOLOGY IN THE CONTENT AREA
EDTECH 581 SELECTED TOPICS: TECHNOLOGY-SUPPORTED PROJECT BASED LEARNING
EDTECH 582 SELECTED TOPICS: TEACHING ONLINE
EDTECH 583 SELECTED TOPICS: MULTIMEDIA
EDTECH 585 SELECTED TOPICS: OPERATING SYSTEMS AND NETWORKS
EDTECH 586 SELECTED TOPICS: TECHNICAL WRITING FOR EDUCATIONAL TECHNOLOGISTS
EDTECH 587 SELECTED TOPICS: TEACHING ONLINE IN THE K-12 ENVIRONMENT (3-0-3).

EDTECH 591 PROJECT (0-V-6).
EDTECH 593 THESIS (0-V-6).
Department of Kinesiology

Chair: Lynda Ransdell
Kinesiology Building, Room 209
Telephone 208 426-4270
FAX 208 426-1894
e-mail: lyndaransdell@boisestate.edu

Graduate Faculty: Kenneth Bell, Mark DeBeliso, Terry-Ann Gibson, Werner Hoeger, Laura Jones, Shelley Lucas, John McChesney, Linda Petlichkoff, Ron Pfeiffer, Mary Pritchard, Lynda Ransdell, Jane Shimon, Calle Spear, Ross Vaughn

Adjunct Graduate Faculty: Paul Baehr, Barry Cusack, Gregory Mondin, James Moore, Kevin Shea, Michael Womack

Graduate Degrees Offered
- Master of Science in Exercise and Sport Studies, Behavioral Studies
- Master of Science in Exercise and Sport Studies, Biophysical Studies
- Master of Science in Exercise and Sport Studies, Socio-historical Studies
- Master of Physical Education in Athletic Administration (ISU)

General Information
The Master of Science Degree in Exercise and Sport Studies is designed to accommodate students with diverse academic backgrounds.

Students are required to complete a minimum of 3 credits from each area of emphasis (CORE REQUIREMENT), plus 6 credits in “Methods of Inquiry.” The student, in conjunction with his/her advisor, selects additional classes to meet the credit hour requirement for the chosen area of emphasis. All students MUST complete a thesis.

It is assumed students are seeking a program which fosters critical thought. Therefore, those graduating must be able to apply the scientific method of problem solving to issues and questions related to one or more of the many dimensions of exercise, sport, and physical activity. Important outcomes for learners include:

- Acquiring a sound conceptual basis from which leadership can be exercised in the profession.
- Demonstrating the expertise to interpret, communicate and effectively promote healthy lifestyles in occupational settings.
- Being intelligent consumers of research with competence to apply findings to the design, administration, evaluation and improvement of sport science-related programs.
- Possessing the skills needed to develop and conduct research which contributes to the growth of knowledge in the field.

Fundamental to the Graduate Program are faculty who provide a supporting environment and are active in teaching, scholarship, research and professional development.

Application and Admission
Requirements
Students will be admitted to the Exercise and Sport Studies Master’s program with Regular Status when the following criteria are met:

- The Graduate College has received an application for admission, a one-time matriculation fee, and official transcripts of all undergraduate and graduate work.
- A baccalaureate degree has been granted from an accredited institution.
- A minimum cumulative grade point average of 3.0 on a 4.0 scale, and at least a 3.0 GPA for the last 60 credits of undergraduate work has been earned.
- An appropriate pattern of classes providing a foundation for the graduate area of study as determined by Kinesiology Department Graduate Faculty has been completed.

The Coordinator of the Graduate Program recommends acceptance and approval is granted by the Graduate College.

Master of Science in Exercise and Sport Studies
Graduate Program Coordinator: Shelley Lucas
Kinesiology Building, Room 108A
Degree Requirements

<table>
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<th>Master of Science in Exercise and Sport Studies</th>
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Master of Science in Exercise and Sport Studies, Behavioral Studies

**Graduate Program Coordinator:** Shelley Lucas  
Kinesiology Building, Room 108A  
Telephone 208 426-2446  
e-mail: smlucas@boisestate.edu

Degree Requirements

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Master of Science in Exercise and Sport Studies, Biophysical Studies

**Graduate Program Coordinator:** Shelley Lucas  
Kinesiology Building, Room 108A  
Telephone 208 426-2446  
e-mail: smlucas@boisestate.edu

Degree Requirements

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Master of Science in Exercise and Sport Studies, Socio-historical Studies

Graduate Program Coordinator: Shelley Lucas
Kinesiology Building, Room 108A
Telephone 208 426-2446
e-mail: smlucas@boisestate.edu

Degree Requirements

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<td>KINES 530 PSYCHOLOGY OF EXERCISE AND SPORT (3-0-3)</td>
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<td>KINES 540 APPLIED PRINCIPLES OF CONDITIONING (2-2-3)</td>
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Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

KINES – KINESIOLOGY
reduction, including the recommended guidelines by the American College of Sports Medicine for exercise testing and prescription.

KINES 550 PHILosophy of Exercise And Sport (3-0-3). A study of the philosophical foundations underlying exercise and sport. Topics include values development, design and evaluation of individual and program philosophy and goal structuring.

KINES 551 RESEARCH DESIGN IN EXERCISE AND SPORT (3-0-3)(S). Includes critical analysis of published research in terms of research design, statistical procedures, concepts of validity, experimentation and control; classification of various research methods; various types of research problems; and the relevant attributes of experimental designs. A research proposal is a requirement of the course.

KINES 552 (MHLTHSCI 552) APPLIED STATISTICAL METHODS (3-0-3)(F,S). An introduction to statistical techniques utilized in the treatment of data. The techniques to be covered include measures of central tendency and variability, correlation measures, probability, analysis of variance, and regression analysis. May be taken for KINES or MHLTHSCI credit, but not both. PREREQ: Completion of an undergraduate statistics course and graduate standing in MHS or Kinesiology, or PERM/INST.

KINES 555 PHYSICAL EDUCATION PEDAGOGY (3-0-3) (F/S/SU). Advanced pedagogical theory and practice in physical education. In-depth study of the teaching and learning process through application of advanced teaching methods and student assessment.

KINES 560 MOTOR LEARNING (3-0-3). A study of the relevant empirical evidence and research in the field of motor learning and performance, including the learning process, feedback, timing, information processing, transfer, perception, motivation and practice conditions.

KINES 570 (MHLTHSCI 570) HEALTH PROMOTION (3-0-3)(F/S). Coverage of individual, interpersonal, and group/community theories of health behavior change, with emphasis on designing, implementing, and evaluating theory-based interventions. Other topics include studying the impact of diversity and social and economic factors on health, and improving the effectiveness of health behavior change programs for underserved groups. May be taken for KINES or MHLTHSCI credit, but not both.

KINES 572 (MHLTHSCI 572) GRANT WRITING (3-0-3)(SU). Examination of the process of securing resources from external entities. Students will learn and apply a variety of techniques employed in proposal development and grant authorship. May be taken for KINES or MHLTHSCI credit, but not both.

KINES 574 (MHLTHSCI 574) HEALTH PROMOTION AND OPTIMAL AGING (3-0-3)(F)(Even years). Focus on promoting healthful behavior and quality of life among older adults. Application of theory, research, and practice to gerontological health promotion and wellness. May be taken for KINES or MHLTHSCI credit, but not both.

KINES 575 COMPUTERS IN EXERCISE AND SPORT (3-0-3). An introduction to computer applications in the exercise and sport sciences, including methods for collecting data. Processing of data will include both microcomputer software and the Statistical Analysis System (SAS) package.

KINES 580 SELECTED TOPICS IN APPLIED SPORT PSYCHOLOGY (3-0-3).

KINES 590 PRACTICUM (0-9-3). Available on a selective, limited basis. Culminating experience designed to provide students with an opportunity to apply skills learned in the classroom. PREREQ: PERM/INST.

KINES 593 THESIS (6 credits). A scholarly paper containing the results of original research. PREREQ: Admission to candidacy and approval of the student's graduate committee.

KINES 596 GRADUATE INDEPENDENT STUDY (Variable credit). Opportunity for the student to pursue a topic of interest on an individual basis.

Master of Physical Education in Athletic Administration

ISU/BSU Cooperative Program

Graduate Program Coordinator: Shelley Lucas
Kinesiology Building, Room 108A
Telephone 208 426-2446
FAX 208 426-1894
e-mail: smlucas@boisestate.edu

Idaho State University Graduate Faculty:
John Fitzpatrick, Mike Lester, Gerard Lyons

General Information

The Master of Physical Education in Athletic Administration is a cooperative graduate studies program. Idaho State University (ISU) and Boise State University (BSU) have agreed to offer ISU's existing Master of Physical Education (MPE) graduate degree in Athletic Administration in Boise. Entering students will be able to complete the entire 33 credit hour degree in Boise and take up to 15 credits of BSU courses as part of the program requirements. Further stipulations of this cooperative venture are:

ISU will continue to be the degree granting institution. Students will initially apply for admission to ISU, and if accepted, apply for admission to BSU. An application fee
must be paid to each institution. Courses from both institutions that are offered in Boise will be printed in the Boise State University Schedule of Classes after Kinesiology courses and listed under a separate and distinct heading of “Athletic Administration (ATHLADM)”. Under the title of each course it will be stated that the course is part of the ISU Cooperative Athletic Administration Program.

ISU Graduate Faculty should formally advise all students. A BSU student may request an advisor from BSU. The ISU SSPED Graduate Program Coordinator must approve this request.

ISU Graduate Faculty should chair all projects, Thesis, and comprehensive exam committees. A BSU student may request that a BSU Graduate Faculty member serve as major advisor. This request must be approved by the ISU SSPED Graduate Program Coordinator. BSU faculty who hold At-Large Graduate Faculty status at ISU may serve as committee members and upon request will submit comprehensive examination questions and participate in the evaluation of same.

Application and Admission Requirements
Students will register at Boise State University for all ISU and BSU courses taken in Boise in accordance with the procedures stated in the Boise State University Schedule of Classes.

Students will pay fees to Boise State University and receive BSU activity cards (consistent with current BSU practices for full-time and part-time students) and thereby receive the appropriate services and use of campus facilities.

Financial Aid
Students taking ISU and/or BSU courses in Boise will be considered as “in-residence” at Boise State. Therefore, students applying for financial aid will do so through the Financial Aid Office at Boise State.

Due to a limited number and amount of scholarship funds at BSU, scholarship monies are not available to students in cooperative programs. If there are scholarships at ISU specifically earmarked for the Athletic Administration program, or if scholarships are developed for this program, they will be awarded by ISU and handled through the BSU Financial Aid Office as are all other outside donor awards.

Graduation
Idaho State University graduation requirements must be met by each student seeking an MPE degree in Athletic Administration. Therefore, students must apply for graduation through ISU and a final evaluation of their transcripts will be completed by the ISU Registrar.

Degree Requirements

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<thead>
<tr>
<th>Master of Physical Education in Athletic Administration</th>
<th>Credits</th>
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<tr>
<td>ISU/BSU Cooperative Program</td>
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<td>Course Number and Title</td>
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<td>TOTAL</td>
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Department of Literacy

Chair: Stan Steiner
Education Building, Room 504
Telephone 208 426-2862
e-mail: stansteiner@boisestate.edu

Graduate Faculty: James Armstrong, Margaret Chase, Lee Dubert, Anne Gregory, Susan Martin, Rosemary Palmer, Stanley Steiner, Roger Stewart

Adjunct Graduate Faculty: Mary Anne Cahill

Graduate Degree Offered
Master of Arts in Education, Reading
Reading Endorsement K-8, 6-12 or K-12

General Information
Nationally recognized faculty in the Department of Literacy provide a balanced approach to reading instruction through literacy courses that serve early childhood through adults. The variety of coursework is designed to prepare graduate students to become reading specialists in the public and private sectors, obtain an Idaho State Reading Endorsement, complete a doctoral cognate in literacy, help teachers of reading enhance their classroom skills, and to become leaders in the field of literacy. Weekend and conventional delivery classes include reading, writing, listening, speaking, viewing, and technology skills. Our mission is to bring the joys of literacy to all.

Master of Arts in Education, Reading
Graduate Program Coordinator: Stan Steiner
Education Building, Room 508
Telephone 208 426-2862
e-mail: stansteiner@boisestate.edu

Degree Requirements

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<th>Course Number and Title</th>
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NOTE: Completion of the required courses in the Master of Arts in Education, Reading emphasis may not qualify the candidate for a reading endorsement for state certification. With the assistance of his or her advisor, the candidate can select appropriate electives to meet endorsement requirements.

Reading Endorsement. The endorsement in reading provides enhanced depth and breadth of course work in reading and language arts. This enhanced knowledge allow the student to be endorsed in reading education K-8, 6-12 or K-12. Twenty semester credits are required. Which includes a minimum of one or more courses from each of the five following areas: Foundations of Reading or Developmental Reading, Content Area
Reading, Corrective/Diagnostic/Remedial Reading, Psycholinguistics/Language Development and Reading, and Literature for Children and Adolescents. The courses listed here represent suggestions that fulfill the 20-credit endorsement. Of the minimum twenty (20) semester credit hours needed for this endorsement, sixteen (16) credit hours must be divided among Areas I-V so that credit hours are earned from each area. Additional credit hours as needed, taken from area VI will satisfy the endorsement credit requirements.

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<th>Course Offerings</th>
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<tr>
<td>ED-LTCY – EDUCATION-LITERACY</td>
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<th>Reading Endorsement K-8, 6-12 or K-12</th>
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ED-LTCY 532 ADVANCED PRINCIPLES AND PRACTICES IN TEACHING LANGUAGE ARTS AND LINGUISTICS (3-0-3)(F). Study of the theoretical constructs of reading, the psychological and pedagogical foundations of reading instruction, and learn to create and improve reading education programs in elementary and secondary classrooms.

ED-LTCY 540 FOUNDATIONS OF LITERACY INSTRUCTION (3-0-3)(F/S/SU). Studies the theoretical constructs of reading and writing, the psychological and pedagogical foundations of literacy instruction, and the creation and improvement of literacy education programs in elementary and secondary classrooms.

ED-LTCY 541 ASSESSMENT AND INSTRUCTION: READING DIFFICULTIES K-12 (3-0-3)(F/SU). Diagnostic, standardized, and informal (performance-based) assessment procedures will be studied, evaluated, learned, and practiced. Instructional strategies for elementary and secondary students with reading difficulties will be learned and linked to assessment procedures. PREREQ: Admission to graduate program.

ED-LTCY 542 BEST PRACTICES IN LITERACY IMPROVEMENT (2-1-3)(S/SU). Diagnostic instructional and assessment procedures will be used with 1-3 elementary or secondary students in the Boise State Tutoring Program in Reading. Each participant prepares a professional quality client report. One meeting per week with the client outside of class time is required. PREREQ: ED-LTCY 541 or the equivalent.

ED-LTCY 543 SEMINAR IN LITERACY EDUCATION (3-0-3)(S/SU). Covers current issues and trends in literacy education and leadership techniques. PREREQ: ED-LTCY 540 or PERM/INST.

ED-LTCY 544 CONTENT LITERACY IN SECONDARY SCHOOL (3-0-3)(F/S/SU). Emphasis on using instructional materials in the various content subjects and developing instructional skills to meet the reading, writing, and studying needs of all learners in today’s diverse society. Students will examine professional literature on best teaching practices. PREREQ: Admission to Graduate Secondary Teacher Certification and ED-SPED 550. Instructor permission to waive prerequisites may be given to all students not enrolled in the secondary education certification program (Block I-III). COREQ: ED-CIFS 561 and the content methods course for the declared major.

ED-LTCY 545 TEACHING WRITING IN ELEMENTARY SCHOOLS (3-0-3)(S). Focuses on learning, teaching, and assessment of writing. The writing process and writing in a variety of genres are emphasized.

ED-LTCY 546 ADVANCED STUDY OF CHILDREN’S LITERATURE (3-0-3)(F). In-depth literary analysis of children’s literature from preschool to early adolescence, including multicultural literature. Development of children’s literature activities for classroom, libraries, and other settings.

ED-LTCY 547 ADVANCED YOUNG ADULT LITERATURE
(3-0-3)(S). Offers an update in diverse young adult literature, as well as research, critical analysis and instructional strategies for a variety of settings. Intended for teachers, librarians, media generalists, and others working with young adults.

ED-LTCY 548 PSYCHOLINGUISTICS AND LITERACY (3-0-3) (F/SU). Psychological processes and strategies by which readers and writers construct and reconstruct the message of a text. Application of theoretical conclusions to teaching practices.

ED-LTCY 549 IDAHO COMPREHENSIVE LITERACY COURSE (3-0-3)(F/S/SU). Research-based best reading practices focused on language structure and literacy instruction, comprehension research, material selection, and assessment and intervention strategies. Contemporary and historical perspectives will be examined.

ED-LTCY 550 CONTENT AREA LITERACY: K-8 (3-0-3)(F/S). Knowledge, strategies, and tools for comprehension and vocabulary, and introduction to writing of narrative and expository texts in content areas. For students seeking K-8 Idaho State Reading Endorsement.

ED-LTCY 590 PRACTICUM/INTERNSHIP (1-3 Credits).
ED-LTCY 591 PROJECT (3-6 Credits)(Pass/Fail).
ED-LTCY 593 THESIS (6 Credits)(Pass/Fail).
ED-LTCY 594 CONFERENCE OR WORKSHOP (1-3 Credits) (Graded Pass/Fail).
ED-LTCY 596 DIRECTED RESEARCH (1-3 Credits)(Pass/Fail).
ED-LTCY 597 SPECIAL TOPICS (1-3 credits)(Pass/Fail).
ED-LTCY 600 ASSESSMENT [Comprehensive Examination] (1-3 credits)(Pass/Fail).
ED-LTCY 697 SPECIAL TOPICS IN LITERACY (1-3 Credits) (Pass/Fail).
Department of Special Education and Early Childhood Studies

Chair: Keith Allred
Education Building, Room 203
Telephone 208 426-2814
e-mail: rfleming@boisestate.edu

Graduate Faculty: Keith Allred, Beatrice Harris, Jack Joseph Hourcade, Carrie Mori
Adjunct Graduate Faculty: Elizabeth Noonan, Mary Olsen, Charlotte Silva

Graduate Degrees Offered
- Master of Arts in Education, Early Childhood Studies
- Master of Education in Early Childhood Studies
- Master of Arts in Special Education
- Master of Education in Special Education

General Information
The mission of the master’s degrees in Early Childhood Studies is to provide advanced professional preparation for candidates with a common core and specialization in early childhood studies. The program blends two disciplines, early childhood education and early childhood special education, thus, a candidate is qualified to work with all young children, birth through grade three. The program may or may not lead to certification to teach in public schools depending on the goals of the candidate. The Master of Arts requires a thesis, and the Master of Education requires a project or comprehensive examination.

Special Education graduate programs are designed for experienced professionals who seek advanced knowledge and skills in the field of special education. Such professionals may be employed as special educators in public schools, or they may work with or on behalf of individuals with disabilities in community or agency settings.

The Master of Arts in Special Education and Master of Education in Special Education are similar in course work requirements but differ in the culminating activity. The Master of Arts culminates in a thesis and is designed for candidates interested in scholarly research. The Master of Education culminates in either a comprehensive examination or a project and is designed for practitioners.

Note: Completion of the required courses in a Special Education graduate program does not qualify the candidate for initial certification to teach special education in public schools. The candidate should seek the help of his or her advisor to plan additional course work that satisfies certification requirements.

Master of Arts in Education, Early Childhood Studies
Graduate Program Coordinator: Carrie Mori
Education Building, Room 208
Telephone 208 426-2814
e-mail: cmori@boisestate.edu

Degree Requirements

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<tr>
<th>Master of Arts in Education, Early Childhood Studies</th>
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</table>
## Master of Education in Early Childhood Studies

**Graduate Program Coordinator:** Carrie Mori  
Education Building, Room 208  
Telephone 208 426-2814  
e-mail: cmori@boisestate.edu

### Degree Requirements

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<th>Course Number and Title</th>
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</table>

**TOTAL** 33

Note: Completion of the required courses in the Master of Arts in Education, Early Childhood Studies does not qualify the candidate for state certification in Blended Early Childhood/Early Childhood Special Education. The candidate should seek advising to determine certification requirements.

## Master of Arts in Special Education

**Graduate Program Coordinator:** Keith Allred  
Education Building, Room 203  
Telephone 208 426-1548  
e-mail: keithallred@boisestate.edu

### Degree Requirements

<table>
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**TOTAL** 33

NOTE: Completion of the required courses in the Master of Education, Early Childhood Studies does not qualify the candidate for state certification in Blended Early Childhood/Early Childhood Special Education. The candidate should seek advising to determine certification requirements.
### Degree Requirements

<table>
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<th>Master of Education in Special Education</th>
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<tr>
<td>Course Number and Title</td>
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<tr>
<td>ED-ECS – EDUCATION-EARLY CHILDHOOD STUDIES</td>
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<tr>
<td>ED-ECS 521 EARLY CHILDHOOD: READINGS (3-0-3)(S)</td>
<td>Past and current research in early childhood education will be reviewed and synthesized in a seminar format. Students will determine a specific research area to study in depth.</td>
</tr>
<tr>
<td>ED-ECS 522 DEVELOPMENT AND CURRICULUM: ECE/ECSE (3-0-3)(F)</td>
<td>Development in all domains is examined in depth, birth to age eight. Curriculum is examined as it fosters development in ALL young children.</td>
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<tr>
<td>ED-ECS 523 EARLY LEARNING MODELS: ECE/ECSE (3-0-3)(S)</td>
<td>Models of effective early childhood education, birth to age eight, for ALL young children and their families.</td>
</tr>
<tr>
<td>ED-ECS 524 PLAY, LANGUAGE ACQUISITION, AND LITERACY: ECE/ECSE (3-0-3)(F)</td>
<td>Language development, acquisition and the relationship between play, language and emergent literacy in ALL young children, birth to age eight.</td>
</tr>
<tr>
<td>ED-ECS 525 LEADERSHIP: ECE/ECSE (3-0-3)(S)</td>
<td>Refining practice through reflection, collaboration with colleagues and communities, and advocacy for ALL young children and their families. Fieldwork is required.</td>
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<tr>
<td>ED-ECS 600 ASSESSMENT [Comprehensive</td>
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ED-SPED – EDUCATION-SPECIAL EDUCATION

ED-SPED 550 TEACHING SECONDARY STUDENTS WITH EXCEPTIONAL NEEDS (3-0-3)(F/S). Education of students with exceptional needs at the secondary level. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration. PREREQ: Admission to Graduate Secondary Teacher Certification.

ED-SPED 551 COUNSELING AND CONSULTING SKILLS FOR EDUCATORS (3-0-3)(S). Theories and approaches to counseling and consulting, communication skills, and intervention programs for educators working with families of students with disabilities.

ED-SPED 552 INSTRUCTIONAL DESIGN FOR SPECIAL EDUCATORS (3-0-3)(F)(Even years). Advanced instructional design components to more effectively teach individuals with disabilities, including theoretical and programmatic considerations.

ED-SPED 554 STUDENTS WITH EMOTIONAL DISTURBANCES OR BEHAVIOR DISABILITIES (3-0-3)(F/SU). Current best practices in development of instructional and behavioral programs for students with severely challenging behaviors.

ED-SPED 555 ISSUES AND TRENDS IN SPECIAL EDUCATION (3-0-3)(S). Current issues and trends in the field of special education, targeting such areas as eligibility, assessment, parents, and service delivery options. Seminar format with student presentations.

ED-SPED 556 SEMINAR IN SEVERE DISABILITIES (3-0-3)(S) (Odd years). Advanced professional knowledge and skills relevant to providing services to individuals with severe disabilities, with special attention to contemporary issues and trends in the field.

ED-SPED 590 PRACTICUM/INTERNSHIP (1-3 Credits)
ED-SPED 591 PROJECT (1-6 Credits)(Pass/Fail)
ED-SPED 593 THESIS (1-6 Credits)(Pass/Fail)
ED-SPED 596 INDEPENDENT STUDY (1-3 Credits)
ED-SPED 600 ASSESSMENT [Comprehensive Examination] (1-3 Credits)(Pass/Fail)