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About the College of Idaho

The College of Idaho is a private liberal arts college that prepares students to lead productive and fulfilling lives. Founded in 1891, the College enrolls approximately 1100 undergraduate students and is the state's oldest four-year institution of higher learning.

We offer a living and learning experience that engages students and equips them with the skills and understanding necessary to flourish in a rapidly changing, diverse, and technologically informed world. We emphasize frequent and meaningful interaction with faculty, staff, and administration, the exploration of challenging ideas, and a well-rounded course of study in the liberal arts disciplines enriched by pre-professional and interdisciplinary programs in tandem with co-curricular student life experiences. We are committed to excellence in academic instruction and scholarship, and to the values of community, integrity, leadership, and service.

The College has been accredited by the Northwest Commission on Colleges and Universities since 1922. Our teacher education program has been approved by the Idaho State Department of Education since 1913, and our graduates are eligible for certification in all states participating in the Interstate Certification Compact.

The 50-acre park-like campus features tree-lined paths that join five residence halls, playing fields, academic buildings, an amphitheater, and a student union. In the past ten years, six major building projects have transformed The College of Idaho into one of the most beautiful campuses in the Pacific Northwest. The College's newest facilities include an athletics center, renovated learning center for the Physician Assistant program, renovated student union and computer center, a performing and fine arts center, an athletic activities center, an international center, and "The Village," two apartment-like residence halls.

Students at The College of Idaho learn through our distinctive PEAK curriculum that unites liberal arts learning with professional perspectives. Students also learn in and through our distinctive location on the western Snake River plain between the foothills of the Boise Ridge and the Owyhee Mountains. Our location in Caldwell, a city of more than 45,000 people, is 30 minutes from Boise, Idaho's rapidly growing capital and home to museums, shopping, concerts, fine arts events, restaurants, and high-tech industries. We are a short drive from ski resorts, high plains deserts, mountains, hiking and biking trails, and whitewater rivers.

Our History

The College of Idaho marks its beginning six years before Idaho's statehood when the Presbyterian Church's Wood River Presbytery, meeting in Shoshone, formed a commission to examine the possibility of establishing a Presbyterian college somewhere in the Idaho Territory.

The commission found support for such a venture, and in 1890 the Presbytery accepted an offer from a group of Caldwell citizens, led by William Judson Boone, to locate the institution in that community.

Nineteen students arrived at The College of Idaho for the first classes in 1891. Those classes were held downtown in the Caldwell Presbyterian Church, and a year later the College moved into its own downtown building. The campus moved to its present site on the east side of town in 1910, when Henry and Carrie Blatchley donated 20 acres of land. Sterry Hall, then a classroom and administration building, and Finney Hall, the

first residence hall, were built that year. Voorhees Hall, the second of what would become a total of five residence halls, opened two years later.

In 1991, to celebrate the college's centenary anniversary, the College changed its name to Albertson College of Idaho, in honor of Kathryn and Joe Albertson. As alumni, the Albertsons were generous benefactors of the college and were founders of one of the country's largest supermarket chains, Albertson's, Inc. In a historic announcement on October 11, 2007, Albertson College of Idaho President Bob Hoover announced that the College had received the largest gift ever given to an Idaho college or university, a \$50 million cash gift from the J.A. and Kathryn Albertson Foundation, and that it was returning to its original name—The College of Idaho.

Our Tradition

Since by its charter The College of Idaho is not controlled by any political entity, it is free to establish its own educational policy, to set its own requirements for admission, to determine its own course of study, and to determine its requirements for graduation. Thus our courses in religion are nonsectarian, and our admission policy is formulated without regard to creed, gender, color, race, handicap, sexual orientation, or national origin. The College values and is committed to the faith of its founders, and it therefore opposes oppression of all kinds—physical, intellectual, religious, political, economic, sexual, and social.

For more than a century, The College of Idaho has produced graduates who have become leaders in business, science, medicine, law, education, the arts, and government. Alumni include a current governor, two former governors, a Pulitzer Prize-winning historian, an Academy Award-winning musician, the co-discoverer of vitamin B-12, and the co-founder of Patagonia Outerwear.

Our Mission

The College of Idaho is a private, residential liberal arts college that prepares students to lead productive and fulfilling lives. We are committed to an innovative, individualized curriculum in liberal arts and professional studies, to building community, and to exercising stewardship.

Core Mission Themes

- **Transforming Liberal Arts and Professional Education**

Challenging students to

- Think broadly, by wide exposure to the fields of knowledge that constitute a liberal arts curriculum
- Think deeply, by sustained exploration of a specific discipline
- Combine this breadth and depth to develop skills in:
 - Problem Solving
 - Analytic Reasoning
 - Critical Thinking
 - Written Communication

- **Building Community**

And so producing

- A Responsible Community
- A Resourceful Community
- A Reflective Community

- **Exercising Stewardship of**

- Our Environment
- Our People
- Our Resources

MAT/MEd 2014-2015 Academic Calendar

Fall Semester 2014

August	29, Friday	Residence Halls Open - Freshman Only
September	1, Monday	Residence Halls Open - Transfer Students Only
	2-3, Tuesday-Wednesday	Residence Halls Open - Returning Students
	4, Thursday	Instruction begins
	10, Wednesday	Last day to Add Semester & First 6-week courses <u>without</u> instructor permission
	17, Wednesday	Last day to Drop Semester & First 6-week courses
		Last day to Add Semester & First 6-week courses <u>with</u> Instructor permission
		Census Date
October	6, Monday	Last day to withdraw from first 6-week courses
		Last day to elect Pass/Fail for first 6-week courses
	17, Friday	Last day of first Six-week courses
	20-24, Monday-Friday	Fall Break - No Classes
	22, Wednesday	Mid-Term grades due - 12:00 pm
	27, Monday	Instruction resumes
	31, Friday	Last day to Add/Drop Second 6-week courses
November	3, Monday	2015 Winter/Spring Priority Registration - Seniors
	6, Thursday	2015 Winter/Spring Priority Registration - Juniors
	10, Monday	2015 Winter/Spring Priority Registration - Sophomores
	13, Thursday	2015 Winter/Spring Priority Registration - Freshmen
	17, Monday	Last day to withdraw from Semester & Second 6-week courses
		Last day to elect Pass/Fail for Semester & Second 6-week courses
	27-28, Thursday-Friday	Thanksgiving Holiday - No Classes/Campus Closed
December	1, Monday	Instruction resumes
	5, Friday	Last day of classes
	8-9, Monday-Tuesday	Reading/Study Days
	10-16, Wednesday-Tuesday	Final Examinations (no exams on Saturday or Sunday)
	16, Tuesday	Residence Halls close - 5:00 pm
	19, Friday	Final grades due - 12:00 pm
	22, Monday	Grades official and viewable on WebAdvisor- 5:00 pm
	22-31, Monday - Wednesday	College offices closed
January 2015	1-2, Thursday-Friday	College offices closed

Winter Term 2015

January	3, Saturday	Residence Halls Open
	5, Monday	Instruction begins
	6, Tuesday	Last day to Add/Drop courses
	26, Monday	Last day to withdraw from Winter term courses
		Last day to elect Pass/Fail for Winter term courses
		Graduation Applications due for Fall 2015 and Winter 2016
	30, Friday	Last day of classes/Winter term ends
February	2-6, Monday-Friday	Winter Break - No Classes
	4, Wednesday	Final grades due - 12:00 pm
	6, Friday	Grades official and viewable on WebAdvisor- 5:00 pm

Spring Semester 2015

February	9, Monday 13, Friday 20, Friday	Instruction begins Last day to Add Semester & First 6-week courses <u>without</u> instructor permission Last day to Drop Semester & First 6-week courses Last day to Add Semester & First 6-week courses <u>with</u> Instructor permission Census Date
March	9, Monday 20, Friday 23-27, Monday-Friday 25, Wednesday 30, Monday	Last day to withdraw from first 6-week courses Last day to elect Pass/Fail for first 6-week courses Last day of first Six-week courses Spring Break - No Classes Mid-Term grades due - 12:00 pm Instruction resumes 2015 Fall Priority Registration - Seniors
April	2, Thursday 3, Friday 6, Monday 9, Thursday 20, Monday	2015 Fall Priority Registration - Juniors Last day to Add/Drop Second 6-week courses 2015 Fall Priority Registration - Sophomores 2015 Fall Priority Registration - Freshmen Last day to withdraw from Semester & Second 6-week courses Last day to elect Pass/Fail for Semester & Second 6-week courses
May	8, Friday 12, Tuesday 11-15, Monday-Friday 15, Friday 16, Saturday 20, Wednesday 22, Friday	Last day of classes Senior grades due - 12:00 pm Final Examinations Residence Halls close - 5:00 pm Graduation Applications due for Spring 2016 Baccalaureate Services Commencement Ceremony Final grades due - 12:00 pm Grades official and viewable on WebAdvisor- 5:00 pm

Summer Term 2015

May	26, Tuesday	Instruction begins
June	9, Tuesday	M.Ed and MAT courses begin
July	17, Friday 24, Friday 29, Wednesday 31, Friday	Last day of M.Ed and MAT courses Last day of classes Final grades due - 12:00 pm Grades official and viewable on WebAdvisor- 5:00 pm

Master's of Physician Assistants 2014-2015 Academic Calendar

Fall 2014 Semester	
MPAS Orientation:	August 21-22, 2014
Fall Classes Begin:	August 25, 2014
Labor Day (No Classes)	September 1, 2014
Thanksgiving Break:	November 24 – 28, 2014
Last Day of Fall Semester:	December 19, 2014
Semester Break:	December 20, 2014 – January 11, 2015
Spring 2015 Semester	
Spring Classes Begin:	January 12, 2015
Martin Luther King Day (No classes):	January 19, 2015
President's Day (No classes):	February 16, 2015
Spring Break:	March 23 – 27, 2015
Last Day of Spring Semester:	May 8, 2015
Semester Break:	May 9 – May 17, 2015
Summer 2015 Semester	
Summer Classes Begin:	May 18, 2015
Memorial Day (No classes):	May 25, 2015
Independence Day (No classes):	July 3, 2015
Last Day of Summer Semester:	August 6, 2015

Post-Baccalaureate and Graduate Programs

The College of Idaho's mission focuses on undergraduate education. The offerings in post-baccalaureate and graduate education are intended to complement the undergraduate programs and to provide students with additional opportunities for learning that lead to productive and fulfilling lives. Currently, the College offers these programs:

- Master's in Physician Assistant Studies (MPAS), in partnership with Idaho State University
- Fifth-Year Internship Teacher Certification program
 - With the option to add the Master of Arts in Teaching (MAT) degree
- Bilingual/ENL endorsement programs
 - With the option to add the Master of Education: Curriculum & Instruction (MEd) degree

Master's in Physician Assistant Studies (MPAS)

The College of Idaho and Idaho State University (ISU), building on strong agreements around cooperative programs in health studies, signed a partnership agreement in 2012 for a joint master's degree program in Physician Assistant Studies (MPAS). Beginning in Fall 2014, twelve MPAS students will participate in the ISU program from The College of Idaho campus, joining thirty students on the ISU Pocatello campus and another thirty on the ISU Meridian campus. The program involves one year of didactic instruction delivered both on site and via distance learning technology from all three program campuses; a second year of eight clinical rotations occurs at sites throughout the region. Students completing the program through the C of I will receive a dual degree from both institutions.

All matters of admission, curriculum, and certification are administered by Idaho State University. For details about the program, see the ISU website at <http://www.isu.edu/PAProg/index.shtml>. Application to the program is through the [Central Application Service for Physician Assistants \(CASPA\)](#). The program maintains continued accreditation by the [Accreditation Review Commission on Education for the Physician Assistant, Inc., \(ARC-PA\)](#).

Graduates of the program are eligible to take the Physician Assistant National Certification Examination (PANCE), which is administered by the National Commission for Certification of Physician Assistants (NCCPA). Over the past five years, 97% of ISU's PA Program graduates have passed the NCCPA examination on their first attempt. During this time ISU's first-time pass rate has exceeded the national first-time pass rate. Information about pass rates may be found on the program's website at <http://www.isu.edu/paprog/pdf/pass-rate-report.pdf>.

Education Department Programs

Overview

The Education Department offers the following graduate programs at The College of Idaho:

- The Fifth-Year Internship Teacher Certification program
 - With the option to add the Master of Arts in Teaching (MAT) degree
- Bilingual/ENL endorsement programs
 - With the option to add the Master of Education: Curriculum & Instruction (MEd) degree

Fifth-Year Internship Teacher Certification Program

The College of Idaho post-baccalaureate certification program requires that candidates have completed a bachelor's degree with either the Education minor or the Interdisciplinary Studies for Elementary Precertification major. Candidates planning to teach at the secondary level must have a major that meets the requirements of one of the institution's state-approved first teaching field programs and, in most cases, the requirements for an additional endorsement area as a second teaching field. Candidates must apply for admission to the internship year and meet requirements in areas such as cumulative GPA, dispositions, and the Praxis exam. Please see the Education Department Handbook for more information.

- **Precertification Fast Track Program**

The Education Department offers a "fast track" program for candidates coming to The College of Idaho campus for teacher certification. Students holding a degree from an accredited college, with a major/minor that meets most of the content requirements for teaching, may apply for this program. After acceptance into the College, candidates enter a two-year, compressed program leading to certification. In the first year, students take the coursework for the Education minor and any additional content area courses needed for approved endorsement areas. In the second year, students complete the requirements of the internship year. Fast track students may apply for the MAT program. All fast track students need to work closely with an advisor in the Education Department.

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) program is offered as an extension of the internship year and consists of 35-36 credits. Enrollment in the program is limited to 15 students. Preference will be given to students who have been enrolled in The College of Idaho undergraduate education program. Applications will be accepted for review from:

- College of Idaho graduates who have completed the Interdisciplinary Studies for Elementary Precertification major or the Education minor.
- Candidates who have a bachelor's degree from an accredited institution in elementary education or with appropriate coursework in two areas of endorsement, and the Education minor.

Note: Candidates for secondary certification must complete coursework in **two** teaching fields to be eligible for state certification.

Bilingual/ENL Endorsement Programs

The Bilingual and English as a New Language endorsement-only programs are intended for those certified teachers who wish to complete additional endorsements in Bilingual Education or English as a New Language (ENL), but who do not wish to complete the MEd degree. The English as a New Language endorsement consists of 20 credits and the Bilingual Education endorsement consists of 20-26 credits.

Master of Education: Curriculum & Instruction

The Master of Education (MEd) program in Curriculum and Instruction is housed within The College of Idaho's Education Department. The MEd program provides candidates the option of earning endorsements in Bilingual Education or English as a New Language (ENL), and consists of 36 graduate-level credits, with concentrations in Bilingual Education and Teaching English to Speakers of Other Languages. The program prepares already-certified teachers to effectively educate culturally and linguistically diverse students in a variety of classroom contexts. Successful completion of the program fulfills the Idaho State Department of Education requirements for a K-12 endorsement in English as a New Language (ENL). An additional six upper-division credits in Spanish and at least one credit of practicum in a K-12 bilingual setting will meet the requirements for an endorsement in Bilingual Education.

Department Mission & Vision

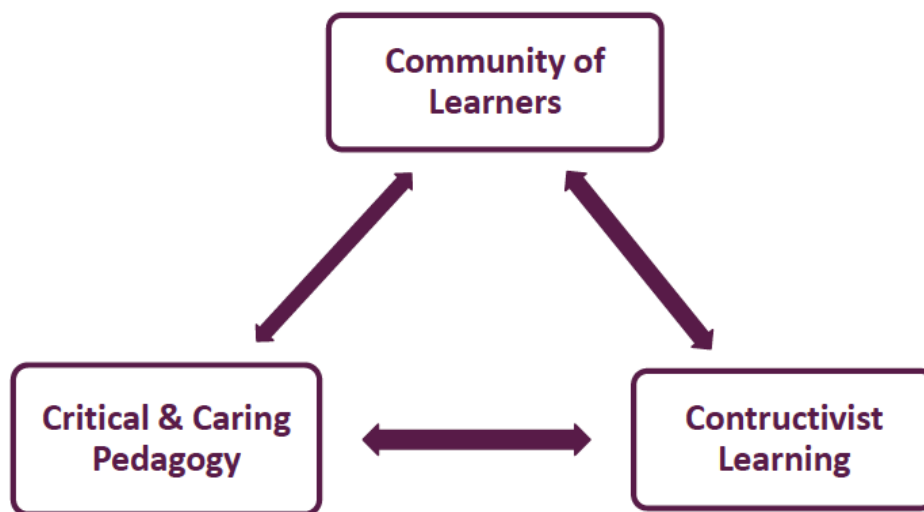
The Education Department at The College of Idaho is committed to improving student learning in K-12 classrooms by preparing teachers who have a thorough knowledge of content, educational theory, and best practices. The department works collaboratively with K-12 practitioners, professional organizations, and policy makers to improve the preparation of new teachers, as well as to support the development of practicing educators. The Education Department will extend and enhance The College of Idaho's reputation and impact on the community, and within the education profession, by working with policy makers, practitioners, and professional organizations to improve the learning of K-12 students. Where possible, the department will act within the dynamic education environment to change policy that supports improved practice and to prepare new teachers with the knowledge, skills, and dispositions that will empower them to operate within existing policies and institutions, while providing leadership that will influence the profession and practice in positive ways.

Department Core Values

- All individuals are inherently valuable and should be treated with respect.
- All individuals can learn.
- Learning is enhanced when informed by a combination of research and best practice.
- Educators should be people of integrity.
- Regarding teaching and learning, the whole is bigger than the sum of the parts.

An Educative Learning Community

The Education Department at The College of Idaho strives to be an educative learning community. The conceptual framework of our programs is one based on John Dewey's understanding of educative experiences that encourage personal and community growth (Dewey & Archambault, 1964). It is a community where students are provided with a reflective, caring environment so that the process of becoming a teacher can be explored. It is a community where students are offered a vision of schooling that promotes and helps create a more just and democratic society.



“The difference between mere circumstance and lived experiences is our capacity to bestow experience with meaning, be reflective, and take action.”

-John Dewey

- **Community of Learners:** An educative learning community counters the image of the teacher as a “technician” with one of the teacher as an active participant in issues that affect the larger educational community (Apple & Beane, 2007). Rather than avoid a discussion of values, this perspective advocates the necessity of such discussions, because teaching is, at its core, a value-laden enterprise (Goodland, Soder, & Sirotnik, 1990). The program, based upon students who learn and grow together, encourages ongoing conversations about meaningful issues central to a liberal arts education.
- **Critical and Caring Pedagogy:** An educative learning community takes the position that a hopeful, democratic future depends upon educators committed to emancipatory education (Giroux, 1997). It reflects Landon Beyers’ description of an emancipatory curriculum in teacher education as one that is designed to emphasize the following: equal access to knowledge, images of human equality,

development of a “critical consciousness,” self-reflectivity, creativity, cultural acceptance, moral responsibility, democratic empowerment, and a pedagogy of caring (Beyer & Apple, 1998). It affirms Nel Noddings’ belief that for schools to be true centers of learning, they must embrace caring in all its forms—care for self, for intimate others, for associates and acquaintances, for distant others, for nonhuman animals, for plants and the physical environment, for the human-made world of objects and instruments, and for ideas (Noddings, 2005).

- ***Constructivist Learning:*** An educative learning community takes a constructivist perspective toward classroom practice in which learning is seen as active, purposeful, and generated from within. This perspective, rooted in Piagetian principles of development and drawing on Vygotsky (Tryphon & Voneche, 1996), extends the notion of the construction of knowledge from one that is primarily an individualized and internal process to one that more comprehensively encompasses social foundations of thinking (Bruner, 1986). In this view, knowledge is not only embedded in socio-historical and socio-cultural elements, but is actually generated through shared interactions and individual internalization (Wertsch, 1991).

Admission Criteria

Requirements for Admission to the Fifth-Year Internship Teacher Certification Program

Candidates Seeking Elementary Certification

- A bachelor's degree in Interdisciplinary Studies for Elementary Precertification or the equivalent coursework.
- Cumulative grade point average of 2.75 or higher (3.0 or higher if pursuing the MAT degree).
- Completion of checkpoint requirements as outlined in the Education Department Handbook.
- Fingerprinting and acceptable background check on file with the Idaho State Department of Education.
- Recommendation of the Education Department faculty.

Candidates Seeking Elementary Certification

- A bachelor's degree and the education minor with additional requirements for secondary certification.
- Required coursework completed for second teaching field (recommended).
- Cumulative grade point average of 2.75 or higher (3.0 or higher if pursuing the MAT degree).
- Completion of checkpoint requirements as outlined in the Education Department Handbook.
- Fingerprinting and acceptable background check on file with the Idaho State Department of Education.
- Recommendation of the Education Department faculty.

Requirements for the Precertification Fast Track Program

- A bachelor's degree from an accredited college, with a major/minor that meets most of the content requirements for teaching.

Requirements for Admission to the MAT Program

- An earned bachelor's degree from an accredited institution.
- Completion of an education major (elementary) or education minor (secondary) with additional requirements for elementary or secondary certification.
- Completion of the admission application (online).
- An essay discussing the department's conceptual framework and how you see it influencing you as a teacher.
- The email addresses of three references, to whom the Education Department will send a recommendation form. These individuals should include:
 - A K-12 teacher with whom the candidate has worked.
 - A professor in the candidate's content area.
 - A person of the candidate's choice.
- An undergraduate cumulative grade point average of 3.0 or better.
- Submission of a portfolio with a score of 88/132 or higher.

- Acceptable scores from the Graduate Record Examination (GRE) taken within the last five years.

Application Deadline

The materials listed above should be submitted electronically or in hard copy form to the Education Department. The online application can be found here:

<https://www.collegeofidaho.edu/academics/graduate-catalog/mat-program-application>.

Students in The College of Idaho undergraduate program must complete the admission process by March 15. Others must complete the process by April 1. Candidates will be notified of acceptance into the program within two weeks of the closing date.

Requirements for Admission to the Bilingual Endorsement Program

A valid elementary or secondary teaching certificate is required.

Requirements for Admission to the English as a New Language (ENL) Endorsement Program

A valid elementary or secondary teaching certificate is required.

Requirements for Admission to the MEd Program

- Official transcripts from all institutions of higher education attended.
- 3.0 or higher GPA in the most recent 30 credits.
- Completed application form (online).
- An essay describing your beliefs about teaching/learning and your reasons for wishing to enroll in the MEd program.
- The email addresses of two individuals who can speak to your ability to be successful in a graduate program and your effectiveness as a teacher. Possible references could be from a principal with whom you have worked, one of your college professors, or a colleague. Using the addresses provided, the Education Department will send these individuals a recommendation form.

The information listed above should be submitted electronically or mailed to: Education Department, The College of Idaho, 2112 Cleveland Blvd., Caldwell, ID 83605-4432. The online application can be found here:

<https://www.collegeofidaho.edu/academics/graduate-catalog/med-program-application>.

Advising

Certification

The advising process in the teacher education program begins at the undergraduate level. Each candidate in the elementary education program is assigned an advisor from the Education Department. Candidates preparing to be secondary teachers have an advisor from the area of their major and, upon acceptance into the program, a co-advisor from the Education Department. Though primary responsibility for advising rests with the candidate, the education advisor works with the candidate in conjunction with his or her major advisor in planning the sequence of courses that leads to graduation and that meet State Department of Education requirements for certification with endorsements in a first and second teaching field. The advisor monitors the candidate's progress through the portfolio process, state testing requirements, and the coursework for the minor. During the internship year, the Education Department faculty guides interns through the digital portfolio process and assists candidates in completing a placement file and preparing the paperwork for state licensure.

To assure that candidates are progressing successfully through the teacher education program, the department has established five checkpoints (beginning in the undergraduate portion of the program) at which progress is reviewed. For information on the specific timing and requirements of each checkpoint, please consult the Education Department Handbook. Fast track students will work according to an individualized certification plan, developed under the direction of the education advisor, to meet checkpoint requirements.

Appeal Procedure

Any candidate who has been denied admission to the teacher education program, recommendation for admission to the MAT program, admission to internship, recommendation for admission to the MEd program, or recommendation for certification, and who believes that this action was not justified, may appeal the decision through the procedure outlined below. Students wishing to initiate such action must do so in writing within three weeks of being notified of the decision they wish to appeal.

The appeal procedure is as follows:

1. A written statement requesting reconsideration of action shall be presented to the chair of the Education Department. The statement must include reasons for the request. The student shall meet with the chair of the Education Department to determine if a satisfactory agreement can be achieved at that level. The chair shall respond to the student, in writing, concerning the outcome of that meeting within five working days of the meeting.

2. If the situation is not resolved to the satisfaction of the student in step one, the student shall be entitled to appear, in person, before a hearing committee composed of the full-time College of Idaho faculty members teaching in the Education Department, without the department chair present. The student must notify the department of his/her desire to move the appeal process to level two within one week of receiving notification of the decision at level one. A written document, including the nature of the request, the student’s description of the situation in question and his or her rationale for the request, shall be submitted to each department faculty member at least two days prior to the meeting. An Education Department faculty member shall provide the student with written notification of the faculty’s response to the student’s request within five working days of the meeting.

3. If the situation is not resolved to the satisfaction of the student, he/she may take the request to a hearing committee composed of the vice president of academic affairs, the Education Department chair, and a K-12 school administrator who currently serves on the Teacher Education Advisory Committee. The student must notify the department of his/her desire to move the appeal process to level three within one week of receiving notification of the decision at level two. The student shall provide each member of the committee with a written description of the issue in question and the rationale for his/her request at least two days prior to the meeting. The student shall receive written notification of the results of the hearing within five working days of the meeting.

The decision of the level three hearing committee shall be considered final.

Cost of Attendance

Post-Baccalaureate and Graduate Programs*

Master of Arts in Teaching/Intern Year Programs	
Status	Fees
First Summer - 8 credit hours	\$4,000
Second Summer - 6 credit hours	\$3,000
Intern Year	\$10,700
Academic Service fee (per term)	\$25

Master of Education: Curriculum & Instruction/Endorsements	
Status	Fees
Per Credit	\$500
Academic Service fee (per term)	\$25

*For tuition costs relating to the Precertification Fast Track, please refer to the Undergraduate Catalog.

Financial Arrangements

Registered students can view their accounts and make payments online. Log in to WebAdvisor and click on “Students”; then click the “View Account and Make Payments” link. Students can view their real time account balance, view or print their statement, and make payments by credit card or e-check.

Payment is due by August 15 for Fall and December 15 for Winter/Spring. The Statement of Account will reflect the most accurate information available; however, adding or dropping classes or making changes to room assignments and meal plans may generate additional charges. **Students are responsible for obtaining the information needed in order to pay tuition and fees by the due date(s). Payment arrangements must be made prior to due dates referenced above. All students are required to complete their financial aid paperwork and pay, or make arrangements to pay, their Fall balance before moving into college-owned housing.** Priority registration for Winter/Spring will begin after the Fall break. However, students may not register for Winter/Spring until they have completed their financial aid paperwork and paid, or made arrangements to pay, their Winter/Spring balance.

Students having problems meeting their financial obligations to the College should address their questions or concerns to the student accounts representative. Failure to make payment arrangements with the Business Office will result in the student being subject to the Delinquent Student Accounts Policy located in the Student Handbook.

The College of Idaho reserves the right to withhold transcripts and grades and to suspend the ability to add or drop classes for students with unpaid balances.

Payment Options

- **Option 1**

Pay the term balance by the due date. Most major credit cards are honored. Registered students can make payments online with a credit card or e-check. Students will need to log into their WebAdvisor account, click on the “Students” link and “View Account and Make Payments” link.

- **Option 2**

Interest-Free Monthly Payment Option. This payment option is offered in partnership with Tuition Management Systems, Inc. (TMS) as an alternative to large, annual, or semester payments and helps limit borrowing. This plan offers the option of making 12, 10, or 8 monthly payments with the last payment being due in May. Early start-up allows students to spread payments over a longer period of time. The cost of this plan is \$60 per year or \$45 per term with no other fees or interest charges. You may call TMS for information and application at 1-800-356-8329 or go to www.afford.com/collegeofidaho. All monthly payment plans are managed through TMS; no other

monthly payment plans are available. The Business Office reserves the right to discontinue or to refuse the TMS option to those students who have shown a poor credit history with the College.

- **Option 3**

Obtain additional loan funds through the Parent Plus Loan or a private Alternative Student loan.

Interest Charges

The College of Idaho reserves the right to charge interest at 1% per month on all unpaid balances (does not include accounts on monthly payment plan option) over 30 days. Interest will be added to student accounts on the 10th of each month.

Institutional Refund Policy

If a student withdraws on or before the 60% point in time of the semester, calculated using calendar days, the refund is determined by the total payment on the account from all sources, minus the charges for tuition, and fees for the enrollment period. Tuition is prorated for the attendance period. Student fees are non-refundable. Funds are returned to the Federal programs, institutional programs, outside scholarships, and then to the student. See also the Federal Refund Policy in the Financial Aid section of this catalog.

Financial Aid

A college education represents a major financial undertaking. The Student Financial Aid Services Office is eager to work with students to help them develop an educational funding strategy. Working closely with each student, The College of Idaho seeks to identify and obtain maximum funding from all available sources with a combination of scholarships, grants, loans, and work.

Applying for Financial Aid

Students applying for financial aid must be admitted as regular students who are working toward eligible degrees at The College of Idaho.

Types of Aid for Master's

The College of Idaho encourages all students and families to file the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The FAFSA must be filed each year in order to determine a student's eligibility for federal grants and loans, or any institutional scholarships for graduate study. Students apply each academic year (beginning in January) by completing a FAFSA or renewal FAFSA online at www.fafsa.ed.gov.

The College of Idaho's Federal School Code is 001617.

There are few government grants and institutional scholarships available for graduate study. Therefore, the graduate tuition rate is set lower than the undergraduate rate. The graduate tuition rate can be found in the “Cost of Attendance” section of the catalog. The tuition rate is reviewed and may be adjusted for each academic year. Additional information concerning financial aid can be accessed on the institution's website (<http://collegeofidaho.edu>) or through the financial aid office (208-459-5380).

The number of credits required varies with the program and credits candidates bring.

- 5th year Internship Teacher Certification
 - Master of Arts in Teaching - 35-36 credits
- English as a New Language (endorsement only) 20 credits
 - Master of Education with English as a New Language endorsement - 33-36 credits (depending on previous coursework in language)
- Bilingual (endorsement only) 20-26 credits (depending on previous coursework in language)
 - Master of Education with Bilingual endorsement - 33-42 credits (depending on previous coursework in language)

Maintaining Eligibility for Financial Aid

Satisfactory Academic Progress (SAP) - Post-Baccalaureate and Graduate Programs

Students are required to maintain and remain in good Satisfactory Academic Progress (SAP) to be eligible for Federal, State and institutional financial assistance. Federal regulations require The College of Idaho to establish, publish and monitor student progress toward completion of your degree. There are two departments that monitor Satisfactory Academic Progress. The Registrar’s Office monitors course work for academic standing and the Office of Student Financial Aid Services is responsible for ensuring that all students are meeting the standards set for Financial Aid. The standards apply for all financial assistance programs (including Federal Pell Grant, Federal Perkins Loan, Federal Work-Study, Federal Loans Subsidized, Unsubsidized and PLUS), as well as state grants and institutional scholarships and grants.

By rule, SAP standards must include both a qualitative standard and a quantitative standard:

- **Qualitative Requirement:** A student must maintain an acceptable Grade Point Average (GPA) in order to continue to receive financial assistance. The criterion is the maintenance of a 2.0 cumulative GPA by the end of the second academic year. Please note: many College scholarships and some state and federal grants are reduced if the student’s cumulative GPA falls below a 3.00. Students should refer to their award letter and Financial Aid Handbook or the Office of Student Financial Aid Services for additional information

- **Quantitative Requirement:** A sliding scale is used to monitor an undergraduate student's quantitative requirement. The completion rate is calculated by dividing the number of successfully completed credits by the number of attempted credits over the student's entire academic career, including all accepted transfer credits and any credits earned during periods of enrollment when the student was not receiving financial aid. If a student changes course of study (major), the hours attempted under all courses of study are included in the calculation of attempted and earned hours.

Maximum Time Limit (PACE)

Class coursework, with the exception of thesis writing, must be completed within 22 months of matriculation in the graduate program.

Evaluation of Academic Progress

At the end of each term (Fall term and the combined Winter/Spring term) an undergraduate student's academic progress will be measured by comparing the number of attempted credit hours (including accepted transfer credits) with the credit hours earned and by the student's cumulative grade point average. This includes any course for which the student has remained enrolled past the Add/Drop period. The following are considered when evaluating a student's satisfactory academic progress:

- Withdrawals, incompletes, and failures are considered attempted but not earned hours.
- Incompletes if completed during the academic year in which they are incurred may be counted toward one's earned credit hours.
- Passing credits received for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned.
- Repeated courses and courses for which the student has been granted academic reprieve are included in the calculation of both attempted and earned hours.
- Audited courses are not considered credits attempted or earned.
- Remedial courses are included in the calculation of both attempted and earned hours.
- Transfer credits are included in the calculation of the cumulative GPA and in attempted and earned hours.

Students' progress according to the SAP Standards is measured at the end of every semester in order to determine eligibility for future semesters. Students can be on one of four SAP "standings":

- Good
- Warning
- Discontinue 'Suspension'
- Probation

Financial Aid Good Status

Students who are meeting all of the Standards of Satisfactory Academic Progress and are not in a period of “Warning”, “Discontinue”, or “Probation” are in good standing and no additional enrollment, advising, or education plan requirements are specified.

Financial Aid Warning Status

Students falling below the standards for the first time will be placed on financial aid warning and will receive a letter and/or an e-mail (The College of Idaho e-mail account) from the Financial Aid Office. A student may continue to receive financial assistance during the warning period. A student on financial aid warning is encouraged to work with their advisor and to use the counseling, tutoring, testing, and other services available on campus to assist them with improving their academic standing. At the end of the next semester, progress will be reviewed and the student will:

- Be removed from warning status if both the cumulative GPA and cumulative completion rate standards are met; **OR**
- Be placed on Financial Aid Discontinue and suspended from receiving assistance from federal, state and institutional sources.

Financial Aid Discontinue Status “Suspension”

Students who do not meet both standards (Qualitative and Quantitative) are no longer eligible for financial aid until classes have been taken (using their own funding) and have raised their cumulative GPA and completion rate to meet the above standards. Students will receive a letter from the Financial Aid Office informing them of their aid suspension. *Note: Students who are on Academic Dismissal are also on Aid Suspension.

- Failure to earn any credits in an academic year will result in a student being placed on aid suspension.

Probation

A student on financial aid probation may receive Federal, State, and Institutional aid for one semester. While a student is on financial aid probation, the institution may require the student to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses. At the end of one semester on financial aid probation, the student must meet the institution’s satisfactory academic progress standards or meet the requirements of the academic plan developed by the institution and the student to qualify for further assistance through these programs.

- Students who have been placed on probation and are attending their program under an approved academic plan remains eligible for aid as long as they continues to meet the conditions of that plan.

Students are not considered to be on financial aid warning or probation as long as they are making satisfactory progress under the academic plan.

- Students who have failed to make satisfactory academic progress and have an appeal approved with an academic plan in place would be considered to be on financial aid probation status for the next semester.

Appeal Process

Students who are placed on 'Suspension' may appeal if there are extenuating circumstances which led to academic difficulties.

A student may appeal on the basis (must provide documentation) of:

- Extenuating circumstances are those over which the student has no control and may include death in the student's immediate family, hospitalization, accidents, and illness. Supporting documentation is required.
- Students who are placed on 'Suspension' as a result of 'Incomplete (I)' or missing grades may also appeal using the standard appeal form and procedure.

The following must be included with the petition:

- Why the student failed to meet satisfactory progress
- What has changed in the student's situation that will allow the student to demonstrate satisfactory progress at the next evaluation
- A written plan of action
- A statement from an academic advisor in support of the plan.

The Vice President for Enrollment in consultation with the Financial Aid office will:

- Review the appeal and current academic performance
- Convey in writing to the student the approval or disapproval of the petition. If the appeal is approved the student will be placed on Probation for one semester.

If the student finds the decision unsatisfactory, the student may appeal to the Financial Aid Committee for further review. The Financial Aid Committee's decision on the appeal is final.

Incomplete Financial Aid Petitions will not be reviewed until all documentation has been received in the Financial Aid Office. Students will be notified if they need to provide additional documentation.

Reinstatement

The Policy does not preclude a student from enrolling in subsequent semesters. Students can raise their GPA and/or satisfy credit deficiencies by taking additional course work at The College of Idaho without receiving financial aid or by transferring in credits from another institution. Students who have lost eligibility for financial aid will not regain eligibility simply by paying for his or her classes for a semester or by sitting out a semester. Students may have their financial aid reinstated by the Financial Aid Office once all satisfactory academic progress standards (both qualitative and quantitative) are met. Students can also submit a copy of their College of Idaho transcript and a petition form to verify grade changes, including removal of Incompletes, if this will result in the student meeting the requirements of satisfactory academic progress for financial assistance.

Withdrawal Policy

Registered students who officially withdraw from The College after the start of a semester may be eligible for a refund of charges, in accordance with the College policy. Students may also be subject to a recalculation of their eligibility for financial aid based on their withdrawal. Students must initiate the official withdrawal process in the Registrar's office.

Federal regulations may require a recalculation of federal aid eligibility if a student withdraws from, drops, or does not begin a scheduled course. A recalculation of aid eligibility may be required for students who cease enrollment during the semester but who have not gone through the official withdrawal process. Based on the College's policy, the Business Office will determine whether to make any changes to a student's institutional charges. The Office of Financial Aid will perform separate calculations to determine how much institutional and federal aid the student is eligible to retain in light of his or her withdrawal. Eligibility for institutionally funded financial aid sources will be prorated based on the percentage of tuition the student is charged. Eligibility for federally funded financial aid sources is prorated based on the number of days of attendance compared with the number of days in the semester. Once a student has attended more than 60 percent of the semester, he or she is eligible to retain 100 percent of his or her processed federal aid to apply to educational expenses. The College will use the date the Office of the Registrar receives written notification of withdrawal to calculate the amount of federal financial aid the student is eligible to retain, unless there is a documented last day of attendance that is earlier than the notification date.

The College will calculate any student account credit balance to be refunded to the student or any balance due from the student only after the financial aid has been adjusted and any funds required to be reversed from the student account have been returned to the respective financial aid program.

All scholarships and loans awarded for periods after the withdrawal will be canceled, and any loan funds received will be returned to the lending institution. Any outside scholarships received after withdrawal will be returned to the donor.

Institutional Refund Policy

The refund amount is determined by the total payment on account from all sources, minus the charges for tuition, fees, room and board for the enrollment period, as outlined in the expenses section of this catalog. Funds are returned to the federal programs (according to the federal refund policy), institutional programs, outside scholarships and then to the student.

Federal Refund Policy

If the student is eligible for a refund based on the refund policy, and the student has received any federal monies, part of the refund must be applied to those federal funds. A calculation will be done by the Student Financial Aid Services Office to determine the amount of funds to be returned to the federal programs. The student will receive a copy of the calculation and the assignment of refund amounts to the various fund accounts will be itemized. *No refund can exceed the amount the student received from that fund.*

Most of the awards that appear on the Financial Aid Award Notification are automatically applied to your student account with receipt of a signed award letter and confirmation of attendance following 10th day of the semester (census day). Exceptions to this rule include:

- Outside Scholarships are applied when the scholarship check is received by The College. *NOTE: Please notify the Office of Student Financial Aid Services if you are receiving any outside scholarships.*
- Federal Subsidized Stafford Student Loan and/or Federal Unsubsidized Stafford Student Loans are applied directly to your student account.
- Federal PLUS Loan is applied directly to your student account.

Fifth-Year Internship Teacher Certification Program

Successful completion of the fifth-year internship is required for an Institutional Recommendation from the college to the State Department of Education for teacher certification. Please refer to the State Department of Education website (<http://www.sde.idaho.gov/>) and the Education Department Handbook for certification requirements beyond the listed coursework.

Candidates Seeking Elementary Certification

Course Requirements

Elementary

Fall

EDU-520	Assessment for Learning (2 cr)
EDU-532	Language Arts Methods for Elementary Teachers (2 cr)
EDU-533	Social Studies Methods for Elementary Teachers (2 cr)
EDU-595	Elementary School Practicum (2-9 cr)
EDU-597	Internship Seminar (1 cr)

Winter

EDU-595	Elementary School Practicum (2-9 cr)
EDU-597	Internship Seminar (1 cr)

Spring

EDU-530	Art Methods for Elementary Teachers (1 cr)
EDU-534	Science Methods for Elementary Teachers (2 cr)
EDU-595	Elementary School Practicum (2-9 cr)
EDU-597	Internship Seminar (1 cr)

Candidates Seeking Secondary Certification

Course Requirements**Secondary****Fall**

EDU-520	Assessment for Learning (2 cr)
EDU-54X	Special Methods course in first teaching field (1-2 cr)
EDU-54X	Special Methods course in second teaching field (1-2 cr)
EDU-596	Secondary School Practicum (4-11 cr)
EDU-597	Internship Seminar (1 cr)

Winter

EDU-596	Secondary School Practicum (4-11 cr)
EDU-597	Internship Seminar (1 cr)

Spring

EDU-596	Secondary School Practicum (4-11 cr)
EDU-597	Internship Seminar (1 cr)

Master of Arts in Teaching (MAT)

Requirements for Graduation

To earn an MAT degree at The College of Idaho, a candidate's graduate coursework must be completed with a grade of "B" or better. Graduates of the program are required to complete a thesis approved by a thesis committee and the department chair. All coursework and the thesis must be completed within five years of matriculation into the program. Candidates must be continually enrolled while completing the program. If all coursework has been completed except the thesis, the candidate must enroll in EDU-681 *Thesis Completion* each term until the thesis has been accepted by the thesis committee and the department chair. The responsibility rests with candidates to see that their program of study satisfies all the requirements.

Course Requirements

The following is the cycle of required courses for the MAT degree:

Summer 1

The core of the first summer consists of three courses. The study of various leadership models and their implementation in schools, a survey of qualitative and quantitative research methods to assist a candidate's research project, and the application of technology build the foundation for an intensive internship year. Courses to be completed are as follows:

EDU-611	Foundations of Instructional Leadership (3 cr)
EDU-612	Research Methods & Design (3 cr)
EDU-613	Instruction & Technology (2 cr)

Internship Year

During the internship year the candidates take MAT seminar and work on the professional portfolio and the collection of data necessary to complete the research project, in addition to doing the coursework taken by the non-MAT interns.

Both groups will study assessment as it relates to learning. During this time, work on the professional portfolio and the collection of data necessary to complete the research project will continue.

Elementary MAT**Fall**

EDU-520	Assessment for Learning (2 cr)
EDU-532	Language Arts Methods for Elementary Teachers (2 cr)
EDU-595	Elementary School Practicum (2-9 cr)
EDU-597	Internship Seminar (1 cr)
EDU-697	MAT Seminar (1 cr)

Winter

EDU-595	Elementary School Practicum (2-9 cr)
EDU-597	Internship Seminar (1 cr)
EDU-697	MAT Seminar (1 cr)

Spring

EDU-530	Art Methods for Elementary Teachers (1 cr)
EDU-533	Social Studies Methods for Elementary Teachers (2 cr)
EDU-534	Science Methods for Elementary Teachers (2 cr)
EDU-595	Elementary School Practicum (2-9 cr)
EDU-597	Internship Seminar (1 cr)
EDU-697	MAT Seminar (1 cr)

Secondary MAT**Fall**

EDU-520	Assessment for Learning (2 cr)
EDU-54X	Methods course in first teaching field (2 cr)
EDU 54X	Methods course in second teaching field (2 cr)
EDU 596	Secondary School Practicum (4-11 cr)
EDU-597	Internship Seminar (1 cr)
EDU 697	MAT Seminar (1 cr)

Winter

EDU-596	Secondary School Practicum (4-11 cr)
EDU-597	Internship Seminar (1 cr)
EDU-697	MAT Seminar (1 cr)

Spring

EDU-596	Secondary School Practicum (4-11 cr)
EDU-597	Internship Seminar (1 cr)
EDU-697	MAT Seminar (1 cr)

Summer 2

The research project designed during the first summer and researched during the internship is written under the supervision of a C of I professor and a thesis committee. Each candidate will prepare a professional development plan and complete a project consistent with that plan. Courses to be completed are as follows:

EDU-580 Projects in Professional Development (3 cr)

EDU-680 Thesis Preparation (3 cr)

Bilingual Endorsement Program

Course Requirements

EDUSPA-101	Spanish for Educators I (1 cr)
EDUSPA-102	Spanish for Educators II (1 cr)
EDUSPA-103	Spanish for Educators III (2cr)
EDU-501	Teaching in a Diverse Society (3 cr)
EDU-502	Theoretical Foundations of Bilingual Education & ESL (3 cr)
EDU-503	Second Language Acquisition Theory and Practice (3 cr)
EDU-505	Foreign Language ESL and Bilingual Methods (3 cr)
EDU-512	Linguistics for Educators (3 cr)
EDU-599	Practicum (1 cr)
EDU-598	Field Experience (1 cr)

** The Bilingual endorsement requires six semester credits of upper division foreign language study and at least one credit of practicum in a K-12 bilingual setting (EDU 598). (Upper-division credits may be replaced with 100 level foreign language credits.)*

English as a New Language Endorsement Program

Course Requirements

EDUSPA-101	Spanish for Educators I (1 cr)
EDUSPA-102	Spanish for Educators II (1 cr)
EDUSPA-103	Spanish for Educators III (2cr)
EDU-501	Teaching in a Diverse Society (3 cr)
EDU-502	Theoretical Foundations of Bilingual Education & ESL (3 cr)
EDU-503	Second Language Acquisition Theory and Practice (3 cr)
EDU-505	Foreign Language ESL and Bilingual Methods (3 cr)
EDU-512	Linguistics for Educators (3 cr)
EDU-599	Practicum (1 cr)
EDU-598	Field Experience (1 cr)

Master of Education in Curriculum and Instruction: Emphasis TESOL and Bilingual

Requirements for Graduation

To earn a MEd degree at The College of Idaho, a candidate's graduate coursework must be completed with a grade of "B" or better. Graduates of the program are required to complete a thesis approved by a thesis committee and the department chair. All coursework and the thesis must be completed within five years of matriculation into the program. Candidates must be continually enrolled while completing the program. If all coursework has been completed except the thesis, the candidate must enroll in EDU-681 *Thesis Completion* each term until the thesis has been accepted by the thesis committee and the department chair. The responsibility rests with candidates to see that their program of study satisfies all of the requirements.

Course Requirements

The following is the cycle of required courses for the MEd degree:

Year 1	
Fall	
EDU-501F	Teaching in a Diverse Society (2 cr)
EDU-502	Theoretical Foundations of Bilingual Education & ESL (3 cr)
Winter	
EDU-501W	Teaching in a Diverse Society (1 cr)
EDUSPA-101	Spanish for Educators I (1 cr)
Spring	
EDU-505	ESL and Bilingual Methods (3 cr)
EDU-599	Practicum in ESL/Bilingual Ed (1 cr)
Summer	
EDU-504	Multicultural Literature for Children and Adolescents (3 cr)
EDU-612	Research Methods and Design (3 cr)

Year 2**Fall**

EDU-503	Second Language Acquisition Theory and Practice (3 cr)
EDU-598	Field Experience (1 cr)
EDU-698	Research Seminar (1 cr)
EDUSPA-102	Spanish for Educators II (1 cr)

Winter

EDUSPA-103	Spanish for Educators III (2 cr)
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Spring

EDU-512	Linguistics for Educators (3 cr)
EDU-698	MEd Seminar (1 cr)

Summer

EDU-513	Curriculum Design (3 cr)
EDU-634	Current Trends in Education (3 cr)
EDU-698	MEd Seminar (1 cr)

Courses

EDU-501 Teaching in a Diverse Society**3 credits**

A survey of issues surrounding the education of students from a diverse population in a pluralistic society. Topics of study include culture, race, ethnicity, and religion. Cultural issues affecting students academically, socially, and emotionally will be addressed. Strategies for working with parents from non-dominant cultures will be discussed. Note: This course may be offered as EDU-501F (Fall, 2 credits) and EDU-501W (Winter, 1 credit). When the course is offered in this manner, students must complete both the Fall and Winter sections.

EDU-502 Theoretical Foundations of Bilingual & ESL Education**3 credits**

An overview of legal mandates and an analysis of the models and typologies of bilingual education and second language programs that aim to achieve bilingualism and biliteracy. The course examines the socio-cultural issues surrounding linguistic minority education from a historical perspective as well as from a contemporary and local perspective.

EDU-503 Second Language Acquisition Theory & Practice**3 credits**

Introduces principal areas of research, major theoretical issues in the field and the current methodologies related to second language (L2) acquisition with related analysis of first language acquisition. Students will explore the relationships between the research and issues with that of actual classroom second language learning and teaching. The course is taken in conjunction with a field experience.

EDU-504 Multicultural Literature for Children & Adolescents**3 credits**

A study of literature appropriate for young people that represents other than the dominant culture of North America. Works representing Latino culture will be emphasized.

EDU-505 ESL & Bilingual Methods**3 credits**

Second language acquisition theory and practice in the context of standards-based education. Course content includes cross-cultural awareness and discussion of sociological issues pertaining to minority student education. Students will utilize ESL, bilingual and foreign language methods in lesson planning and teaching.

EDU-512 Linguistics**3 credits**

Central concepts of linguistic theory are the focus of this course. It includes the theoretical areas of pragmatics, semantics, syntax, morphology, and phonology; and the applied areas of language variation, first language acquisition, second language acquisition, and written language. Participants will acquire the

International Phonetic Alphabet (IPA) as an essential tool for disciplined examination of linguistic phenomena. Issues of sociolinguistics will be addressed as participants wrestle with the relationship between language, thought, culture, and the nature of the cognitive and brain systems that relate to language learning, language teaching, and language use.

EDU-513 Curriculum Design 3 credits

Historical, philosophical, and contemporary issues in curriculum development will be explored. Participants will investigate implications for curriculum alignment to address the assessment of state and national standards.

EDU-520 Assessment for Learning 2 credits

The course is designed to guide future teachers through the various processes of educational assessment. The relationship among teaching, learning, and assessment will be emphasized. Special emphasis will be placed upon creating, administering, analyzing, and communicating the results of teacher-made tests for classroom application. Interpretation of standardized tests will also be addressed.

Prerequisites: Admission to Internship.

EDU-530 Art Methods for Elementary Teachers 1 credit

This course is designed to prepare future elementary and art teachers in awareness, skills, theories, and practices in K-8 art education. Child growth and development, curriculum selection and planning, classroom management, assessment strategies, and basic historical and aesthetic learning methods will be addressed.

Prerequisites: Admission to Internship.

EDU-532 Language Arts Methods for Elementary Teachers 2 credits

Elementary teachers must demonstrate a high level of competence in the use of English language arts. They must understand and use concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply these skills to many different situations, materials and ideas.

Prerequisites: Admission to Internship.

EDU-533 Social Studies Methods for Elementary Teachers 2 credits

This course will provide future teachers with an understanding of the Idaho social studies standards for elementary and middle school students. The pedagogy most appropriate for conveying the content of the social studies will be modeled and taught. Multidisciplinary, thematic and literacy approaches will be emphasized.

Prerequisites: Admission to Internship.

EDU-534 Science Methods for Elementary Teachers**2 credits**

This class will emphasize the instructional and management techniques necessary to teach science to elementary students. A variety of instructional strategies will be discussed and modeled. Lessons using hands on and inquiry approaches will be prepared and taught. Safety issues will be addressed. The state science standards will be used as a basis for developing lessons.

Prerequisites: Admission to Internship.

EDU-535 Physical Education Methods for Elementary Teachers**1 credit**

Physical activity is critical to healthy learning. In this class students will develop lessons incorporating movement into core classroom instruction. Students will coordinate with school physical education teachers to integrate movement and content.

Prerequisites: Admission to Internship.

EDU-540 Art Methods for Secondary Teachers**2 credits**

This is a study of the methods and materials appropriate to teach art at the level of middle, junior or senior high students. Topics to be considered include: philosophy of secondary art education, alignment of subject matter knowledge and Idaho state standards for visual arts, methods of art instruction, art curriculum (scope and sequence), lesson planning, assessment, budget, exhibits and portfolio development.

Prerequisites: Admission to Internship.

EDU-541 Science Methods for Secondary Teachers**2 credits**

This course serves as a practical foundation for pre-service teachers to formulate a basis to teach science at the secondary level in a manner that is exciting, creative, and rigorous. Techniques for promoting inquiry and discovery, in addition to laboratory safety and classroom management concerns will be investigated. Course activities will provide a basis for the development of competent, reflective professional science educators, including familiarity with relevant journals, resources, and continuing science education.

Prerequisites: Admission to Internship.

EDU-542 Mathematics Methods for Secondary Teachers**2 credits**

The emphasis of this class is on the mathematics that is taught in the middle and high school levels. The Idaho mathematics standards will be used in analyzing curriculum and preparing lessons. A variety of teaching techniques and methods will be described and modeled. The use of manipulatives, calculators and computers will be included.

Prerequisites: Admission to Internship.

EDU-543 Social Studies Methods for Secondary Teachers 2 credits

A study of the methods and materials appropriate to the level of middle and senior high school students. Emphasis will be given to the theoretical understanding of the nature and history of social studies as a broad field of study and to the various concepts, methods, and strategies used to teach it. Special consideration will be given to an examination of the content, substantive, and syntactic knowledge necessary to teach the various social studies disciplines in the secondary schools. The critical component of the course will be the creation and teaching of social studies units as part of the internship placement.

Prerequisites: Admission to Internship.

EDU-544 Language Arts Methods for Secondary Teachers 2 credits

Secondary English teachers must understand the content and structure of the English language and the variety of ways ideas can be organized within the field. In this course students will review research and practice in the areas of reading, writing, literature, as well as the grammar and mechanics of the English language. Assignments for this class may be included as artifacts in your professional portfolio.

Prerequisites: Admission to Internship.

EDU-580 Projects in Professional Development 3 credits

Candidates will apply what they have learned about becoming an educational leader to prepare professional development plans and initiating work on their plan by completing a project related to their first teaching assignment.

Prerequisites: Admission to MAT, successful completion of internship year.

EDU-593 Professional Development 1 - 5 credits

These courses are designed to provide graduate credit for professional development courses for educators. This credit is not normally used to meet degree requirements.

Prerequisites: Earned Bachelor's degree.

EDU-595 Elementary School Practicum 2 - 9 credits

The course includes working in one or more K-8 classroom setting/s where candidates observe, plan lessons, participate in parent conferences, teach lessons and assess learning. Program requirements include completing fall, winter and spring practicum experiences.

Prerequisites: Admission to teacher education and admission to Internship.

EDU-596 Secondary School Practicum**4 - 11 credits**

The course includes working in one or more 7-12 grade classroom setting/s where candidates observe, plan lessons, participate in parent conferences, teach lessons and assess learning. Program requirements include completing fall, winter and spring practicum experiences.

Prerequisites: Admission to teacher education and admission to Internship.

EDU-597 Internship Seminar**1 credit**

This seminar supports candidates as they plan, teach, assess learning and complete their professional portfolios. Program requirements include completing internship seminars during fall, winter and spring of the internship year.

Corequisites: Elementary School Practicum or Secondary School Practicum.

EDU-598 Field Experience**1 credit**

Observe, practice, and document second language instructional methods within elementary and secondary classrooms. Twenty-five hours of documented experience is expected. *May be repeated.*

EDU-599 Practicum**1 credit**

Opportunities to apply and document techniques associated with bilingual instruction. Twenty-five hours per credit is required. *May be repeated.*

EDU-611 Foundations of Instructional Leadership**3 credits**

An investigation into the models of leadership, school organization, leadership strategies, and the climate of current educational reform. The intent is to develop effective educational change agents.

EDU-612 Research Methods & Design**3 credits**

An overview of qualitative and quantitative methods of data collection and their application and an introduction to research design. Candidates will design their research projects.

EDU-613 Instruction & Technology**2 credits**

An advanced look at the integration of technology and instruction, including hypermedia, web page design, and the use of the Internet for instructional purposes.

EDU-634 Current Trends in Education**3 credits**

A study of current trends in American educational reform emphasizing the nature of change in learning organizations, the role of technological innovation; current research on learning, and international education systems on educational reform. Specific reform movements will be explored, such as standards-based curriculum, technology-infused classrooms, voucher systems, home schooling, charter schools, site-based management, concept-based instruction, and brain-based learning.

EDU-680 Thesis Preparation**3 credits**

This course will assist MAT candidates in interpreting and analyzing quantitative and qualitative data. It will also deal with document formatting and editing.

Prerequisites: Completion of Internship.

EDU-681 Thesis Completion**1 credits**

This course supports MAT and MEd students in the process of completing their thesis under the guidance of the chair of their thesis committee. *The course is pass/fail and may be repeated.*

EDU-694 Independent Study**3 credits**

A student-designed study intended to enhance an area of expertise.

EDU-697 MAT Seminar**1 credit**

This seminar supports MAT candidates as they refine their thesis project and collect and analyze data. *May be repeated.*

Corequisites: Elementary School Practicum or Secondary School Practicum.

EDU-698 MEd Seminar**1 credit**

This seminar supports M.Ed. candidates as they refine their thesis project and collect and analyze data. May be repeated.

EDU-699T.1 Special Topics: Advanced Curriculum Theory & Design**3 credits**

This course examines the history of curriculum development in American education and explores alternative models of curriculum design. Emphasis will be placed upon the role of teacher created curriculum within the context of current educational reform initiatives.

EDU-699T.2 Special Topics: Reading in Critical Pedagogy**3 credits**

An introduction to the basic concepts and practices of critical pedagogy. Students will examine the theoretical and philosophical underpinnings of critical pedagogy. Readings will lead to an investigation of the extent to which critical theory, postmodernism, constructivism and feminism are intersecting traditions that have informed critical pedagogy. In addition, students will explore whether or not critical pedagogy is present in their own practice.

EDU-699T.3 Special Topics: Action Research**3 credits**

This course is designed to provide MAT candidates with the knowledge and skills necessary to conduct research within a classroom setting. Students will be introduced to the elements required to begin an action research project, including purpose/rationale, writing style, literature reviews, online resources, data collection, and components of an action research project. Students will also identify ethical issues related to research, including basic theory and practice, professional codes of ethics, confidentiality, and research using human subjects. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined and methods for evaluating and analyzing data are discussed.

Undergraduate Courses for the MEd and Endorsement Programs**EDUSPA-101 SPANISH FOR EDUCATORS I****1 credit**

Develops a springboard for beginning Spanish language skills in speaking, listening, reading, and writing. Offers a basic study of grammatical structures and vocabulary within a sheltered, communicative approach. Introduces students to Hispanic and Latino cultures. Course conducted in Spanish.

Prerequisite: Admission to the MEd or post-baccalaureate endorsement programs.

EDUSPA-102 SPANISH FOR EDUCATORS II**1 credit**

Extends Spanish-language speaking, listening, reading, and writing skills introduced in Spanish for Educators I. Emphasis will be on expanding vocabulary and fundamentals of grammatical structure within a sheltered, communicative approach. Focus will be on Hispanic and Latino cultures within the school and community environment. Course conducted in Spanish.

Prerequisite: Admission to the MEd or post-baccalaureate endorsement programs.

EDUSPA-103 SPANISH FOR EDUCATORS III**2 credits**

Designed to build on the speaking, listening, reading, and writing skills developed in Spanish for Educators I & II. Vocabulary will be expanded through an analysis of language structures through cultural and literary readings. Discussion of themes related to children and young adult Spanish language literature. Course conducted in Spanish.

Prerequisite: Admission to the MEd or post-baccalaureate endorsement programs.

Student Life and Graduate Students

As a primarily undergraduate institution, The College of Idaho is focused on residential undergraduate life. However, graduate students at the College can expect a full range of support from the division of Student Affairs. Students in the MPAS joint program with Idaho State University are governed by that program's code of conduct but are also members of the C of I community, involving both community expectations and services. In particular, the graduate student fee each semester includes access to Terteling Library services, including interlibrary loan for MAT and MEd thesis research; Academic Support Services; Learning Support and Disability Services; College of Idaho athletic events, dances, and special events; the annual Student Research Conference; Student Health Services and the Counseling Center. For more information see <http://www.collegeofidaho.edu/student-life>. Graduate students do not pay the ASCI student fee charged to all undergraduates and are thus not eligible for direct support from the College's Student Senate.

Student Affairs Offices

The Student Affairs Offices, located primarily in the McCain Student Center and Hendren Hall, provide a variety of services and resources for students. Among those offered are career counseling, internship and off-campus experience placement, student health, student activities, personal counseling, study skills assistance, campus ministry, minority and international student affairs, residence life, and campus safety. Student Affairs staff members invite and encourage students to drop by and share questions, concerns, and ideas about campus life or how to get involved on campus.

Student Rights and Responsibilities

Student Responsibilities

Students are held responsible for reading and understanding the academic, administrative, and disciplinary policies or regulations and for understanding the graduation requirements as published in the catalog and Student Handbook when they matriculate. They are held responsible for the requirements of a program in effect at the time they officially join that program.

Graduation Requirements

Requirements for graduation may change after students matriculate at The College of Idaho. Changes are not retroactive, although students will have the option to elect to meet the new requirements. Exceptions may be necessary when changes in professional certification or licensure standards mandate such changes in requirements.

Confidentiality of Records

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, P.L. 93-380, as amended by P.L. 92-318, eligible students may review personal educational records, have the opportunity to correct

information in those records, and limit disclosure of information from those records. For procedures, contact the Registrar's Office. Federal law prohibits release of academic or financial records, even to parents, without the student's consent for students over 18 years of age.

Dismissal and Suspension

The College of Idaho reserves the right, and by matriculation the student acknowledges that right, to dismiss or suspend any student whose conduct is unacceptable by College standards. See [College of Idaho Student Handbook](#).

Notice of Non-Discriminatory Policy

The College of Idaho admits students of any race, age, sex, color, national and ethnic origin, disability, veteran status, sexual orientation, gender identity, and religion to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College of Idaho does not discriminate on the basis of race, age, sex, color, national and ethnic origin, disability, veteran status, sexual orientation, gender identity, or religion in administration of its educational policies, admissions policies, scholarships, loan programs, athletic, or any school-administered programs.

Student Honor Code

A. The Code:

The College of Idaho is a community of integrity; therefore, we, the students, seek to promulgate a community in which integrity is valued, expected, and practiced. We are honor bound to refrain from cheating, stealing, or lying about College-related business. We are obligated to examine our own actions in light of their effect on the community, and we are responsible to address any violations of these community standards.

B. The Pledge:

All course work submitted for evaluation is pledged with the student's signature:

I pledge that this work was completed with academic integrity.

C. Revision:

Any changes to the Academic Honor Code must be approved by a student referendum.

Learning Support & Disability Services

Helping Students Succeed

The College of Idaho seeks to provide an educational environment that is sensitive to the needs of students with disabilities. The College provides reasonable services to enrolled students who have a documented permanent or temporary physical, mental, or sensory disability that qualifies for academic accommodations under the Americans with Disabilities Act and/or section 504 of the Rehabilitation Act. Students with disabilities are encouraged to notify the College of potential ADA or 504 status during the admission process.

The College of Idaho provides services to its students with disabilities through the Learning Support & Disability Services office of the Division of Student Affairs. The Learning Support & Disability Services Director will meet with students who indicate they have disabilities to help arrange for reasonable accommodations and identify off-campus sources of support.

To Obtain Services, a Student Must:

- Submit a written request for accommodations to the Learning Support & Disability Services office indicating the condition and the types of accommodations the student desires. Requests should be made immediately after notification of admission.
- Submit appropriate documentation of the diagnosed disability from a qualified treatment provider. This documentation must indicate the nature, extent, and the academic implications of the disability. This documentation must also indicate the types of accommodation and services the student is currently receiving. The assessment must have been completed within the past three years.
- Provide a signed release of information form that allows the college to communicate with the student's doctors and service providers for the purpose of providing requested accommodations. It is also recommended that students sign the FERPA release during summer orientation.
- Provide contact information for the doctors and service providers listed on the release of information form.
- Schedule an appointment with the Learning Support & Disability Services Director either by calling (208) 459-5683 or by contacting an Admission Counselor. The college prefers to first collect the information cited here and then to meet with the student. This meeting may occur when the student is on campus for summer orientation.

NOTE: The College will not ignore or excuse behavioral manifestations in conflict with College expectations or code of conduct resulting from various disabilities. The College holds all students to the same standards of performance and behaviors.

