Degrees Offered

**Elementary Education Degrees**
- B.A. in Elementary Education
- B.A. in Elementary Education, Bilingual-Multicultural Endorsements

**Endorsements**
- Elementary Education (1-8)
- Elementary Education (K-8 with Early Childhood Endorsement)
- Elementary Education (1-8 with Special Education Endorsement)
- Elementary Education (1-8 with Early Childhood Special Education Endorsement)
- Elementary Education (1-8 with Reading Endorsement)

**Graduate Degrees**
- Master of arts/science in Education with emphasis in:
  - Curriculum and Instruction; Early Childhood; Reading and Special Education.
- Doctorate in Curriculum and Instruction

The specifics of the programs are presented in the Graduate College Catalog.

Department Statement

Effective teachers are reflective practitioners who adjust the teaching approaches to the needs and backgrounds of their students. The degree programs in Elementary Education are designed to assist students in developing the knowledge, skills, values and dispositions essential for success in teaching. The programs are based on two assumptions: that successful teachers are committed to acquisition of and continuous renewal of knowledge in the substantive areas they teach; and they are also committed to development of pedagogy conducive to a high level of achievement for all students. Therefore, coursework combines content knowledge with the study of curriculum and methodology. Theories of learning and child development are examined so that students who complete this program will be able to make effective instructional decisions.

To prepare potential teachers with these skills requires coursework and pre-service experiences that will acquaint them with the rich diversity of backgrounds they will find in their classrooms. The program intends to develop dispositions to accept eagerly the challenge of teaching all students, regardless of background or learning ability.

The elementary education program emphasizes the development of values aimed at a healthy American society within a world community. Exemplary teachers accept the importance of educating a citizenry who will contribute to society as caring, responsible and thoughtful citizens.

In addition to pre-service and graduate education programs, the department also serves teachers and local school districts through cooperatively developed in-service education programs. The department supports appropriate change efforts and provides technical assistance to school districts, government agencies and the private sector. Applied research in education by faculty members is encouraged and supported.

The department serves as a resource for instructional improvement for the university community and offers courses that help students meet the demands of university study.

Department Admission Requirements

**Admission to Elementary Teacher Education:** Students preparing to become elementary school teachers must apply and be accepted for Admission to Elementary Teacher Education. Admission to Elementary Teacher Education is required before a student may enroll in upper division Teacher Education courses and all admission requirements must be completed before admission will be granted. Applications are made through the Teacher Education Office of Professional Field Experiences in Room E-308 or at the Advising Office in Room E-20.

**Admission Schedules:** Application for Admission to Elementary Teacher Education is limited to two specific times each year. Completed applications must be filed by October 10th or March 10th of the semester during which the admission requirements are being completed. Applications received after those dates will be processed during the following semester.

Students who have already earned a B.A. or B.S. degree will be granted "Provisional Admission to Elementary Teacher Education" during their first semester at BSU. During this semester, they must complete all requirements for regular Admission to Elementary Teacher Education. These include all of the professional and academic requirements described below, including the Professional Writing Assessment (ECE) and the basic mathematics test. Students who fail to satisfy any one of these requirements during the first semester at BSU will not be granted regular Admission to Elementary Teacher Education.

**Limitations to Admission:** Because of the large number of students seeking Admission to Elementary Teacher Education, not all elementary education applicants can be admitted. Each academic year, a target number of applicants will be established and applicants will be accepted until that number is reached. Priority will be given to those with the highest academic grade point average and to those specialty areas that have been identified as shortage areas in Idaho. (Shortage areas may change over time.) Consideration will also be given to unusually strong candidates who do not meet the GPA requirements.

Screening of applicants and implementation of admission policy is the responsibility of the Teacher Education Professional Standards Committee and the Teacher Education Coordinator of Professional Field Experience.

**Admission Requirements:** Requirements for Admission to Elementary Teacher Education shall be determined and implemented by the Teacher Education faculty and administered by the Office of Professional Field Experiences. **Students are not to apply for Admission to Elementary Teacher Education until they have completed all the requirements for admission.** It is the responsibility of the individual student to provide the Office of Professional Field Experiences with transcripts and other documentation to show that those requirements have been completed. The requirements are as follows:

**Professional Standards:** In order to be admitted to Elementary Teacher Education and to continue taking Teacher Education courses, each elementary education student must be reviewed and approved by the Teacher Educational Professional Standards Committee, and must maintain that approval throughout the program. Committee approval is based not only on the student's academic record, but also on the judgment of faculty members regarding the student's skills, behavioral characteristics and temperament necessary for success as a teacher. A further description and discussion of these traits will be found in the Elementary Education Student Handbook and in the Code of Ethics of the Idaho Teaching Profession. The collection and assessment of this information from faculty members and others is an ongoing activity that begins when
the student first enters BSU and continues throughout the student's participation in a Teacher Education program.

The Professional Standards Committee may exclude from further Teacher Education coursework any student identified as lacking the personal or professional skills, characteristics, or temperament necessary for success as a teacher. A student thus excluded is entitled to due process through normal appeals procedures as described in the Boise State University Student Handbook.

Professional Documentation: In addition to the completed Admission to Teacher Education form, the applicant must provide evidence of suitability to work in a school setting. This evidence should include:
1. Written evidence of work with children or young people in a formal setting.
2. A written narrative describing the significance of this experience in relation to his/her professional goals.
3. Any documentation required by the school district in which the student may be placed.

Applicants are encouraged also to have letters of recommendation sent by professionals familiar with their work with children or young people.

Academic Standards: The following academic standards are required for Admission to Elementary Teacher Education:

1. **English Composition.** Six credits of English composition must be completed with a minimum grade of C in each course. (Students who score in the 80th percentile or above on the ACT or SAT may be exempted from E 101, but E 102 is required.)
2. **Mathematics and Science.** Students must complete M 103 and at least one 4-credit lab science course with a minimum grade of C in each course. M 103 cannot be taken by correspondence.
3. **Area I and Area II Core Courses.** Students must complete at least six credits in Area I and six credits in Area II with a minimum grade of C in each course and an average GPA of 2.5 or higher in these courses.
4. **Teacher Education Pre-Professional Courses.** Elementary education students must complete TE 071 and TE 271 with a grade of P. They must also complete TE 201 and one additional 3-credit teacher education course with a minimum grade of C in each course and an average GPA of at least 2.5 for all teacher education courses.
5. **Professional Writing Assessment (EQE).** Students must pass the Professional Writing Assessment administered by the department of teacher education. The exam may be retaken upon remediation, but no more than two additional times. (This test is not the same as the minimum competency exam administered by the department of English.)
6. **Basic Mathematics Skills Test (For Education Students and those seeking related endorsements and Secondary Students seeking a Special Education Endorsement).** Students in all areas of elementary education and secondary education students seeking endorsements in Special Education, must earn a passing score on the basic mathematics skills test administered by the department. The test should be completed during the first semester of enrollment at BSU. It may be retaken after remediation, but not more than two additional times. (This test is not the same as the Mathematics Placement Examination given by the department of mathematics.)

**NOTE:** Any exceptions to the preceding policy must be approved by the department chair.

Admission to Student Teaching in Elementary Education:

An application for a student teaching assignment must be filed with the Office of Professional Field Experiences in Room E-306.

When making an application for student teaching, the student should also make an application for graduation at the Registrar's Office.

The Office of Professional Field Experiences is responsible for making all student teaching assignments.

Students wishing to withdraw their application must give six weeks notice prior to the beginning date of their student teaching assignment.

Elementary Education: Application for Student Teaching and Elementary Curriculum and Instruction Classes. In addition to Admission to Elementary Teacher Education, the following requirements apply to all Elementary Education majors, including those seeking Special Education and Early Childhood endorsements and those seeking the Elementary Education Bilingual-Multicultural degree.

**Deadlines:** Elementary education students are required to apply for student teaching approximately one year in advance of their student teaching assignment and they must apply for Elementary Curriculum and Instruction classes at the same time. These classes include TE 406, TE 412, TE 417, TE 418 and TE 419.

The deadline date is October 1st for applicants planning to enroll in Elementary Curriculum and Instruction courses during the spring semester and in student teaching during the following fall semester. The deadline date is March 1st for applicants planning to enroll in Elementary Curriculum and Instruction courses during the fall semester and in student teaching during the following spring semester.

**Other Requirements:** Admission to the Elementary Curriculum and Instruction courses requires Admission to Elementary Teacher Education and completion of all prerequisite courses.

Admission to Student Teaching in Elementary Education requires the following:

1. **Senior standing.**
2. Completion of all professional education courses.
3. Recommendation by the faculty advisor.
4. A cumulative grade point average of at least 3.0 in all Teacher Education courses and an overall grade point average of at least 2.75 in all courses.
5. A passing score on all 3 parts of the National Teachers Exam (NTE) Core Battery: General Knowledge, Communication Skills and Professional Knowledge. Students should take the NTE during the first semester of their junior year. NTE application forms are available from the BSU Counseling and Testing Center. The NTE is administered at BSU in March, June and October of each year. Students are responsible for making application to take the tests and they are responsible for their own test fees. NTE applications must be mailed to Princeton, New Jersey, at least six weeks prior to the testing date. Minimum passing scores are those set by the Idaho State Board of Education for certification in Idaho. Students should direct the Educational Testing Service (ETS) to send their scores to the Office of Professional Field Experiences, College of Education, Boise State University.
6. Final review and approval of the Teacher Education Professional Standards Committee.

Special Information on Student Teaching in Elementary Education:

1. Students who transfer to Boise State University must meet requirements for admission to Teacher Education and Student Teaching and complete at least 6 semester hours at the University before being placed in Student Teaching.
2. Student teachers are expected to do responsible teaching, participate in co-curricular activities, maintain close contact with faculty and students in the public schools and participate in seminars and conferences with their University supervisors.
3. Any student may be dismissed from a program leading to certification if he or she is found guilty of any offense which would be grounds for revocation or denial of an Idaho teaching certificate, including conviction in a court of law of an offense other than a minor traffic violation. Questions regarding this section should be addressed either to the
Department of Teacher Education

coordinator of field experiences (Education Building, Room 306) or the dean of the College of Education (Education Building, Room 705).

4. Student Teaching can only be taken once (refer to Academic Information — Repeat of a Course.)

Services for Students

Placement: A teacher Placement Service is provided by the Boise State University Career Planning and Placement Services Office. Check with the Director regarding eligibility to use this service and procedures for doing so.

Degree Requirements

ELEMENTARY EDUCATION MAJOR
Bachelor of Arts Degree

Students preparing to teach in the elementary grades will major in Elementary Education and complete a program of studies approved by the department of elementary education and Specialized Studies consisting of general and professional Education courses.

1. General University Requirements for B.A. degree

A. English Composition E 101-102 ........................................... 3-6
   NOTE: Students not required to take E 101 must complete an additional 3 credits of English. For Certification purposes Elementary Education majors must complete a total of 12 hours of English including both composition and literature.

B. Area I Requirements .......................................................... 12
   Survey of American Literature E 271/272 ................................ 3
   Additional Literature: Recommended courses: .......................... 3
   Far Eastern Lit in Translation E 215; Western World Literature
   E 230/235; Survey of British Lit to 1790 E 240; Survey of
   British Lit 1790 to Present E 260.
   Art or Music Elective ................................................................ 3
   Survey of Western Art AR 101/102; Introduction to Art AR 105;
   Music Fundamentals MU 201 ............................................. 2
   Additional Literature: chosen from: ................................. 3
   Area I Elective: ....................... 3
   Recommended: Interdisciplinary Humanities IH 101-102, IH 111 or IH 112.

C. Area II Requirements ................................................................ 15
   U. S. History HY 151/251, 152/252 (Area II Core) ............... 3
   General Psychology P 101 (Area II Core) .............................. 3
   Government/Sociology: PO 101 or SO 101 (Area II Core) ......... 3
   Survey World Regional Geog GG 210 (not Area II Core) ....... 3
   Cultural Diversity: chosen from: (Area II Core) ................. 3
   Cultural Anthropology AN 102; Intro to Multi-Ethnic Studies SO 230;
   Cultural Geography GG 102; Eastern Civilizations HY 105.

D. Area III Requirements ................................................................ 12
   NOTE: Elementary Education majors must have courses in at least two of the following disciplines: Biological Science, Earth Science, or Physical Science.

E. Additional BA Requirements ...................................................... 11
   Music Fundamentals MU 201 ............................................. 2
   Upper division American Government: chosen from: .......... 3
   American Political Parties & Interest Groups PO 301; Pub Opinion &
   Voting Behavior PO 302; Urban Politics PO 306; American Chief
   Executive PO 309; Legislative Behavior PO 312; American Policy
   Process PO 320; American Political Theory PO 331; Constitutional
   Law PO 351; American Political Economy PO 381.
   Upper division Cultural Diversity: chosen from: .............. 3
   Peoples & Cultures of the World AN 311; Indian Peoples of
   Idaho AN 315; North American Indian Folklore & Lit E 391; Racial
   and Cultural Minorities SO 305; Sociology of the Family SO 340;
   Social Institutions SO 351
   Elective ........................................................................ 3

2. Professional Education Requirements ............................ 17

   A. Taught by other departments on campus ......................... 17
      Structure of Arithmetic for Teachers M 103 ...................... 3
      Geometry And Probability For Teachers M 104 ................. 4
      Music Methods for the Elem School Teacher MU 371 ........ 2
      Child Psychology P 211 .............................................. 3
      Elem School Health & PE Curr Instr PE 362 .................. 4

   B. Taught by the teacher education department .................. 59
      Career Orientation for Elementary Educ TE 071 ............... 0
      Foundations of Education TE 201 ................................. 3
      Field ExperienceElementary Tutoring TE 271 ................. 2
      Educational Psychology TE 225 ................................... 3
      Education of the Exceptional Child TE 291 ..................... 3
      Integrated Language Arts TE 304 ................................. 3
      Teaching Development LiteracyGrades K-8, TE 305 ........... 3
      Educational Technology - chosen from: ....................... 3
      Educ Tech-Clasrm Applications TE 206; Tech in Spec Educ TE 340
      Children's Literature TE 316 ........................................ 3
      Teaching in the Culturally Diverse Classrm TE 372 ............ 3
      Practicum: At-Risk Children in the Community TE 373 ....... 1
      Senior Practicum TE 412 ............................................ 1
      Developing Content Area LiteracyGrades K-8 TE 406 ......... 3
      Elementary Social Studies Curriculum & Instruction TE 417 .... 3
      Elementary Mathematics Curriculum & Instruction TE 418 ..... 3
      Elementary Science Curriculum & Instruction TE 419 ......... 3
      Classroom Management - chosen from: ....................... 3
      Child Behavior & Guidance in EC TE 361; Behavior Intervention
      TE 450; Classroom Management Skills TE 457
      Student Teaching: two chosen from: ......................... 16
      TE 470, TE 471, TE 472, TE 473, TE 476, TE 477, TE 478 32
   Total ................................................................. 129-132

PROGRAMS AND ENDORSEMENTS
Elementary Education Major (Grades 1-8)

The program of studies listed above is the basic curriculum for the B.A. degree in Elementary Education. This program prepares students to teach in grades 1-8. The endorsements within the B.A. of Elementary Education degree are based upon this program, but require additional coursework and permit certain substitutions of alternate courses.

Recommended Programs

ELEMENTARY EDUCATION MAJOR

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Orientation for Elementary Education TE 071</td>
<td>0</td>
</tr>
<tr>
<td>English Composition E 101-102</td>
<td>6</td>
</tr>
<tr>
<td>Concepts of Biology B 100 (Area III)</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Physical Science PS 100 (Area III)</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology P 101 (Area II)</td>
<td>3</td>
</tr>
<tr>
<td>Structure of Arithmetic for Teachers M 103</td>
<td>4</td>
</tr>
<tr>
<td>Geometry and Probability for Teachers M 104</td>
<td>4</td>
</tr>
<tr>
<td>Music or Art (Area I)</td>
<td>3</td>
</tr>
<tr>
<td>Government/Sociology PO 101 or SO 101 (Area II)</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Diversity: chosen from: (Area II)</td>
<td>3</td>
</tr>
<tr>
<td>AN 102, SO 230, GG 102, or HY 105</td>
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Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Education TE 201</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology TE 225</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Humanities IH (Area I)</td>
<td>3</td>
</tr>
<tr>
<td>U. S. History HY 151/152, HY 251/252</td>
<td>3</td>
</tr>
<tr>
<td>Education of the Exceptional Child TE 291</td>
<td>3</td>
</tr>
<tr>
<td>Survey of World Regional Geography GG 210</td>
<td>3</td>
</tr>
<tr>
<td>Survey of American Literature E 271/272 (Area I)</td>
<td>3</td>
</tr>
<tr>
<td>Additional Literature: chosen from: (Area I)</td>
<td>3</td>
</tr>
<tr>
<td>E 315, E 320, E 236, E 243, or E 250</td>
<td>3</td>
</tr>
<tr>
<td>Music Fundamentals MU 201</td>
<td>2</td>
</tr>
<tr>
<td>Area III Elective</td>
<td>4</td>
</tr>
<tr>
<td>Field ExperienceElementary Tutoring TE 271</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>
## JUNIOR YEAR

Upper division American Government Course: chosen from:
- PO 301, PO 302, PO 308, PO 309, PO 312
- PO 320, PO 331, PO 351, or PO 381

Upper division: chosen from:
- AN 311, AN 315, SO 305, SO 340, or SO 351
- Child Psychology P 211
- Integrated Language Arts TE 304
- Teaching Developmental Literacy Grades K-8 TE 305
- Educational Technology - TE 209 or TE 340
- Teaching in the Culturally Diverse Classroom TE 372
- Practicum: At-Risk Children in the Community TE 373
- Children's Literature TE 316
- Elem School Health & PE Curric & Instruction PE 362
- Music Methods of the Elem School Teacher MU 371
- Elective: AR 321 is strongly recommended

**Total 34**

## SENIOR YEAR

Senior Practicum

Teaching Content Area Literacy Grades K-8 TE 406

Elementary Social Studies Curriculum & Instruction TE 417

Elementary Mathematics Curriculum & Instruction TE 418

Elementary Science Curriculum & Instruction TE 419

Classroom Management: chosen from:
- TE 301, TE 450, or TE 451

Student Teaching: two chosen from:
- TE 470, TE 471, TE 472, TE 473, TE 476, TE 477, or TE 478

**Total 32**

**GRAND TOTAL 132**

## ELEMENTARY BILINGUAL/MULTICULTURAL MAJOR

Bachelor of Arts Degree

NOTE: Completion of this degree as outlined in this catalog qualifies the student to receive a Standard Elementary Teaching Certificate from the State of Idaho endorsed for Spanish K-12, thus enabling him or her to teach in a regular or Bilingual elementary classroom and to teach Spanish K-12.

### LANGUAGE COMPONENT

- **Spanish**
  - Intermediate Spanish S 201-202 (Area I) or 203
  - Advanced Spanish S 303-304

- **Total 14**

- **Bilingual Education/English As a Second Language (BE/ESL)**
  - Foundations of Teaching Bilingual Education/ESL TE 202
  - Identification & Diagnosis of LEP Students TE 322
  - Methods of Teaching ESL TE 456
  - Introduction to Language Study LI 305
  - Secondary Foreign Language Methods TE 383

- **Total 14**

- **English Language**
  - English Composition E 101-102

- **Total 6**

- **Total Hours in Language Component**
  - **34**

### MULTICULTURAL COMPONENT

Survey of American Lit 271 or 272 (Area I)

Intro to Multi-Ethnic Studies SO 230 (Area II)

United States History HY 151 or 152 (Area II)

Cultural Anthropology AN 102 (Area II)

Mexican American Tradition & Culture TE/SO 278

**Total Multicultural Component**

**15**

### MATH/SCIENCE COMPONENT

- **Structure of Arithmetic for Teachers M 103**
- **Geometry & Probability for Teachers M 104**
- **Concepts of Biology B 100 (Area III)**

**Total Math/Science Component**

**20**

## PROFESSIONAL COMPONENT

### General Education

- Elementary School Art Methods AR 321
- Music Meth for Elem School Teacher MU 371
- Elementary School P E Methods PE 361
- General Psychology P 101 (Area II)
- Child Psychology P 211

**Total 14**

### Teacher Education

- Career Orientation for Elementary Education TE 071
- Field ExperienceElementary Tutoring TE 271
- Foundations of Education TE 201 (Area II)
- Integrated Language Arts TE 304
- Teaching Developmental LiteracyGrades K-8 TE 305
- Children's Literature TE 316
- Teach Read & Lang Arts in Bilingual/ESL Classrm TE 453
- Senior Practicum TE 412
- Developing Content Area LiteracyGrades K-8 TE 406
- Elementary Social Studies Curriculum & Instruction TE 417
- Elementary Mathematics Curriculum & Instruction TE 418
- Elementary Science Curriculum & Instruction TE 419
- Elem School Student TeachingIntermediate TE 472
- Elem Student Teaching in Elem Bilingual Classrm TE 474

**Total 46**

### ELECTIVES

Because of the need to prepare future teachers to teach in both bilingual and non-bilingual classrooms, it is recommended that elective classes be selected from the following list:

- CM 351 Intercultural Communications
- E 213 Afro-American Literature
- E 219 North American Indian Folklore
- E 390 Folktale
- E 384 Literature of the American West
- HY 261 History of Minorities in the U.S.
- HY 356 Indians in American History
- HY 365 History of Mexico
- PO 101 American National Government
- S 203 Spanish for the Native or Near-Native Speaker
- S 385 Mexican-American Culture and Civilization
- S 425 Mexican-American Literature
- SO 305 Racial and Cultural Minorities
- TE 208 Educational Technology - Classroom Applications
- TE 225 Educational Psychology
- TE 291 Education of the Exceptional Child
- TE 358 Corrective Reading

**Total 140**

### Recommended Program

## ELEMENTARY BILINGUAL/MULTICULTURAL MAJOR

### FRESHMAN YEAR

- **Career Orientation for Elementary Education TE 071**
- **English Composition E 101-102**
- **Total 6**

### ELECTIVES

- **Recommended Program**

- **TOTAL 132**
Department of Teacher Education

Subject Area Endorsements

Students majoring in Elementary Education are strongly advised to select a Subject Area Endorsement, which will strengthen them as teachers and will generally improve their employability. Students may select from the list immediately below and become qualified to teach in the selected area in junior high school, including ninth grade.

Subject Area Endorsements listed immediately below are quoted from the Idaho Department of Education Professional School Personnel Certification Standards, revised July 1, 1993, and are listed under "Standards for Subject Area Endorsements on Standard/Advanced Secondary Certificates," from page 17 through page 21. Only those available at BSU are included, and a minimum of twenty semester credit hours is required for each.

NOTE: Suggested lists of courses for each Subject Area Endorsement are available from the Advising Office.

AMERICAN GOVERNMENT— Not less than six semester credit hours in American Government, six semester credit hours in American History and three semester credit hours in comparative government. The remaining work is to be history or political science.

ARTS AND CRAFTS— Credits to include work in four of the following areas: woodworking, drafting, ceramics, leather work, plastics, the graphic arts and art metal.

CONSUMER ECONOMICS— Have an endorsement in Social Studies, Home Economics, Business Education, Agriculture, Basic Business or Marketing and have not fewer than nine semester hours to include six semester credit hours in economics and three semester credit hours in a course designed for the average consumer.

DRAMA— Not less than sixteen semester credit hours in drama. The remainder to be in speech, OR hold an English endorsement with at least six semester credit hours in drama.

ENGLISH— Credits to include at least six semester credits of composition, including course credit in advanced composition, three semester credits of English Literature, three semester credits in American Literature and a course in writing methods for teachers. The remainder must be English credit courses such as linguistics, grammar, modern literature, classical literature, creative writing, advanced writing, mythology or folklore. In compliance with the above, at least 20 semester credit hours must be taken in the English department for an English minor endorsement.

FOREIGN LANGUAGES— Credits must be in the language in which the endorsement is sought at the 200 level or above.

HEALTH EDUCATION— Credits distributed to include course work in health instructional areas, science applicable to health education, organization and administration of health education and methodology.

HISTORY— Not less than nine semester credit hours in U.S. History and not less than three semester credit hours in American government. The remaining work is to be in history and political science.

JOURNALISM— Not less than sixteen semester credit hours in journalism. The remainder, if any, to be in English, OR hold an English endorsement with at least six semester credit hours in journalism.

MATHEMATICS— Two levels of mathematics endorsement.

Basic Mathematics (limited to teaching up to and through the level of algebra I): Credits in mathematics to include college credits in algebra, geometry and trigonometry.

Standard Mathematics (may teach any math course in grades 6-12): Credits in mathematics to include course work in calculus and analytical geometry. The remainder may be selected from courses such as abstract algebra or linear algebra, probability and/or statistics and geometry.

MUSIC— Credits to include course work in theory and harmony, applied music (voice, piano, organ, band and orchestra instruments), history and appreciation, conducting and music methods and materials.

PHYSICAL EDUCATION— Credits distributed to include course work in movement skills, science applicable to physical education, organization and administration of physical education, health education, physical education methodology and evaluation.

PHYSICAL SCIENCE— Twenty semester credit hours to include at least eight semester credit hours in chemistry and eight semester credit hours in physics.
NATURAL SCIENCE—Credits to include not less than six semester credit hours in biological science, six semester credit hours in physical science and six semester credit hours in earth science. The remainder shall be selected from any of the natural science areas.

READING—Twenty semester credit hours to include a minimum of 15 semester credit hours in reading with course work in each of the following areas: foundations of/developmental reading, content area reading, corrective/diagnostic/remedial reading, psycholinguistics/language development and reading, literature for children or adolescents. The remainder may be taken from related areas.

SOCIAL STUDIES—Credits to include not less than six semester credit hours in U.S. History and not less than three semester credit hours in American government. In addition, work in at least four of the following fields to be represented: world history, geography, sociology, economics, anthropology and political science.

SPEECH—Not less than twenty semester credit hours to include methods of teaching speech communication, and course work in at least four of the following fields: interpersonal communication/human relations, public speaking, nonverbal communication, group communication, argumentation/persuasion and drama/theatre arts OR hold an English endorsement with at least twelve semester credit hours in speech communication, with course work to include methods of teaching speech communication, public speaking and interpersonal communication/human relations.

SPEECH-DRAMA—Credits spread over both fields with not less than six semester credit hours in each.

In addition to the above, student may select from the following:

SPECIAL EDUCATION, Elementary Emphasis: All students seeking special education endorsement, including students who already possess an elementary or secondary teaching certificate, must meet the department of teacher education admission requirements. Students desiring to teach the disabled may enroll in one of the following programs and upon successful completion may be recommended for Idaho certification. This program has been designed so students may pursue a dual emphasis leading to certification as a special educator and also in elementary or secondary education. In order to avoid conflicts, students should begin planning early in their program with their advisors and if necessary a member of the special education faculty. Several courses in the required program are applicable to both the special education and the elementary emphasis. All students seeking certification in special education must complete the initial program for the Generalist endorsement prior to seeking the Severely Handicapped endorsement. A minimum of a 30 credit program in special education is required to meet the standards for the Idaho Exceptional Child certificate.

GRADUES 1-8 WITH SPECIAL EDUCATION ENDORSEMENT (GENERALIST): Upon completion of this program a student will be recommended for certification as a teacher for the mildly and moderately handicapped. Emphasis will be upon the training of the resource teacher working with the learning disabled, mentally retarded and emotionally handicapped.

REQUIRED COURSES (32 Credit Hours)
- Education of the Exceptional Child TE 291 ............................................. 3
- Technology in Special Education TE 334 ............................................. 3
- Assessment Procedures in Special Education TE 330 ............................................. 3
- Teach Reading & Written Expression to Handicapped TE 431 .......................... 3
- Teaching Math and Language to the Handicapped TE 432 ......................... 3
- Teaching Adolescents with Mild Disabilities TE 435 .............................. 3
- Behavior Intervention Techniques TE 450 (sub for TE 457) ...................... 3
- Spec Educ Student Teach—Students w/Mild Handicaps TE 473 ................. 8

Total: 32

NOTE: This endorsement contains 32 credits of Special Education courses. Of these, 20 apply directly to BA requirements.

SEVERELY HANDICAPPED, Mentally Retarded: A student desiring to certify in the area of the severely handicapped shall in addition to completion of the above requirements, complete a minimum of the following courses.

- Teaching Students with Moderate & Severe Disabilities TE 423 .................. 3
- Spec Educ Student Teaching Students w/Severe Handicaps TE 476 .......... 8

NOTE: In order for a student to complete all of the course work it is possible that an extra semester may be required. There are many electives available to strengthen the basic requirements. The student should seek advisement from the special education faculty early to establish a program.

EARLY CHILDHOOD EDUCATION (ECE) ENDORSEMENT:

REQUIRED COURSES
- Foundations of Early Childhood Education TE 261 ...................................... 3
- Internship in Early Childhood Educ TE 293 & TE 493 (sub for TE 271) ....... 2
- Child Behav & Guide in Early Childh Educ TE 361 (sub for TE 467) .......... 3
- Curriculum and Program Planning in ECE TE 382 .................................... 3
- Assessment and Program Planning in ECSE TE 445 .................................. 3
- Family and Community Relations TE 460 .............................................. 3
- Infant Education TE 463-463G ................................................................. 3
- Creative Materials in Early Childhood Educ TE 468 .................................. 3
- Elem Sch Stu Teach—Preschool/Kindergarten/Primary TE 470/471 .......... 8

Total: 31

NOTE: This emphasis contains 31 credit hours of Early Childhood Education requirements. Of these, 13 apply directly to BA requirements.

Students from Boise State University will be recommended for an elementary teaching certificate to the State Department of Education after completing the requirements for the Early Childhood Endorsement and student teaching in TE 470 and TE 471.

EARLY CHILDHOOD—SPECIAL EDUCATION (ECSE) ENDORSEMENT:

This program is designed to provide an endorsement under Special Education. Students desiring to teach preschool handicapped children will be recommended for the endorsement upon completion of the program. The program is designed to provide the student with entry level skills necessary to teach in early childhood special education settings. This program includes 21 semester hours of course work which will provide students with a wide range of both theoretical and practical experiences.

REQUIRED COURSES
- Educ of the Except Child TE 291 ............................................................. 3
- Child Behavior & Guide Early Childhood TE 361 ..................................... 3
- Assessment & Prg Plan Early Childh Spec Educ TE 445 ......................... 3
- Math & Curr Early Childh Spec Educ TE 446 ....................................... 3
- Early Lang Assessment & Interv TE 447 ............................................... 3
- Behavior Interv TE 450-450G ................................................................. 3
- Practicum Early Childh Spec Educ TE 490 ............................................ 3

Total: 21

Recommended Elective
- Curr and Program Planning in ECE TE 362 ........................................... 3

Certification Requirements for Elementary Education

Students from Boise State University will be recommended for an elementary teaching certificate to the State Department of Education after meeting the following requirements:

1. Completion of the bachelor of arts degree in Elementary Education or bachelor of arts in Bilingual Multicultural Education.
2. A satisfactory experience in student teaching as determined by the department of elementary education and specialized studies.
3. A recommendation by the Dean of the College of Education indicating that the candidate has the approval of the department of elementary education.