

**ED-LTCY 547 ADVANCED YOUNG ADULT LITERATURE (3-0-3)(SU).** 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 ADVANCED CONTENT AREA LITERACY (3-0-3)(F/S/SU).** Examines newest research in content literacy and explores in greater depth fundamental topics. Includes vocabulary, comprehension, writing to learn, study strategies, and coaching of content teachers. For students seeking Idaho State Literacy Endorsement. PREREQ: ED-LTCY 440 or ED-LTCY 441 or ED-LTCY 444 or any other equivalent content area literacy course.

**ED-LTCY 551 LITERACY LEADERSHIP (3-0-3)(S).** Examines theories about leadership of school literacy programs. Leadership theory and research as related to literacy curriculum and instruction are explored.

**ED-LTCY 552 TECHNOLOGY AND LITERACY (3-0-3)(SU).** Examines appropriate and effective uses of technology in literacy development. Explores impact of technology on definition of literacy. New literacies are defined and explored.

**ED-LTCY 554 REVIEW OF LITERACY PROCESSES AND PRACTICES (3-0-3) (F/S/SU).** Examines the interrelationship of the literacy processes through the examination of epistemological, philosophical, theoretical, and pedagogical literacy models.

**ED-LTCY 555 DIRECTING AND SUPERVISING READING PROGRAMS (3-0-3)(F/SU).** The literacy specialist's leadership role in the planning and delivery of reading instruction from goal setting, program planning, decision-making, problem solving, program supervision, and program evaluation for students from varied cultural and linguistic backgrounds will be examined.

**ED-LTCY 556 LARGE-SCALE LITERACY ASSESSMENT (3-0-3)(F).** Explores large-scale assessment as it relates to literacy assessment; examines current approaches to large scale assessment, assessment design, and specific assessments such as PIRLS, PISA, NAEP, state level tests, etc. with emphasis given to how this data are being interpreted and used for social and political purposes.

**ED-LTCY 557 RESEARCH BASE FOR CONTEMPORARY LITERACY CURRICULA (3-0-3)(F/S).** Investigates contemporary issues related to research on literacy in terms of theoretical frameworks, research methods, and implications for curriculum, instruction, and assessment. Applies relevant theories and models to the design and development of school curricula in the area of literacy.

**ED-LTCY 559 LANGUAGE, LITERACY AND CULTURE (3-0-3)(F).** Introduces students to the ways in which social structuring, cultural assumptions, and language use bear on public policy formation and interactions in such areas as the classroom, professions, government, business and industry, and social service agencies.

**ED-LTCY 560 INTERPRETING RESEARCH IN LITERACY (2-0-2)(F/S).** Examines literacy research involving the generation and refinement of models and theories as well as the traditional quest for better methods of teaching reading and writing. Strategies in interpreting and analyzing the professional literature will also be emphasized.

**Refer to the University-wide Graduate Courses section in this catalog for additional course offerings.**

## Department of Special Education and Early Childhood Studies

**Chair: Keith Allred**

Education Building, Room 203, Mail Stop 1725  
Telephone (208) 426-2814  
e-mail: rfleming@boisestate.edu

**Graduate Faculty:** Keith Allred, Deborah Carter, Jack Hourcade, Michael Humphrey, Evelyn Johnson, Juli Pool, Lee Woods

**Adjunct Graduate Faculty:** William Cottle, Elizabeth Noonan, Charlotte Silva, Elizabeth West

### Graduate Degrees Offered

- Master of Arts in Early Childhood Studies
- Master of Education in Early Childhood Studies
- Master of Arts in Special Education
- Master of Education in Special Education
- Graduate Certificate in Consulting Teacher Endorsement

### General Information

#### Early Childhood Studies

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. The candidate should seek the help of an advisor to plan course work that satisfies certification requirements. The Master of Arts requires a thesis, while the Master of Education requires a project or comprehensive examination.

#### Special Education

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.

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 an advisor to plan course work that satisfies certification requirements.

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.

## Application Process

In addition to the application materials required by the Graduate College, for admission to the M.A. and M.Ed. programs in Special Education and in Early Childhood Studies prospective students should submit directly to the Special Education Graduate Program Coordinator a one to two page essay outlining the applicant's professional background, and interest in graduate study in that area. International students whose first language is not English must take the Test of English as a Foreign Language (TOEFL) or the International Language Testing System test (IELTS) with a minimum TOEFL score of 587 (paper-based test) or 95 (internet-based test), or an IELTS score of 6.5.

## Master of Arts in Early Childhood Studies

**Graduate Program Coordinator:** Juli Pool  
Education Building, Room 209, Mail Stop 1725  
Telephone (208) 426-2807  
e-mail: julipool@boisestate.edu

### Degree Requirements

Master of Arts in Early Childhood Studies	
Course Number and Title	Credits
ED-CIFS 503 Fundamentals of Educational Research .....	3
ED-CIFS 506 Issues in Education .....	4
ED-ECS 510 Issues and Topics in ECSE .....	3
ED-ECS 511 EI/ECSE Assessment and Evaluation .....	3
ED-ECS 512 Positive Behavioral Interventions and Supports in Early Childhood .....	3
ED-ECS 513 Family Systems and Collaboration.....	3
ED-ECS 514 ECSE Methods.....	3
Approved ED-SPED graduate electives	3
Approved electives	2
ED-ECS Thesis	6
<b>Total</b>	<b>33</b>

Completion of the required courses in the Master of Arts in 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 Education in Early Childhood Studies

**Graduate Program Coordinator:** Juli Pool  
Education Building, Room 209, Mail Stop 1725  
Telephone (208) 426-2807  
e-mail: julipool@boisestate.edu

### Degree Requirements

Master of Education in Early Childhood Studies	
Course Number and Title	Credits
ED-CIFS 503 Fundamentals of Educational Research .....	3
ED-CIFS 506 Issues in Education .....	4
ED-ECS 510 Issues and Topics in ECSE .....	3
ED-ECS 511 EI/ECSE Assessment and Evaluation .....	3
ED-ECS 512 Positive Behavioral Interventions and Supports in Early Childhood.....	3
ED-ECS 513 Family Systems and Collaboration.....	3
ED-ECS 514 ECSE Methods.....	3
Approved ED-SPED graduate electives	3
<b>Culminating Activity Options</b>	<b>8</b>
Option 1. Project	
Approved Electives.....	2
ED-ECS 591 Project.....	6
Option 2. Comprehensive Examination	
Approved Electives.....	7
ED-ECS 600 Assessment [Comprehensive Examination] ..	1
<b>Total</b>	<b>33</b>

Completion of the required courses in the Master of Education in 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:** Jack Hourcade  
Education Building, Room 515, Mail Stop 1725  
Telephone (208) 426-3544  
e-mail: jhourca@boisestate.edu

### Degree Requirements

Master of Arts in Special Education	
Course Number and Title	Credits
ED-CIFS 506 Issues in Education	4
<b>Special Education Coursework</b>	15
ED-SPED 552 Instructional Strategies for Special Educators OR ED-SPED 556 Seminar in Severe Disabilities..... 3	
ED-SPED 554 Positive Behavior Programs..... 3	
ED-SPED 555 Issues and Trends in Special Education ..... 3	
ED-SPED 557 Universal Design and Assistive Technology.... 3	
ED-SPED 590 Practicum: Special Education..... 3	
<b>Culminating Activity Coursework</b>	9
ED-CIFS 503 Fundamentals of Educational Research ..... 3	
ED-SPED 593 Thesis ..... 6	
Approved electives	5
<b>Total</b>	<b>33</b>

## Master of Education in Special Education

**Graduate Program Coordinator:** Jack Hourcade  
Education Building, Room 515, Mail Stop 1725  
Telephone (208) 426-3544  
e-mail: jhourca@boisestate.edu

### Degree Requirements

Master of Education in Special Education	
Course Number and Title	Credits
ED-CIFS 506 Issues in Education	4
<b>Special Education Coursework</b>	15
ED-SPED 552 Instructional Strategies for Special Educators OR ED-SPED 556 Seminar in Severe Disabilities..... 3	
ED-SPED 554 Positive Behavior Programs..... 3	
ED-SPED 555 Issues and Trends in Special Education ..... 3	
ED-SPED 557 Universal Design and Assistive Technology.... 3	
ED-SPED 590 Practicum: Special Education..... 3	
<b>General Education Coursework</b>	3
ED-CIFS 503 Fundamentals of Educational Research	
<b>Culminating Activity Options</b>	11
Option 1. Project	
ED-SPED 591 Project ..... 6	
Approved electives ..... 5	
Option 2. Comprehensive Examination	
ED-SPED 600 Assessment [Comprehensive Examination] ..... 1	
Approved electives ..... 10	
<b>Total</b>	<b>33</b>

## Graduate Certificate in Consulting Teacher Endorsement

**Graduate Program Coordinator: Evelyn Johnson**

Education Building, Room 513, Mail Stop 1725

Telephone (208) 426-2189

e-mail: evelynjohnson@boisestate.edu

### General Information

The Graduate Certificate in Consulting Teacher Endorsement is intended for students who want to develop professional skills and knowledge to successfully teach students with disabilities in Idaho. Students who complete this program and who hold an Idaho State Teaching Certificate will be eligible for the Idaho State Consulting Teacher Endorsement. The program will enable students to develop expertise in the areas of mentoring and tiered service delivery, and then select an area of emphasis in instructional design for students with disabilities, positive behavior support, secondary transition or early childhood special education.

### 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 special education and early childhood studies. However, meeting these minimum requirements does not guarantee admission to the certificate program.

### 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 Masters program in Special Education or Early Childhood Studies and the Graduate Certificate, Consulting Teacher Endorsement 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.

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 Masters program in Early Childhood Studies or Special Education.

### Certificate Requirements

Graduate Certificate in Consulting Teacher Endorsement	
Course Number and Title	Credits
ED-SPED 549 Tiered Service Delivery Models .....	3
ED-SPED 559 Mentoring .....	3
Choose one of the following emphases:	9
<b>Instructional Design</b>	
ED-SPED 552 Instructional Strategies for Special Educators .....	3
ED-SPED 557 Universal Design and Assistive Technology .....	3
ED-SPED 558 Data-Based Decision Making and Assessment .....	3
<b>Positive Behavior Support</b>	
ED-ECS 512 Positive Behavior Interventions and Supports in Early Childhood <b>OR</b>	
ED-SPED 554 Positive Behavior Programs .....	3
ED-ECS 517/ED-SPED 517 School-Wide Behavior Support Systems .....	3
ED-ECS 518/ED-SPED 518 Intensive, Individualized Behavior Support .....	3
<b>Secondary Transition</b>	
ED-SPED 541 Foundations of Secondary Transition .....	3
ED-SPED 542 Post-Secondary Environments and Interagency Collaboration .....	3
ED-SPED 557 Universal Design & Assistive Technology .....	3
<b>Early Childhood Special Education</b>	
ED-ECS 511 EI/ECS Assessment and Evaluation .....	3
ED-ECS 512 Positive Behavior Interventions and Supports in Early Childhood .....	3
ED-ECS 514 ECSE Methods .....	3
<b>Total</b>	<b>15</b>

## Course Offerings

See page 52 for a definition of course numbering and terminology.

### ED-ECS—EDUCATION-EARLY CHILDHOOD STUDIES

**ED-ECS 510 ISSUES AND TOPICS IN ECSE (3-0-3)(F).** Current issues and trends in the field of early childhood special education, NAEYC and DEC standards of practice, policies and procedures, theories and models. PREREQ: Graduate standing or PERM/INST.

**ED-ECS 511 EI/ECSE ASSESSMENT AND EVALUATION (3-0-3)(F).**

Assessment and ongoing evaluation in EI/ECSE. Focus on screening, eligibility, curriculum-based measurement, progress monitoring, and data-based decision making. PREREQ: ADM/PROG or PERM/INST. PRE/COREQ: ED-ECS 510.

**ED-ECS 512 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IN EARLY CHILDHOOD (3-0-3)(F).**

Implementation of positive behavioral interventions and supports at program, classroom and individual-student levels. Focus on implementing positive, preventive and function-based interventions in school, home and community environments. PREREQ: ADM/PROG or PERM/INST. PRE/COREQ: ED-ECS 510.

**ED-ECS 513 FAMILY SYSTEMS AND COLLABORATION (3-0-3)(S).**

Early intervention models, service delivery, family systems, and collaboration with parents and educators. PREREQ: ADM/PROG or PERM/INST. PRE/COREQ: ED-ECS 510.

**ED-ECS 514 ECSE METHODS (3-0-3)(S).**

Application of a linked system of assessment, goal development, intervention and evaluation to provide services across developmental domains. PREREQ: Admission to program or PERM/INST. PRE/COREQ: ED-ECS 510.

**ED-ECS 517 (ED-SPED 517) SCHOOL-WIDE BEHAVIOR SUPPORT SYSTEMS (3-0-3)(S).**

School-wide systems of behavior support including (a) the data, systems and practices necessary to implement a three-tiered model of behavior support, and (b) the readiness requirements, process and considerations for systems-level implementation. May be taken for ED-ECS or ED-SPED credit, but not both. PREREQ: ED-ECS 512 or ED-SPED 554 or PERM/INST.

**ED-ECS 518 (ED-SPED 518) INTENSIVE, INDIVIDUALIZED BEHAVIOR SUPPORT (3-0-3)(S).**

Data, systems and practices necessary to provide high quality intensive, individualized interventions to students who display chronic problem behavior. Addresses functional behavioral assessment and the development of individualized behavior support plans. May be taken for ED-ECS or ED-SPED credit, but not both. PREREQ: ED-ECS 512 or ED-SPED 554 or PERM/INST.

**ED-ECS 562 TEACHING EXPERIENCE IN PRIMARY GRADES: ECE/ECSE (0-V-V)(F/S).**

Primary grade student teaching experience for graduate students pursuing the ECE/ECSE blended certificate. Teaching responsibility in inclusive and pullout classrooms for children with and without delays and disabilities. Experience is consistent with state certification standards, and NAEYC and DEC standards of practice (Pass/Fail.) PREREQ: Admission to Professional Year or PERM/INST.

**ED-ECS 563 TEACHING EXPERIENCE IN PRESCHOOL PROGRAMS: ECE/ECSE (0-V-V)(F/S).**

Preschool student teaching experience for graduate students pursuing the ECE/ECSE blended certificate. Teaching responsibility in inclusive and pullout classrooms for children with and without delays and disabilities. Experience is consistent with state certification standards, NAEYC, and DEC standards of practice (Pass/Fail.) PREREQ: Admission to Professional Year or PERM/INST.

**ED-ECS 564 TEACHING EXPERIENCE IN NATURAL ENVIRONMENTS, BIRTH TO THREE: ECE/ECSE (0-V-V)(F/S/SU).**

Infant/toddler program student teaching experience for graduate students pursuing the ECE/ECSE blended certificate. Responsibilities in a natural environment, center or home, for infants and toddlers with and without disabilities including family contact. Experience is consistent with state certification standards, NAEYC, and DEC standards of practice. Student must obtain a city childcare license. (Pass/Fail.) PREREQ: Admission to Professional Year or PERM/INST.

### ED-SPED—EDUCATION-SPECIAL EDUCATION

**ED-SPED 517 (ED-ECS 517) SCHOOL-WIDE BEHAVIOR SUPPORT SYSTEMS (3-0-3)(S).**

School-wide systems of behavior support including (a) the data, systems and practices necessary to implement a three-tiered model of behavior support, and (b) the readiness requirements, process and considerations for systems-level implementation. May be taken for ED-ECS or ED-SPED credit, but not both. PREREQ: ED-ECS 512 or ED-SPED 554 or PERM/INST.

**ED-SPED 518 (ED-ECS 518) INTENSIVE, INDIVIDUALIZED BEHAVIOR SUPPORT (3-0-3)(S).**

Data, systems and practices necessary to provide high quality intensive, individualized interventions to students who display chronic problem behavior. Addresses functional behavioral assessment and the development of individualized behavior support plans. May be taken for ED-ECS or ED-SPED credit, but not both. PREREQ: ED-ECS 512 or ED-SPED 554 or PERM/INST.

**ED-SPED 541 FOUNDATIONS OF SECONDARY TRANSITION (3-0-3)(S).**

Essential components of career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements, comprehensive transition assessment, person centered planning, and issues and trends in transition education and services.

**ED-SPED 542 POST-SECONDARY ENVIRONMENTS AND INTERAGENCY COLLABORATION (3-0-3)(SU).**

Skills and strategies for providing meaningful support to transition aged youth with disabilities. Emphasis is placed on interagency collaboration, post-secondary education supports and services, self-determination, and employment and vocational models.

**ED-SPED 549 TIERED SERVICE DELIVERY MODELS (3-0-3)(SU).**

Essential components of a responsive instruction and intervention approach, including screening, instruction, intervention, progress monitoring and fidelity of implementation.

**ED-SPED 550 TEACHING STUDENTS WITH EXCEPTIONAL NEEDS (3-0-3)(F).**

Education of students with exceptional needs. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration.

**ED-SPED 552 INSTRUCTIONAL STRATEGIES FOR SPECIAL EDUCATORS (3-0-3)(S).**

Advanced professional knowledge and skills in developing and implementing programs for students with disabilities, including data analysis in programmatic decision-making.

**ED-SPED 554 POSITIVE BEHAVIOR PROGRAMS (3-0-3)(F).**

Current best practices in development and implementation of instructional and behavioral programs for students with 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 557 UNIVERSAL DESIGN AND ASSISTIVE TECHNOLOGY (3-0-3)(F).**

Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities.

**ED-SPED 558 DATA-BASED DECISION MAKING AND ASSESSMENT (3-0-3)(F).**

Formative and summative assessment tools to inform special education eligibility, placement, and programming decisions.

**ED-SPED 559 MENTORING (3-0-3)(SU).**

Skills and strategies for providing meaningful support and guidance to fellow teachers, using a variety of coaching styles and mentoring techniques. Develop, implement, and analyze a coaching plan to lay the foundation as a future leader and mentor.

Refer to the *University-wide Graduate Courses* section in this catalog for additional course offerings.