

**CONTENT SPECIALIST
ALTERNATE ROUTE TO CERTIFICATION IN SPECIAL EDUCATION
BOISE STATE UNIVERSITY**

For whom:

- Candidates who have degrees
- Candidates who are not currently certified as a teacher

Application for Content Specialist Alternate Route:

- Candidates must submit transcripts verifying completion of a baccalaureate degree from an accredited university
- Candidates with a minimum gpa of 2.5 will be provisionally accepted into the Content Specialist Alternate Route Program and may proceed to take courses

Initial Phase: 8-16 Weeks Accelerated Study in Education Pedagogy

- Candidates must successfully pass the Praxis I Writing subtest (minimum score of 172) and Mathematics subtest (minimum score of 175)
- Candidates must successfully pass the Educational Technology Assessment (minimum score of 75%)
- Candidates must successfully pass the state board approved content/pedagogy assessment. This assessment is Praxis II #0014 Elementary Content Knowledge (minimum score of 143).
- By the end of the first semester of enrollment, candidates must complete an introductory course in special education (ED-SPED 250, 350, or 550) and four additional credits in special education coursework, with courses chosen first from the following priorities:
 - ED-SPED 354 Assessment for Differentiated Instruction
 - ED-SPED 355 Positive Behavior Intervention
 - ED-SPED 357 Formal Assessment for Special Education
 - ED-SPED 451 Special Education Law
- While working to satisfy the above requirements, candidates may be employed by a school district only as a long term substitute, or on a one-year provisional contract
- Candidates who successfully complete the above requirements will be fully accepted into the Content Specialist Alternate Route Program
- Once fully accepted into the Content Specialist Alternate Route Program, candidates may apply for an Interim Idaho Exceptional Child Certificate
- Once in possession of an Interim Idaho Exceptional Child Certificate, the candidate may be employed by a school district as a teacher, with pay determined according to the district salary schedule

Subsequent Coursework and Internships

- Candidates must complete all of the remaining courses within the period that the Interim Idaho Exceptional Child Certificate is valid (three years, non-renewable):
 - Any of the prioritized courses not already completed during the Accelerated Study phase, listed above (ED-SPED 354, 355, 357, 451)
 - ED-SPED 251 Collaboration in School and Community
 - ED-SPED 252 Assistive Technology
 - ED-SPED 351 Access to the General Education Curriculum
 - ED-SPED 352 Differentiated Instruction for Academic Skills
 - ED-SPED 353 Differentiated Instruction in the Content Areas
 - ED-SPED 356 Instruction for Students with Severe Disabilities
 - ED-SPED 452 Instruction for Adolescents with Disabilities
 - ED-LTCY 340 Comprehensive Literacy Course
 - Content Area Literacy (ED-LTCY 440 or 444)
- While taking these courses, candidates will also successfully complete the following internships, which document competent performance as a special educator and are equivalent to student teaching
 - ED-SPED 493 Student Teaching: Differentiated Instruction (2 credits; pre/co-requires: ED-SPED 351, 352, 353, 354)
 - ED-SPED 493 Student Teaching: Collaboration with Paraeducators (1 credit; pre/co-requisite: ED-SPED 251)
 - ED-SPED 493 Student Teaching: Functional Behavior Assessment and Intervention (1 credit; pre/co-requisite: ED-SPED 355)
 - ED-SPED 493 Student Teaching: Referral Process and IEP Development (1 credit; pre/co-requisite: ED-SPED 451)
- Candidates will be assigned a mentor teacher and will be supervised by a university supervisor. The candidate will be observed a minimum of one time per month by either the mentor teacher, the university supervisor, or the building principal.

Final Internship and recommendation for Certification

- In order to enroll in the final internship and to be recommended for certification, candidates must successfully complete all coursework listed above and successfully pass the following assessments:
 - Idaho Comprehensive Literacy Assessment (minimum score: 70% on each Standard, I, II, and III)
 - Praxis II #0353 Education of Exceptional Students: Core Content Knowledge (minimum score: 156)
 - Praxis II #0542 Education of Exceptional Students: Mild to Moderate Disabilities (minimum score: 168)
- Candidates must successfully complete the final internship, which documents competent performance as a special educator and is equivalent to student teaching
 - ED-SPED 493 Student Teaching: Effective Instruction in Special Education (3 credits of other performance assessments, such as assistive technology, secondary special education, severe disabilities, work sample, final evaluation, including a performance evaluation from the school district)

Notes regarding procedures to credit prior learning and experience:

- No more than 6 credits of prior learning can be earned and applied to program requirements
- The candidate should read the course description of all required courses. If the candidate believes s/he has all the knowledge and skills suggested by the course description, the candidate should make arrangements to get credit for the entire course using existing university procedures (test or portfolio). Such credit cannot be requested until the candidate has successfully completed 12 credits at Boise State University.
- If the candidate has a great deal of knowledge and skills, but not all that is suggested by the course description, the candidate must enroll in the class but may negotiate with the instructor on how to participate in class only in the areas of deficit. The candidate will be expected to document relevant prior knowledge and skills using either a test or portfolio method prior to enrolling in the course.
- If the district employing the candidate offers workshops on relevant topics for credit, the candidate may request that the credit be applied toward meeting program requirements. If the workshop addresses only a portion of a particular course's content, the candidate may enroll in ED-SPED 496 Independent Study for an appropriate amount of credit and address the remaining course content requirements. This may include attending relevant class sessions and completing relevant assignments.

Other Considerations:

- Candidates who successfully complete 30 credits while completing an alternate route to special education certification may concurrently meet requirements for a second bachelor's degree and should speak to an advisor for more information
- Candidates who are interested in working on a graduate degree in special education should speak to an advisor about substituting selected graduate courses for undergraduate courses required for certification
- 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