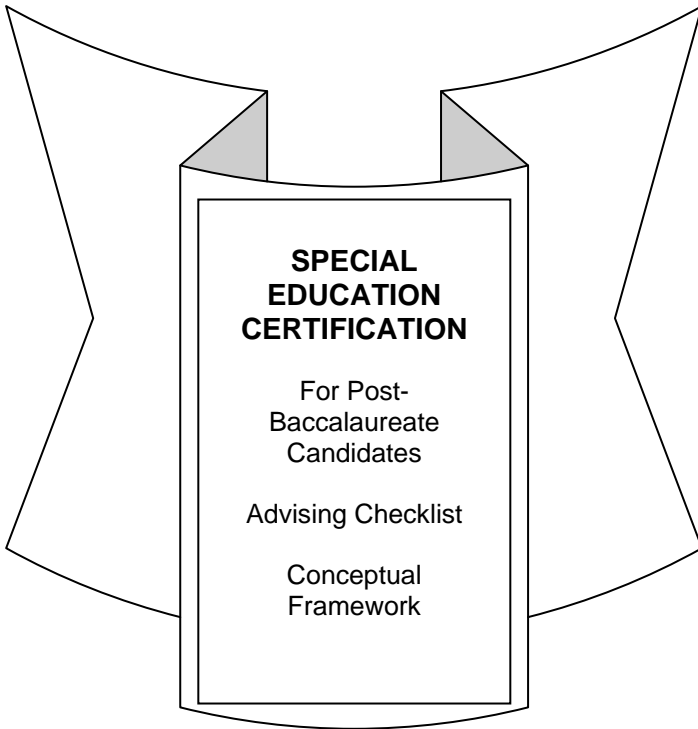


BOISE STATE UNIVERSITY

College of Education

The Professional Educator



ASSESSMENT	SCORE
PRAXIS I (PPST) MATH *passing score 175 *take during first semester of enrollment	
PRAXIS I (PPST) WRITING *passing score 172 * take during first semester of enrollment	
PRAXIS II: ELEMENTARY CONTENT KNOWLEDGE (Test #0014) *passing score 143 * take during first semester of enrollment	
PRAXIS II: EDUCATION OF EXCEPTIONAL STUDENTS: CORE CONTENT KNOWLEDGE (Test #0353) *passing score 156 *take before student teaching	
PRAXIS II: EDUCATION OF EXCEPTIONAL STUDENTS: MILD TO MODERATE DISABILITIES (Test #0542) *passing score 168 *take before student teaching	
PRAXIS II: (as required for subject area) *passing score varies *take after subject area coursework	
ICLA: STANDARD 1 *passing score 70% *take during ED-LTCY 340	
ICLA: STANDARD 2 *passing score 70% *take during/after ED-LTCY 340	
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 and Admission to Teacher Education at Boise State University can be found in the **Office of Teacher Education** (E-722, 426-2756) 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



OPTIONS FOR POST-BACCALAUREATE CANDIDATES

Certification

1. Certification Only
 - Stand-alone Exceptional Child Certificate, K-12 Generalist
 - Successful completion results in an Institutional recommendation for certification
 - May be combined with other certificates or endorsements
 - Elementary
 - Secondary
 - Endorsements
 - In order to maximize opportunities for employment as a high qualified educator, candidates are encouraged to work towards completion of a subject area endorsement in one of the following areas: Reading, English, Mathematics, or Science
2. Certification plus 2nd Baccalaureate Degree
 - Same as above
 - Requires a minimum of 30 credits, all taken at Boise State University
3. Alternate Routes to Certification (effective July 1, 2006)
 - As outlined by Idaho State Board of Education
 - Teacher to New Certification
 - Content Specialist
 - Paraeducator to Teacher
 - Similar course work requirements but permits entry into teaching position prior to completion of program requirements
 - May be eligible for Transition to Teaching stipend

Graduate Degrees

4. M.A. in Special Education
 - Culminates in a thesis
 - Designed for candidates interested in scholarly research
 - By itself does not qualify candidate for initial certification, but selected graduate courses may be substituted for certification requirements
5. M.Ed. in Special Education
 - Culminates in a project or comprehensive examination
 - Designed for practitioners
 - By itself does not qualify candidate for initial certification, but selected graduate courses may be substituted for certification requirements
6. The M.Ed. comprehensive examination option maximizes the number of courses that satisfy both graduate degree and certification requirements

SPECIAL EDUCATION CERTIFICATION CHECKLIST FOR POST-BACCALAUREATE CANDIDATES

Note: Candidates should refer to course requirements and prerequisites for optional degrees, certificates, and/or endorsements, as listed in BSU catalogs. Candidates who choose to pursue a graduate degree in special education may substitute 500 level equivalents, as noted in shaded prefix boxes below.

Choose one of the following three introductory courses:

Prefix	Title	Credits	Semester	Waive/Substitute/Require
ED-SPED 250 OR	Exceptionality in the Schools Includes Field Experience	3	F, S	
ED-SPED 350 plus ED-CIFS 301 OR	Teaching Students with Exceptional Needs at the Secondary Level plus Teaching Experience I	3 1	F, S	
ED-SPED 550	Teaching Secondary Students with Exceptional Needs	3	F, S	

These courses may be taken prior to Admission to Teacher Education:

Prefix	Title	Credits	Semester	Waive/Substitute/Require
ED-SPED 255	Educational and Assistive Technology	3	S	
ED-SPED 260	Special Education Policies and Procedures	3	F	
ED-LTCY 340 or 549	Idaho Comprehensive Literacy Course Includes Field Experience	4	F, S	

ADMISSION TO TEACHER EDUCATION IS REQUIRED BEFORE ENROLLING IN THE FOLLOWING UPPER DIVISION 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); 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.

Note: An exception may be made for post-baccalaureate candidates. During the first semester of enrollment, such candidates may take courses for which they meet other prerequisites while working on fulfilling admission requirements. **This exception is for the first semester only.**

Prefix	Title	Credits	Semester	Waive/Substitute/Require
Choose one of the following two content area literacy courses:				
ED-LTCY 440 OR 550	Content Area Language Arts: K-8	3	F, S	
ED-LTCY 450 OR 544	Content Area Literacy for Secondary Students	3	F, S	
ED-SPED 330	Diagnostic Assessment in Special Education	3	S	
ED-SPED 332 (OR ED-SPED 552)	Language Arts for Students with Disabilities (OR <i>Instructional Design for Special Educators</i>)	3	F	
ED-SPED 333	Mathematics for Students with Disabilities	3	S	
ED-SPED 345 (OR ED-SPED 554)	Positive Behavior Intervention and Support (OR <i>Students with Emotional Disturbances or Behavior Disorders</i>)	3	S (F)	
ED-SPED 358 (OR ED-SPED 556)	Students with Severe Disabilities (OR <i>Seminar in Severe Disabilities</i>)	3	F	
ED-SPED 460	Special Education at the Secondary Level	3	F	

ADMISSION TO PROFESSIONAL YEAR IS REQUIRED BEFORE STUDENT TEACHING

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), Education of Exceptional Students: Core Content Knowledge (#0353), and Education of Exceptional Students: Mild/Moderate Disabilities (#0542); and passed the Comprehensive Literacy Exam Standards I, II, & III, if required. **You will not be allowed to student teach until you have passing scores on all tests.**

Prefix	Title	Credits	Semester	Waive/Substitute/Require
ED-SPED 467	Professional Year III: Teaching Experience in Special Education Generalist	7	F, S	

Electives:

Prefix	Title	Credits	Semester	Comments
List graduate courses that fulfill elective credits for MEd:				
List coursework required for additional certification or endorsement:				
Other suggested electives:				
ASL 101 or 102	American Sign Language	4	F, S	
ED-BLES 200	Cultural Diversity in the School Includes Field Experience	3	F, S	
ED-CIFS 201	Foundations of Education	3	F, S	
ED-CIFS 203 <u>or</u>	Child and Educational Psychology	3	F, S	
ED-CIFS 302	Learning and Instruction	4	F, S	
ED-SPED 456	Contemporary Practices in Severe Disabilities	2	S (even years)	
ED-SPED 468	Professional Year III: Teaching Experience in Special Education Severe Disabilities	7	F, S	
ED-SPED 494 OR 594	Workshop (various topics in special education)	1-3	F, S, Su	
KINES 305	Adapted Physical Education	3	F, S	
MATH 157	Structure of Arithmetic for Teachers pre-requisite: MATH 108	4	F, S	
MATH 257	Geometry and Probability for Teachers pre-requisite: MATH 157	4	F, S	

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
- Standard 2: Knowledge of Human Development and Learning
- Standard 3: Adapting Instruction for Individual Needs
- Standard 4: Multiple Instructional Strategies
- Standard 5: Classroom Motivation and Management Skills
- Standard 6: Communication Skills
- Standard 7: Instructional Planning Skills
- Standard 8: Assessment of Student Learning
- Standard 9: Professional Commitment and Responsibility
- Standard 10: Partnerships