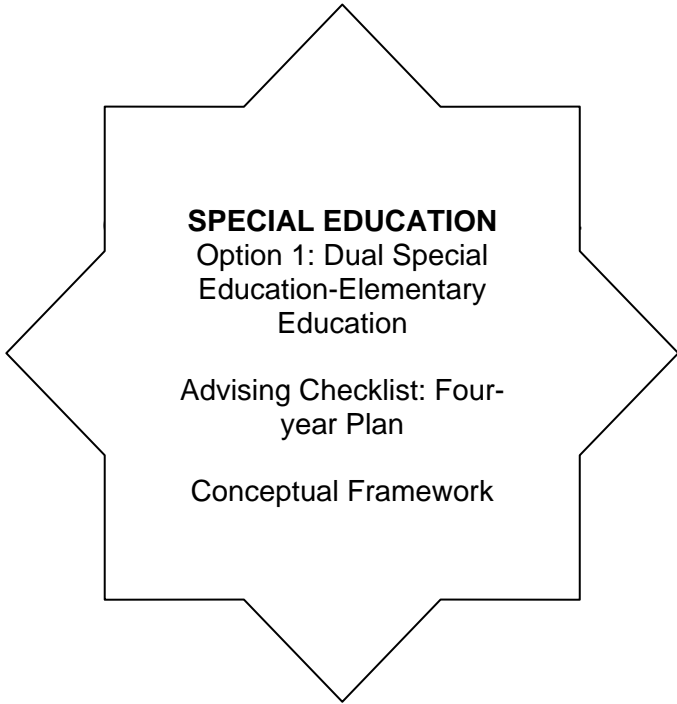


BOISE STATE UNIVERSITY

College of Education

The Professional Educator



ASSESSMENT	SCORE
PRAXIS I (PPST) MATH *passing score 175 *take before/during MATH 157	
PRAXIS I (PPST) WRITING *passing score 172 *take before/during ENGL 101, 102	
Educational Technology Assessment (ETA) *passing score 75% *take during EDTECH 202	
PRAXIS II: ELEMENTARY CONTENT KNOWLEDGE (Test #0014) *passing score 143 *take after completing core areas I, II, III	
PRAXIS II: PRINCIPLES OF LEARNING & TEACHING K-6 (Test #0522) *passing score 161 *take after ED-CIFS 203	
PRAXIS II: EDUCATION OF EXCEPTIONAL STUDENTS: CORE CONTENT KNOWLEDGE (Test #0353) *passing score 156 *take before Professional Year A, Internship	
PRAXIS II: EDUCATION OF EXCEPTIONAL STUDENTS: MILD TO MODERATE DISABILITIES (Test #0542) *passing score 168 *take before/during Professional Year A, Internship	
ICLA: STANDARD 1 *passing score 70% *take during ED-LTCY 340	
ICLA: STANDARD 2 *passing score 70% *take during ED-LTCY 440	
ICLA: STANDARD 3 Passing score 70% *take during ED-LTCY 340	

Name

ID Number

Phone Number

Catalog Year

e-mail address

Information about all PRAXIS exams can be found in room E-222 or at www.ets.org. You may take the PRAXIS I (PPST) exams locally at Prometrics; call 321-7422 for information.

Department of Special Education and Early Childhood Studies



SPECIAL EDUCATION OPTION 1 CHECKLIST

General Requirements	Units	Grade
ENGL 101 English Composition (If you tested out of 101 make sure it is on your transcript)	3	<input type="text"/>
ENGL 102	3	<input type="text"/>
Area I Core Requirements All of the following are required for graduation; 9 credits are required to enter Teacher Education		
Any Area I Core English course in Literature	3	<input type="text"/>
Any Area I Core English course	3	<input type="text"/>
Area I Core course in Art or Music	3	<input type="text"/>
ASL 101 or 102 American Sign Language	4	<input type="text"/>
Area II Core Requirements All of the following are required for graduation; 6 credits and PSYC 101 are required for entrance into Teacher Education		
HIST 111/211 or HIST 112/212 United States History	3	<input type="text"/>
PSYC101 General Psychology	3	<input type="text"/>
Area II Core course in Geography	3	<input type="text"/>
Area II Core Diversity Course-Social Studies (ANTH, ECON, GEOG, HIST, POLS, or SOC)	3	<input type="text"/>
Area III Core Requirements All of the following are required for graduation and admission to Teacher Education		
MATH 257 (pre-requisite: MATH 157) Geometry and Probability	4	<input type="text"/>
Core Course in a Science Field (Any Area III Science)	4	<input type="text"/>
Core Course in a second Science Field (Any Area III Science not in above discipline)	4	<input type="text"/>
NOTE: Special education majors must have courses in at least two of the following disciplines: Biology, Geology, or Physical Science (Chemistry or Physics)		
Lower Division		
ED-SPED 251 Collaboration in the School and Community	2	<input type="text"/>
ED-SPED 252 (prerequisite: EDTECH 202) Assistive Technology	1	<input type="text"/>
Lower Division required for admission to Teacher Education		
MATH 157 (pre-requisite: MATH 108) Structure of Arithmetic for Teachers	4	<input type="text"/>
ED-CIFS 201 Foundations of Education	3	<input type="text"/>
EDTECH 202 Educational Technology-Classroom Applications	3	<input type="text"/>
ED-CIFS 203 (pre-requisite: PSYC 101) Educational Psychology	3	<input type="text"/>
Both of the following two courses are required for graduation. At least one is required for admission to Teacher Education		
ED-BLES 200 (field experience included) Cultural Diversity in the Schools	3	<input type="text"/>
ED-SPED 250 (field experience included) Exceptionality in Schools	3	<input type="text"/>
Upper Division (The following courses may be taken prior to admission to Teacher Education.)		
ED-LTCY 346 Children's Literature	3	<input type="text"/>
ED-LTCY 340 (field experience included) Idaho Comprehensive Literacy (Take Standards 1 & 3 ICLA)	4	<input type="text"/>
ED-LTCY 440 Content Area Language Arts K-8 (Take Standard 2 ICLA)	3	<input type="text"/>

ADMISSION TO TEACHER EDUCATION IS REQUIRED BEFORE ENROLLING IN THE FOLLOWING UPPER DIVISION TEACHER EDUCATION COURSES

For fall admission, applications are due the first Friday in February; for spring admission, applications are due the third Friday in September. Applications are to be submitted online at <http://education.boisestate.edu/teached/appinfo.htm>. For admission you must have the following: Passed PRAXIS I (PPST) in Mathematics (175) and Writing (172); passed the Education Technology Assessment (ETA); minimum Cumulative GPA of 2.5; minimum Education GPA of 2.75. Your cumulative and education GPAs can be found on your Degree Progress Report on Bronco Web.

Upper Division	Units	Grade
ED-CIFS 330 Elementary Social Studies Curriculum & Instruction	3	<input type="text"/>
ED-CIFS 331 Elementary Mathematics Curriculum & Instruction	3	<input type="text"/>
ED-CIFS 332 Elementary Classroom Learning Environments	3	<input type="text"/>
ED-CIFS 333 Elementary Science Curriculum & Instruction	3	<input type="text"/>
ED-LTCY 343 Reading Diagnosis and Intervention	3	<input type="text"/>
ED-LTCY 364 Field Experience in Literacy	1	<input type="text"/>
ED-SPED 351 Access to the General Education Curriculum	1	<input type="text"/>
ED-SPED 352 Differentiated Instruction for Academic Skills	2	<input type="text"/>
ED-SPED 353 Differentiated Instruction in the Content Areas	2	<input type="text"/>
ED-SPED 354 Assessment for Differentiated Instruction	2	<input type="text"/>
ED-SPED 355 Positive Behavior Intervention	2	<input type="text"/>
ED-SPED 356 Instruction for Students with Severe Disabilities	2	<input type="text"/>
ED-SPED 357 Formal Assessment for Special Education	2	<input type="text"/>
ED-SPED 365 Field Experience in Special Education	1	<input type="text"/>
ED-SPED 451 Special Education and the Law	2	<input type="text"/>
ED-SPED 452 Instruction for Adolescents with Disabilities	2	<input type="text"/>
KINES 305 Adapted Physical Education	3	<input type="text"/>

ADMISSION TO PROFESSIONAL YEAR IS REQUIRED BEFORE CONTINUING IN TEACHER EDUCATION For fall admission, applications are due the first Friday in February; for spring admission, applications are due the third Friday in September. Applications are to be submitted online at <http://education.boisestate.edu/teached/appinfo.htm>. For admission you must have the following: Minimum Cumulative GPA of 2.75 **AND** Minimum GPA of 3.0 in all Education courses; passed the PRAXIS II in Elementary Content Knowledge (#0014), Principles of Learning and Teaching (#0522); Education of Exceptional Students (#0353); and passed the Comprehensive Literacy Exam Standards 1, 2 & 3. **You will not be allowed into the Professional Year until you have passing scores on all tests.**

Professional Year A (semester 1)

Admission to Professional Year required. 200 hours/semester in the school, preferably 2 days/week. You may take other courses with this Field Experience.

ED-CIFS 460 (ED-CIFS 462 + ED-SPED 462, effective Spring 2008) Professional Year I; semester 1 4

Professional Year B (semester 2)

Passing score on Praxis II Education of Exceptional Students: Mild to Moderate Disabilities (#0542) is required.

This is your student teaching semester. You will be in the school all day every day.

ED-CIFS 461 Professional Year II; semester 2/1st 8 weeks 7

ED-SPED 467 Professional Year III; semester 2/2nd 8 weeks 7

SUGGESTED COURSE SCHEDULE

First Semester

Freshman Year Courses	Units
ENGL 101 English Composition	3
Area I Core Art or Music	3
HIST 111 or 112 or 211 or 212	3
MATH 108 Intermediate Algebra (if needed)	4
PSYC 101 General Psychology	3
Total	16

Second Semester

Freshman Year Courses	Units
ENGL 102 English Composition	3
Area II Diversity Course in Social Studies	3
AREA III Science Course	4
ASL 101 (Fall) or ASL 102 (Spring)	4
MATH 157 Structure-Arithmetic	4
Total	18

Third Semester

Sophomore Year Courses	Units
ETA and PRAXIS I in Math and Writing must be completed by this semester	
Area I Core English Course	3
ED-CIFS 201 Foundations of Education	3
ED-CIFS 203 Educational Psychology	3
ED-SPED 251 Collaboration (Fall)	2
EDTECH 202 Educational Technology	3
MATH 257 Geometry-Probability	4
Total	18

Fourth Semester

Sophomore Year Courses	Units
Apply for Teacher Ed this semester	
Area I Core English course	3
Area II Core Course in Geography	3
Any AREA III Science Course in a different field	4
ED-LTCY 340 Idaho Comprehensive Literacy	4
ED-SPED 250 Exceptionality	3
ED-SPED 252 Assistive Technology	1
Total	18

Fifth Semester

Junior Year Courses	Units
PRAXIS II #0014 and #0522 and ICLA must be completed this semester	
ED-BLESL 200 Cultural Diversity	3
ED-LTCY 346 Children's Lit	3
ED-LTCY 440 Content Area Language Arts K-8	3
ED-SPED 351 Access GenEd	1
ED-SPED 352 Dif. Instr Acad. (Fall)	2
ED-SPED 354 Assess. Dif. Inst. (Fall)	2
ED-SPED 451 SpEd Law (Fall)	2
Total	16

Sixth Semester

Junior Year Courses	Units
Apply for Professional Year this semester; PRAXIS II #0353 must be completed this semester	
ED-CIFS 331 Elementary Math C & I	3
ED-CIFS 330 Elementary Social Studies C & I	3
ED-SPED 353 Dif. Instr. Cont. (Spring)	2
ED-SPED 355 Pos. Behav. (Spring)	2
ED-SPED 357 Formal Assess. (Spring)	2
ED-SPED 365 Field Exp: SpEd	1
ED-SPED 452 Adolescents (Spring)	2
KINES 305 Adap. PE	3
Total	18

Seventh Semester

Senior Year Courses	Units
PRAXIS II #0542 must be completed this semester	
ED-CIFS 460 Prof. Year Internship	4
ED-CIFS 332 Classroom Learning Environments	3
ED-CIFS 333 Science C & I	3
ED-LTCY 343 Reading Diagnosis	3
ED-LTCY 364 Field Exp: Lit	1
ED-SPED 356 Severe	2
Total	16

Eighth Semester

Senior Year Courses	Units
ED-CIFS 461 Elem. Stud. Tch.	7
ED-SPED 467 SpEd Stud. Tch.	7
Total	14

Conceptual Framework for College of Education

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Standards for Initial Certification in Idaho

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mentoring of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.