education and specialized studies. Such approval is to be based primarily on evidence of knowledge of subject matter taught, demonstrated teaching techniques and ability and aptitude to work with students and adults.

4. Prior to applying for any teaching certificate in the state of Idaho, each candidate must have passing scores on the National Teacher Examination (NTE) in “General Knowledge,” “Communication Skills,” and “Professional Knowledge.” Passing scores are determined by the Idaho State Board of Education. Students are responsible for making application to take the NTE and for fees. Students must have Educational Testing Service send the results of the NTE (National Teacher Exam) to the College of Education and the Idaho State Department of Education, Office of Teacher Certification.

5. Students with previously earned degrees may develop individual programs approved by the department of elementary education and Specialized Studies. The programs may include graduate courses applicable to a master's degree. For more information the candidate should contact the coordinator of field services or the associate dean.
Secondary Education Options

Admission to Secondary Teacher Education:

Students preparing to become secondary school teachers must apply and be accepted for Admission to Secondary Teacher Education. Admission to Secondary 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-306.

Admission Schedules: Application for Admission to Secondary Teacher Education is limited to two specific times each year. Completed applications must be filed by September 15th or February 15th 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 Secondary Teacher Education” during their first semester at BSU. During this semester, they must complete all requirements for regular Admission to Secondary Teacher Education. These include all of the professional and academic requirements described below, including the Professional Writing Assessment (EQA). Students who fail to satisfy any one of these requirements during the first semester at BSU will not be granted regular Admission to Secondary Teacher Education.

Admission Requirements: Requirements for Admission to Secondary 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 Secondary 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:

1. Filing of the Admission to Secondary Teacher Education form.
2. A minimum Grade Point Average of 2.5.
3. A minimum grade of C in TE 201 Foundations of Education, or its equivalent.
4. A grade of Pass in TE 172 Introduction to Secondary Teaching: Classroom Observation, or its equivalent.
5. Passing an English writing skills examination to be administered by the department of teacher education. The Professional Writing Assessment is administered by the department to determine specific writing problems. The EQA may be retaken after remediation, but no more than two additional times. This test should be taken soon after enrolling at Boise State University.
6. FOR THOSE SEEKING ENDOREMENT IN SPECIAL EDUCATION: A passing score on a mathematics competency examination administered by the department of elementary education and Specialized Studies. This test should be taken soon after enrolling at Boise State University.

The mathematics competency examination may be retaken after remediation, but no more than two additional times. (This is not the same as the Mathematics Placement Exam given by the mathematics department.)

Certification Requirements and Endorsements for Secondary Education


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

1. Completion of baccalaureate degree including Education requirements.
2. A satisfactory experience in student teaching as determined by the department of foundations, technology, and secondary education.
3. A recommendation by the Dean of the College of Education indicating that the candidate has the approval of the department of subject area specialization and the department of teacher education. Such approval is to be based primarily on evidence of knowledge of the subjects to be taught, demonstrated teaching techniques and ability and aptitude to work with students and adults.
4. Prior to applying for any teaching certificate in the state of Idaho, each candidate must have passing scores on the National Teacher Examination (NTE) in “General Knowledge,” “Communication Skills,” and “Professional Knowledge.” Passing scores are determined by the Idaho State Board of Education. Students are responsible for making application to take the NTE and for fees. Students must have Educational Testing Service send the results of the (NTE) National Teacher Examination to the College of Education and the Idaho State Department of Education, Office of Teacher Certification.
5. Students with previously earned degrees may develop individual programs approved by the department of teacher education. The programs may include graduate courses applicable to a master's degree. For more information the candidate should contact the Coordinator of Field Services or the Associate Dean.

A standard secondary certificate may be issued by the State Board of Education to any person of good moral character who has a bachelor's degree from an accredited college or university and meets the following requirement:

Idaho requires a minimum of 20 semester credit hours “in the philosophical, psychological and methodological foundations of education, which must include not less than six semester credit hours of secondary student teaching.”

These basic requirements are translated into the following required Boise State University Courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Single</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Second Teach: Classroom Obs. TE 172</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Foundations of Education TE 201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Educating Exceptional Secondary Age Students TE 333</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Educational Technology TE 366</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Reading in the Content Subjects TE 407</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology TE 225</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Secondary School Methods TE 301</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Special Methods required by Major Dept.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Junior High Student Teach Dual Option TE 462</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Senior High Student Teach Dual Option TE 483</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Junior High Student Teaching: Single Option TE 484</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Senior High Student Teaching: Single Option TE 465</td>
<td>26</td>
<td>32</td>
</tr>
</tbody>
</table>

*These courses required only if content is not included in requirements of majors.

Secondary Student Teaching

An Idaho Standard Secondary Certificate allows the holder to teach in grades 6 through 12. Both the Single and Dual alternatives lead to the same certificate.

Students choosing the Single alternative may select either junior or senior high school for their student teaching. Normally, the request can be granted and the student teacher will usually teach only in her/his major fields.

Students selecting the Dual Option alternative will be placed in a junior high
Admission to Student Teaching in Secondary Education: An application for a specific student teaching assignment must be filed with the Office of the Coordinator of Field Services by:

1. March 1st for students desiring to student teach in the fall.
2. October 1st for students desiring to student teach in the spring.

Student teaching is scheduled through the Office of the Coordinator of Field Services, and application forms may be obtained from that office.

Students must give six weeks notice prior to the beginning date for student teaching if they wish to withdraw their application for student teaching.

General requirements for Admission to Student Teaching in Secondary Education include the following:

1. Admission to Secondary Teacher Education.
2. Recommendation of the faculty advisor or department chair.
3. A minimum grade point average of 2.50.
4. A minimum grade point average of 2.50 in the major field, minor field if applicable and in all required Education courses.
5. Approval by the Teacher Education Professional Standards Committee.
6. Minimum grade of "C" in TE 381 Secondary School Methods and in any special methods courses taken.
7. Major field completed.
8. Minor field completed.
9. Education courses completed.
10. Senior standing.
11. Sufficient credit hours in the assigned area(s).
12. A passing score on all three parts of the National Teachers Exam (NTE) Core Battery: General Knowledge, Communication Skills and Professional Knowledge. Students should take the NTE twelve months in advance of the semester during which they intend to student teach.

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 application forms are available from the BSU Counseling and Testing Center.

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 Teacher Education Office of Professional Field Experiences, Boise State University and to the Certification Office of the Idaho State Department of Education.

Secondary Teacher Certification

To be recommended for certification from Boise State University, the student should complete the Secondary Option degree program within a selected department. Such completion represents a major certification endorsement (at least 30 credit hours) in a teaching field. It is highly recommended that the student complete a minor certification endorsement of at least 20 credit hours in another field as an additional minor certification endorsement enhances the opportunity for employment.

Students who do not have an endorsement in a minor area must have at least 45 credit hours in their major.

NOTE: Check with Office of Field Services for current Idaho requirements.

The major certification endorsements (Secondary Option degree programs) are described in the Catalog under each department. A listing of the Secondary Options follows:

- Biology
- Chemistry
- Communication
- Earth Science
- Economics-Social Science, Secondary Education Option
- English
- History
- History-Social Science, Secondary Education Option
- Mathematics
- Music
- Physical Education
- Physics
- Political Science-Social Science, Secondary Education Option
- Sociology-Social Science, Secondary Education Option
- Theatre Arts

A listing of the Boise State University minor certification endorsements included for the convenience of students.

NOTE: Check with the Office of Field Services for the most current information regarding requirements for minor certification endorsements recognized by the State of Idaho. Minor certification endorsements may also be recognized in areas other than those included in this listing.

Minor Certification Endorsements

NOTE: Minor certification endorsements may be recognized by the State of Idaho in areas other than those included in this listing. Check with the Office of Field Services for further information.

ANTHROPOLOGY

Social Science Major:
- Physical Anthropology AN 101 ...........................................3
- Cultural Anthropology AN 102 .........................................3
- Peoples and Cultures of the World AN 311 .........................3
- Additional upper division Anthropology ..........................12
- Total 21

Non-Social Science Major
- Physical Anthropology AN 101 ...........................................3
- Cultural Anthropology AN 102 .........................................3
- Introduction to Archaeology AN 103 .................................3
- Peoples and Cultures of the World AN 311 .........................3
- Additional upper division Anthropology ..........................9
- Total 21

ART
- Introduction to Art AR 103 ..............................................3
- Basic Design AR 105-106 ............................................6
- Drawing AR 111, 112 ..................................................6
- Painting AR 113, 114 ..................................................6
- Electives from 100-400 Regular Courses ..........................7
- Suggested Electives: Art History, Lettering, Photography, Printmaking, Weaving and those listed above.
- Total 22

BIOLOGY
- General Botany BT 130 ...............................................4
- General Zoology Z 230 .................................................5
- Microbiology B 205 ....................................................4
- Elective course in Botany .............................................4
- Elective course in Zoology ...........................................3
- Total 20-21

CHEMISTRY
- College Chemistry & Labs C 131,132,133,134 ..................9
- Organic Chemistry & Lab C 317,318 ...............................5
- Additional Courses in Analytical, Physical, Inorganic or Biochemistry .........................................................7
- Total 20-22

CLASSICAL LANGUAGES - LATIN

Requirements for Minor Certification Endorsement in Latin:
Latin Language courses (The State Department of Education requires 20 hours in the language for a Minor Certificate Endorsement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Classical Latin &amp; Lit LA 211</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Classical Latin &amp; Lit LA 212</td>
<td>4</td>
</tr>
<tr>
<td>Early Church Latin Literature LA 323</td>
<td>3</td>
</tr>
<tr>
<td>Medieval Latin Literature LA 324</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Latin Tutorial-Augustan Age LA 491</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Latin Tutorial-Constantinian Era LA 492</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

The State Department of Education requires 20 credit hours in language study for a Minor Certification Endorsement to teach in Idaho secondary schools. The 20 credits in Latin Language courses for the academic Minor in Latin Language & Literature are sufficient for state certification. However, it is strongly recommended that students earn at least 9 additional credits from the history and culture courses listed above to give themselves a firm grounding in the ancient and medieval civilizations using the Latin language.

**History & Culture Courses:**
- Ancient Rome HY 320, Survey Western Art AR 101; Mythology E 217; Early Christianity HY 323, Medieval Europe HY 324; European Seminar on Augustus & the Golden Age of Rome HY 481; European Seminar on Constantine & the Late Roman Empire HY 481; European Colloquium on the Age of the Cathedrals HY 381; Ancient Philosophy PY 305; and Medieval Philosophy PY 307.

**Communications (Speech)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Speech CM 111</td>
<td>3</td>
</tr>
<tr>
<td>Reasoned Discourse CM 112</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal Communication CM 221</td>
<td>3</td>
</tr>
<tr>
<td>Speech-Communication for Teachers CM 311</td>
<td>3</td>
</tr>
<tr>
<td>Methods of Teaching Communication CM 401</td>
<td>3</td>
</tr>
<tr>
<td>Electives selected from:</td>
<td>6</td>
</tr>
<tr>
<td>Mass Communication CM 171</td>
<td>3</td>
</tr>
<tr>
<td>Oral Interpretation CM 241</td>
<td>2</td>
</tr>
<tr>
<td>Communication in the Small Group CM 251</td>
<td>3</td>
</tr>
<tr>
<td>Interviewing CM 307</td>
<td>1</td>
</tr>
<tr>
<td>Message Analysis and Criticism CM 331</td>
<td>3</td>
</tr>
<tr>
<td>Non-Verbal Communication CM 341</td>
<td>3</td>
</tr>
<tr>
<td>Intercultural Communication CM 351</td>
<td>3</td>
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<tr>
<td>Total</td>
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</tr>
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</table>

**Earth Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Physical Geology GO 101</td>
<td>4</td>
</tr>
<tr>
<td>Historical Geology GO 103</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Oceangraphy GO 201</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Meteorology GO 213</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Descriptive Astronomy PH 105</td>
<td>4</td>
</tr>
<tr>
<td>Electives selected from:</td>
<td>6</td>
</tr>
<tr>
<td>Geology of Idaho &amp; Pacific NW GO 213</td>
<td>3</td>
</tr>
<tr>
<td>Mineralogy GO 221</td>
<td>4</td>
</tr>
<tr>
<td>Geomorphology GO 313</td>
<td>3</td>
</tr>
<tr>
<td>Invertebrate Paleontology GO 351</td>
<td>3</td>
</tr>
<tr>
<td>Physics of the Earth GP 325</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
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</tbody>
</table>

**Economics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Microeconomics EC 205</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Macroeconomics EC 206</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Microeconomics EC 303</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Macroeconomics EC 305</td>
<td>3</td>
</tr>
<tr>
<td>Upper division Economics Courses</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
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</table>

**English**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Composition E 201</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Survey of American Literature E 271-272</td>
<td>3</td>
</tr>
<tr>
<td>Teaching English Composition E 301 OR</td>
<td>3</td>
</tr>
<tr>
<td>Methods of Teaching Secondary School English E 381</td>
<td>3</td>
</tr>
<tr>
<td>Lower division Literature E 230,235,240,260,215</td>
<td>6</td>
</tr>
<tr>
<td>Upper division Literature</td>
<td>6</td>
</tr>
<tr>
<td>Successful completion of writing proficiency review</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
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</table>

**Foreign Language**

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
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<tbody>
<tr>
<td>French</td>
<td>20</td>
</tr>
<tr>
<td>German</td>
<td>22</td>
</tr>
<tr>
<td>Spanish</td>
<td>22</td>
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</table>

**Geography**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Geography GG 101</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Geography GG 102</td>
<td>3</td>
</tr>
<tr>
<td>Upper division Geography (minimum)</td>
<td>6</td>
</tr>
<tr>
<td>Additional Geography Courses (minimum)</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
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</table>

**Health Education for Non-physical Education Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education PE 100</td>
<td>3</td>
</tr>
<tr>
<td>Fitness Foundations PE 114</td>
<td>1</td>
</tr>
<tr>
<td>Standard First Aid &amp; CPR PE 121</td>
<td>1</td>
</tr>
<tr>
<td>First Aid Instr Tign Course PE 123</td>
<td>3</td>
</tr>
<tr>
<td>Health Prog: Math &amp; Adm PE 415</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology Z 107</td>
<td>1</td>
</tr>
<tr>
<td>Nutrition H 207</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVES: Select 2 (6)</td>
<td></td>
</tr>
<tr>
<td>Drugs, Use and Abuse H 109</td>
<td>3</td>
</tr>
<tr>
<td>Human Sexuality P 261</td>
<td>3</td>
</tr>
<tr>
<td>Consumer Health PE 405</td>
<td>2</td>
</tr>
<tr>
<td>Death: Confront Everyone P 291</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Aging P 313</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
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</tbody>
</table>

**Health Education Minor for Physical Education Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First Aid Instr Tign Course PE 123</td>
<td>3</td>
</tr>
<tr>
<td>Health Prog: Math &amp; Adm PE 415</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition H 207</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVES: Select 2 (6)</td>
<td></td>
</tr>
<tr>
<td>Drugs, Use and Abuse H 109</td>
<td>3</td>
</tr>
<tr>
<td>Human Sexuality P 261</td>
<td>3</td>
</tr>
<tr>
<td>Consumer Health PE 405</td>
<td>2</td>
</tr>
<tr>
<td>Death: Confront Everyone P 291</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Aging P 313</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
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</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>12</td>
</tr>
<tr>
<td>US Hist HY 151-152 or Prob in US Hist HY 251-252</td>
<td>6</td>
</tr>
<tr>
<td>West Civ HY 101-102 or Prob in West Civ HY 201-202</td>
<td>3</td>
</tr>
<tr>
<td>American National Government</td>
<td>3</td>
</tr>
</tbody>
</table>
Upper division Courses to include 3 credit hours of US History with remaining 9 credit hours selected from 2 or 3 major History areas U.S., European, Third World ........................................ 12
Total .................................................. 24

MATHMATICS
Introduction to Computer Science I C S 125 ........................................ 2-3
Calculus M 204 or M 211 ........................................ 5
Calculus M 205 or M 212 ........................................ 4-5
At least 1 of the following ........................................ 3-4
Linear Algebra M 301 ........................................ 4
Introduction to Abstract Algebra M 302 ........................................ 3
Foundations of Geometry M 311 ........................................ 3
Fundamentals of Statistics M 361 ........................................ 4
Electives to complete 20 hours ........................................ 3-6
Total .................................................. 20

MUSIC
Instrumental Track
Materials of Music MU 119-120 ........................................ 6
Ear Training MU 121-122 ........................................ 2
Introduction to Music MU 133 ........................................ 3
Basic Conducting MU 261 ........................................ 1
Orientation to Music Education MU 271 ........................................ 1
1 year Applied Music ........................................ 4
1 year Major Performance Ensemble ........................................ 2
String Instrument Methods & Tech MU 257 ........................................ 1
Woodwind Methods & Tech MU 266 ........................................ 2
Instrumental Conducting MU 366 ........................................ 1
Percussion Methods & Tech MU 368 ........................................ 2
Brass Methods & Tech MU 369 ........................................ 2
Band & Orchestra Methods & Materials MU 385 ........................................ 2
Total .................................................. 30

Choral Track
Materials of Music MU 119-120 ........................................ 6
Ear Training MU 121-122 ........................................ 2
Vocal Techniques MU 259 ........................................ 3
Basic Conducting MU 261 ........................................ 1
Orientation to Music Education MU 271 ........................................ 1
1 year Applied Music (Major Instrument) ........................................ 4
1 year Performance Ensemble ........................................ 2
1 year Applied Music (Voice or Piano) ........................................ 4
Choral Conducting MU 365 ........................................ 1
Choral Methods and Materials MU 385 ........................................ 2
Total .................................................. 26

NATURAL SCIENCE
Complete the basic sequence of courses in
BT 130 and Z 230 ........................................ 9
Chemistry C 107,108-109,110 ........................................ 9
Geology GO 101-103 ........................................ 8
Physics PH 101-102 ........................................ 8
Total .................................................. 34

PHYSICAL EDUCATION
Athletic Training Minor for Physical Education Majors
Essen of Chemistry & Labs C 107-110 ........................................ 9
Medical Terminology H 101 ........................................ 3
Nutrition H 207 ........................................ 3
Training Room Procedures PE 120 ........................................ 1
Intro Athletic Injuries PE 236 ........................................ 3
Internship-Athletic Training PE 293 ........................................ 3
Conditioning Procedures PE 313 ........................................ 3
Psycho/Social Aspects of Activity PE 401 ........................................ 3
Advanced Athletic Training PE 402 ........................................ 3
Training Room Modalities PE 403 ........................................ 2
Injury Evaluation PE 422 ........................................ 2
Theory & Appl of Therapeutic Exercise PE 406 ........................................ 3
Internship-Athletic Training PE 493 ........................................ 3
Health Promotion PE 417 ........................................ 3
Total .................................................. 43

Coaching Endorsement— The Coaching Endorsement consists of two parts. Those desiring to coach at the elementary school level or as a volunteer in youth sport organizations should complete Part I which leads to American Coaching Effectiveness Program (ACEP) Level I certification. Completion of both Parts I and II is recommended for those desiring to coach sports at the interscholastic level.

Part I-Volunteer Coaches
Introduction to Coaching PE 107 ........................................ 2
Complete one of the following:
Standard First Aid & CPR PE 236 ........................................ 1
Intro Athletic Injuries PE 236 ........................................ 3
American Red Cross Certification in First Aid-CPR ........................................ 0
One Coaching Methods Course selected from:
Coaching Baseball PE 250 ........................................ 2
Coaching Basketball PE 251 ........................................ 2
Coaching Football PE 252 ........................................ 2
Coaching Women's Gymnastics PE 256 ........................................ 2
Coaching Tennis PE 257 ........................................ 2
Coaching Track & Field PE 258 ........................................ 2
Coaching Volleyball PE 259 ........................................ 2
Coaching Wrestling PE 260 ........................................ 2
Internship in Coaching Youth Sports PE 293 ........................................ 1
or equivalent experience ........................................ 0

Part II-Interscholastic Coaches
Complete Part I ........................................ 4-8
Anatomy & Physiology Z 107 or Z 111-112 ........................................ 4-8
Conditioning Procedures PE 313 ........................................ 2
Psycho/Social Aspects of Sport PE 401 ........................................ 3
Coaching, Nature of Profession PE 430 ........................................ 2
One Coaching Methods selected from:
Coaching Baseball PE 250 ........................................ 2
Coaching Basketball PE 251 ........................................ 2
Coaching Football PE 252 ........................................ 2
Coaching Women's Gymnastics PE 256 ........................................ 2
Coaching Tennis PE 257 ........................................ 2
Coaching Track & Field PE 258 ........................................ 2
Coaching Volleyball PE 259 ........................................ 2
Coaching Wrestling PE 260 ........................................ 2
Two skills courses that complement coaching methods courses: ........................................ 1
Internship "Interscholastic Athletics" PE 493 ........................................ 3
Total .................................................. 22-30

K-12 Endorsement for Physical Education Majors
Child Psychology P 211 ........................................ 3
Elem School PE Methods PE 361 ........................................ 3
Elementary Student Teaching-Specialty Area TE 477 ........................................ 4-8
Total .................................................. 10-14

PHYSICAL SCIENCE
College Chemistry & Labs C 131,132-133,134 ........................................ 9
General Physics PH 101-102 ........................................ 8
Intro Descriptive Astronomy PH 105 ........................................ 4
Total .................................................. 21

POLITICAL SCIENCE
American National Government PO 101 ........................................ 3
Contemporary Political Ideologies PO 141 ........................................ 3
International Relations PO 231 ........................................ 3
PO 321 or 324 or 329 or 333 ........................................ 3
American History HY 151-152/251-252 ........................................ 3
Upper division Political Science Electives ........................................ 3
Total .................................................. 21
PSYCHOLOGY
General Psychology P 101 ...........................................3
Statistical Methods P 295 ...........................................3
Abnormal Psychology P 301 ......................................3
Personality P 351 ......................................................3
Psychology Upper division Electives ................................9
Total .................................................................21

SOCIOMETRY
Introduction to Sociology SO 101 ..........................3
Social Statistics SO 310 ..........................................4
Social Research SO 311 ...........................................3
Sociological Theory SO 400 ......................................3
Sociology Electives ................................................9
Total .................................................................22

THEATRE ARTS
Technical Theatre TA 117-118 ...............................8
Acting TA 215 .......................................................3
Major Production Participation TA 331 .................1
World Drama TA 341 or 342 .................................3
Directing TA 401 ...................................................3
Theatre History TA 421 or 422 ...............................3
Total .................................................................21

Course Offerings
See page 4 for definition of course numbering system.

GE GENERAL EDUCATION

GE 100 STRATEGIES FOR ACADEMIC SUCCESS (2-0-2)(F/S). This course will help students succeed in college by developing skills and attitudes necessary to achieve their educational goals. The course content includes knowledge of the values, policies and procedures of the University; information of the University's resources and services; stress and anxiety management; effective life and study skills; and career exploration.

GE 102 LIBRARY SKILLS (0-2-1)(F/S). An independent self-paced course in library skills including resources common to academic libraries in general and in facilities in the Boise State University Library, in particular. Designed for incoming students who are not familiar with an academic library and for returning students who have had difficulty using the college library in the past. (Graded Pass/Fail).

GE 103 LIBRARY SKILLS II (0-2-1). Build on LS 102 Library Skills I and introduces additional and more sophisticated library materials and techniques. PREREQ: Prior or concurrent enrollment in GE 102.

GE 108 READING AND STUDY SKILLS (2-0-2)(F/S). This course develops the reading and study skills of the college students through lecture and tutorial instruction. This tutorial instruction involves a one-hour session each week in which students practice study skills discussed in lecture. The following skill areas are included: time management, main ideas processing, textbook reading, note taking, test taking and library use. (Pass/Fail).

GE 114 SECOND WIND (3-0-2)(F). Course specifically designed for "re-entry" students; women and men 25 years or older who are returning to school, or concurrent enrollment in GE 102.

GE 115 CAREER AND LIFE PLANNING (3-0-3)(F). Career and Life Planning devotes three weeks to each of the following areas: (1) knowing self, (2) the world of work, (3) identifying resources, (4) actual career planning and (5) proposed implementation of career and life plans. Students are expected to participate through work-study sheets, interviews and visits and by arranging for resources pertinent to classroom activities. Pass/Fail. Limited enrollment. Cannot be used to meet Area II requirements.

GE 116 ASSERTIVENESS TRAINING (3-0-3)(F). This course is designed to improve the communication skills of those who are experiencing difficulty in expressing their feelings and opinions openly, honestly and constructively to others. Group techniques will include training films, behavioral rehearsals and role-playing. Pass/Fail. Limited enrollment.

LS LIBRARY SCIENCE COURSES

Lower Division

LS 201 INTRODUCTION TO THE USE OF LIBRARIES AND THE TEACHING OF LIBRARY SKILLS (2-2-3)(On demand). Teaches efficient use of library materials, catalogs, indexes and reference sources in various subject fields and prepares teachers and librarians to teach library skills to elementary and secondary school students.

Upper Division

LS 301 LIBRARY ORGANIZATION AND ADMINISTRATION (3-0-3)(On demand). An introduction to the development, organization and management of all types of libraries with emphasis upon the school library and its place in the instructional program. PREREQ: LS 201 or PERM/INST.

LS 311 REFERENCE AND BIBLIOGRAPHY (3-0-3)(On demand). Introduction to evaluation and use of basic reference sources, principles, techniques and issues of reference service. Includes coverage of standard reference books, indexes, abstracts and bibliographies found in school or small public libraries. PREREQ: LS 201 or PERM/INST.

LS 321 BASIC BOOK SELECTION (3-0-3)(On demand). Principles and techniques for evaluating and selecting library materials; introduction to reviewing media and to basic tools for selecting and acquiring all types of book and non-book materials. Includes discussions of discounting and weeding and materials for slow and gifted readers. PREREQ: LS 201 or PERM/INST.

LS 331 CATALOGING AND CLASSIFICATION (3-0-3)(On demand). Theory and principles of classification and cataloging of book materials, practice using Dewey Decimal Classification, preparing catalog cards, assigning subject headings and library filing. Bibliographic utilities and cooperative cataloging are discussed. PREREQ: LS 201 or PERM/INST.

TE TEACHER EDUCATION

Lower Division

TE 071 CAREER ORIENTATION FOR ELEMENTARY EDUCATION (1-0-0)(F/S). The students will receive an orientation to the field of Elementary Education including the nature of elementary teaching, expectations of the profession, its specialty areas and related career possibilities. They will also receive information about the nature of the Elementary Education programs and their specific requirements. Each student will be given an aptitude test to assist in advising. (Graded pass/fail).

TE 172 INTRODUCTION TO SECONDARY TEACHING: CLASSROOM OBSERVATION (1-1-1)(F/S). This course will provide the student with an introduction to the secondary school, the role of the teacher, guidelines for professional preparation and a minimum of fifteen hours of guided classroom observation. Eight one-hour classroom lectures will be required, with time for classroom observation arranged on an individual basis.

TE 201 FOUNDATIONS OF EDUCATION (3-0-3)(AREA II). A general introductory course in education to provide the student familiarity with the teaching profession. Components of the class include social, cultural, philosophical and historical perspectives of education. In addition, an attempt is made to inspect current educational issues and problems as they relate to the four basic components.

TE 202 FOUNDATIONS OF TEACHING BILINGUAL EDUCATION/ESL (3-0-3)(F). This course is designed to give students a background in the psychological, legal and cultural foundations of Bilingual Education and teaching English as a Second Language. Students receive an overview of current trends in the field learning and in the preparation needed to be a Bilingual Education/ESL teacher.

TE 208 EDUCATIONAL TECHNOLOGY/CLASSROOM APPLICATIONS (2-2-3). This course emphasizes basic but essential skills and technology needed for using computers in both planning and teaching. Students will become familiar with a variety of curricular software; use word processing, data base applications, spreadsheet programs and graphics to produce sample classroom materials; use CD-ROM technology as library tools; and become competent in basic video operations. PREREQ: Elementary or secondary education majors only. Satisfactory completion of a computer competency test administered by the Teacher Education computer lab. $10.00 lab fee.

TE 216 GRAMMAR AND LANGUAGE USAGE FOR TEACHERS (3-0-3)(S). This course will provide instruction in the content of language arts curriculum generally taught in grades 4-8. Students will study the developmental sequence of grammar, punctuation, spelling and language study appropriate to each grade level. The course will also include an introduction to writing instruction.

TE 225 EDUCATIONAL PSYCHOLOGY (3-0-3). This course provides an introduction to educational psychology, emphasizing the application of selected principles of psychology to instruction. Specific topics include theories of learning; cognitive development; motivation and self-concept; and educational measurement.
TE 261 FOUNDATIONS OF EARLY CHILDHOOD EDUCATION (3-0-3)(F). This course explores the historical and current principles and practices of early childhood education. The student will study program models, curriculum designs, ethics, public policy and the teaching-learning process of the young child. Emphasis will be on the young child of age 3-8. COREQ: TE 293 Internship in ECE.

TE 271 FIELD EXPERIENCE ELEMENTARY TUTORING (1-3-2)(FIS). This course will provide students with an opportunity to work with elementary-age students in a personal and helping relationship, while observing the work of an experienced teacher and the interactions of elementary children. Students will participate in seminars and a minimum of 45 hours of tutoring experience in a pre-school, kindergarten, primary, upper grade, or special education classroom. PREREQ: TE 071, TE 201. Pass/Fail.

TE 278 MEXICAN AMERICAN TRADITION AND CULTURE (3-0-3)(5). This class provides an exploration of Mexican American traditions and culture. It explores the history and the Mexican American people including their influence on contemporary American language, customs and beliefs as related to the Mexican American and educational institutions. This course may be taken for either TE or SO credit but not both.

TE 291 EDUCATION OF THE EXCEPTIONAL CHILD (3-0-3). The course shall provide students with an overview of the exceptional child's educational, social and psychological needs. Special emphasis will be placed on the period from birth through childhood and adolescence. Additional topics include service delivery systems in the schools and community, as well as legal considerations.

Upper Division

TE 304 INTEGRATED LANGUAGE ARTS (3-0-3)(FIS). This course serves as the foundation for the sequence of literacy courses in the Elementary Education program. The content of the course provides pre-service elementary classroom teachers with the knowledge they need to assess and provide children with appropriate language instruction. The general areas of emphasis include oral language development, written language development, phonics and grammar terminology and an introduction to theories of teaching reading and the language arts. This course fulfills the language arts methods requirement. PREREQ: Admission to Teacher Education.

TE 305 TEACHING DEVELOPMENTAL LITERACY GRADES K-8 (3-0-3)(FIS). This is a curriculum and methods course that explores the integration of developmental reading with the other language arts (writing, speaking, listening and viewing). Students will investigate a reading and language arts curriculum that is child-centered, literature and activity based, context and writing rich and communication focused. A broad spectrum of instructional resources will be examined, including but not limited to basal readers, trade books, magazines and other supplementary materials. PREREQ: Admission to Teacher Education and TE 304.

TE 316 CHILDREN’S LITERATURE (3-0-3)(FIS). This course will provide a survey of literature for children from preschool through early adolescence, with emphasis on recognition of excellence and the value of wide and varied reading experiences. Literature from diverse cultures as well as current issues in book selection will be included. PREREQ: Admission to Teacher Education.

TE 322 IDENTIFICATION & DIAGNOSIS OF LIMITED ENGLISH PROFICIENT STUDENTS (2-2-2)(F). Students become familiar with language proficiency tests and theory. A variety of language assessment instruments currently in use are reviewed. Students learn to administer and interpret the results of these instruments in order to place language limited children in the proper level of Bilingual Education or ESL study. Students may be assigned to local public schools to gain practical experience in administering the assessment instruments studied. PREREQ: Admission to Teacher Education and S 202. PREREQ or COREQ: TE 202.

TE 330 ASSESSMENT PROCEDURES IN SPECIAL EDUCATION (3-0-3)(F). This course will provide student with the skills required for assessment in special education. As part of the course the students will demonstrate skills in selection and administration of tests as well as the interpretation of the test results. PREREQ: Admission to Teacher Education.

TE 333 EDUCATING EXCEPTIONAL SECONDARY-AGE STUDENTS (1-0-1)(F/S). The course is designed to acquaint prospective secondary teachers with the educational needs of secondary students identified as exceptional. Emphasis shall be placed on classroom teaching models that enhance learning for exceptional students. PREREQ: Admission to Teacher Education.

TE 334 TEACHING IN SPECIAL EDUCATION (3-0-3)(F). The course is designed to provide the prospective special education teacher with an overview of the profession, including federal and state laws, regulations and policies, the referral and qualification process, IEP development and implementation; program coordination; parents and the interdisciplinary team; community identification; and legal and ethical dilemmas. PREREQ: Admission to Teacher Education.

TE 340 TECHNOLOGY IN SPECIAL EDUCATION (2-2-3)(FIS). This course introduces students to uses of computers and technology that are especially valuable for individuals with special needs. Students will become familiar with a variety of curricular software uses including word processing, data bases and spread sheet applications and adaptations. Other uses and adaptations of technology for special learners such as CD-ROM, communication approaches, adaptive equipment and video operations will be studied. PREREQ: Admission to Teacher Education. Satisfactionary completion of a computer competency test administered by the Teacher Education computer lab. $10.00 lab fee.

TE 341 LITERATURE FOR YOUNG ADULTS (3-0-3)(S). This course will provide an appraisal of literature, including a multicultural component, appropriate to the needs, interests and abilities of young adults. It is intended for librarians, teachers and others interested in working with young adults. PREREQ: Admission to Teacher Education. Three credits of lower division literature.

TE 356 EDUCATIONAL TECHNOLOGY (2-2-2)(FIS). This course will prepare students in secondary education to use a variety of educational technologies, including audio-visual equipment, television and computers. Students will learn to prepare visual materials. Lab fee required. PREREQ: Admission to Teacher Education.

TE 358 CORRECTIVE READING (3-0-3)(FIS). A study of reading difficulties of elementary or secondary school pupils with emphasis upon diagnosis and upon materials and methods of teaching. Opportunity is offered to consider learning disabilities related to ethnic and cultural differences by tutoring an elementary or secondary school pupil for approximately 20 sessions. PREREQ: Admission to Teacher Education and TE 305.

TE 361 CHILD BEHAVIOR AND GUIDANCE IN EARLY CHILDHOOD (3-0-3)(F). The influence of the home and school environments will be examined in relation to child behavior. Physical, social, emotional and cognitive domains will be addressed for both typical and atypical development. Parent and teacher manuals will be examined in relation to management theories and appropriateness in guiding young children's behavior. PREREQ: Admission to Teacher Education, P 101 and TE 291 or PERMINST. CORE: TE 493 Internship in ECE.

TE 362 CURRICULUM AND PROGRAM PLANNING IN ECE (3-0-3)(S). This course provides the content organization of the early childhood classroom. The student will learn how to select objectives, organize content through an integrated approach, select appropriate learning activities and assess both children’s growth and program effectiveness. Emphasis will be on the young child age 3-6. PREREQ: Admission to Teacher Education.

TE 372 TEACHING IN THE CULTURALLY DIVERSE CLASSROOM (3-0-3)(FIS). The students will investigate cultural diversity in the United States from a historical and demographic perspective and how the educational system has responded to them. Students will study different educational approaches such as multicultural, pluralistic and bilingual education, and analyze curriculum and appropriate pedagogy for the culturally diverse learner. Particular attention will be given to Hispanic and other regional minorities. PREREQ: Admission to Teacher Education. CORE: TE 373.

TE 373 PRACTICUM: AT-RISK CHILDREN IN THE COMMUNITY (0-2-1)(F). This practicum will focus on at-risk children/youth and their families and the community agencies that serve them. Students will work with specific agencies serving their students and their families. PREREQ: Admission to Teacher Education. CORE: TE 372.

TE 381 SECONDARY SCHOOL METHODS (3-0-3). A study of the secondary school including methods and materials. Application is made to the students' teaching areas. Must be taken prior to student teaching. PREREQ: TE 201. Admission to Teacher Education.

TE 383 SECONDARY FOREIGN LANGUAGE METHODS (3-0-3). Students participate in discussions of problems of learning a foreign language. Current approaches to language teaching are explored. This knowledge is applied to practical activities, cultural presentations, teaching aids and resource material. PREREQ: Six upper division credits in one foreign language or PERMINST. Admission to Teacher Education.

TE 384 SECONDARY SCHOOL SCIENCE METHODS (3-0-3)(S). This course provides the theoretical and practical background for science instruction at the secondary level. Emphasis is placed on the development of teacher competency in the use of inquiry methods, questioning techniques and the development of higher reasoning skills in students. Use of technology in science teaching is also treated. Prior completion of TE 381 Secondary School Methods is recommended. PREREQ: Admission to Teacher Education.

TE 385 SECONDARY SCHOOL SOCIAL STUDIES METHODS (3-0-3). This course will examine effective methods for teaching secondary social studies. Curriculum organized either by a general social studies format or by a single social science discipline or history will be studied and effective teaching strategies will be identified, analyzed and practiced. PREREQ: TE 381 or PERMINST. Admission to Teacher Education.
TE 393 BEGINNING DRIVER EDUCATION (2-1-2). Designed to aid teachers in the instruction of beginning drivers and in the use of dual controlled automobiles. It includes the functioning of the vehicle, its proper operation and traffic control safety.

TE 394 ADVANCED DRIVER EDUCATION (2-1-2). Designed to provide advanced preparation in principles and practices of driver and traffic safety education for teachers, supervisors and administrators. PREREQ: TE 393.

TE 395 GENERAL SAFETY EDUCATION (3-0-3). Provides a comprehensive survey of general safety education, applied to all fields in general but to public schools in particular. Includes the study of accidents, safety, accident prevention and the school's role in safety relative to other public and private agencies.

TE 408 DEVELOPING CONTENT AREA LITERACY GRADES K-6 (3-0-3)(F/S). Students will learn strategies for extending the development of literacy skills to the learning tasks demanded by the various academic disciplines. Emphasis will be placed on ways to assist learners in developing comprehension and study strategies and ways to respond to academic concepts throughout the language arts. Current practices and issues in the assessment of literacy will be studied. PREREQ: Admission to Teacher Education; TE 304, TE 305. COREQ: TE 412, TE 417, TE 418, TE 419.

TE 407-407G READING IN THE CONTENT SUBJECTS (3-0-3)(F/S/SU). This course provides middle and secondary teachers with knowledge and skills necessary for optimum utilization of instructional materials in the various content areas. Students seeking graduate credit will be required to meet additional objectives. PREREQ: Admission to Teacher Education and TE 201.

TE 408 INTEGRATING TECHNOLOGY INTO CLASSROOM CURRICULA (3-0-3) (F/S). Using both stand-alone and network computer systems, students will develop classroom strategies for integrating computers and necessary software into lesson and unit plans; use CD-ROM, video disk, video technology and overhead projection panels as part of instructional lessons; and access communications applications and data bases via modems. PREREQ: TE 206; Admission to Teacher Education. $10.00 lab fee.

TE 412 SENIOR PRACTICUM (0-2-1)(F/S). This course provides opportunities for students to practice previously learned techniques in appropriate school settings. The students will also be able to examine grade level appropriate materials and curricula as they exist in local schools. Students are expected to observe and assist classroom teachers by developing and delivering lessons to individuals, small groups and whole classes, possibly in cooperation with other practicum participants. PREREQ: Admission to Teacher Education. COREQ: TE 406, TE 417, TE 418 & TE 419.

TE 416 ELEMENTARY LANGUAGE ARTS CURRICULUM AND INSTRUCTION (3-0-3). Students will examine various frameworks for teaching and learning language arts. Current theory and research on language and literacy development will be explored. Instructional methods, materials, technology and an appropriate environment that encourages the emergent development of children's writing, reading, listening, speaking and viewing strategies will be applied and evaluated. Alternative methods for assessment and evaluation of language arts learning will be described and utilized. PREREQ: Admission to Student Teaching. COREQ: TE 406, TE 412, TE 417, TE 418, TE 419.

TE 417 ELEMENTARY SOCIAL STUDIES CURRICULUM AND INSTRUCTION (3-0-3). Elementary social studies curriculum, philosophy and goals are examined. A variety of instructional methods and materials are presented and evaluated in accordance with developmental theory. Emphasis is placed on multicultural education, global issues and values in a democratic society. These areas are integrated across the curriculum through lesson plans and units that emphasize process teaching, critical thinking, technology and assessment. PREREQ: Admission to Student Teaching. COREQ: TE 406, TE 412, TE 417, TE 418, TE 419.

TE 418 ELEMENTARY MATHEMATICS CURRICULUM AND INSTRUCTION (3-0-3). Elementary mathematics curriculum, philosophy and goals are examined, and instructional methods and materials designed to achieve the goals are presented. Students develop activities, lessons and units consistent with the developmental stages of children and the nature of mathematics. Development and assessment of problem solving skills and appropriate applications of manipulatives and technology are emphasized. PREREQ: Admission to Student Teaching. COREQ: TE 406, TE 412, TE 417, TE 418.

TE 419 ELEMENTARY SCIENCE CURRICULUM AND INSTRUCTION (3-0-3). Elementary science curriculum philosophy and goals are examined, and instructional methods and materials designed to achieve the goals are presented. Students develop activities, lessons, and units consistent with the developmental stages of children and the nature of science. Development and assessment of science process skills and concept acquisition through the use of "hands-on" activities and technology are stressed. PREREQ: M 103, M 104, Admission to Student Teaching. COREQ: TE 406, TE 412, TE 417, TE 418.

TE 422 CURRICULUM FOR THE MODERATELY/SEVERELY HANDICAPPED (3-0-3)(F). This course is designed to acquaint students with a systematic approach to conduct assessment and curriculum planning for the moderately/severely handicapped student. Such areas as severe mental retardation, multiple handicaps, and severely emotionally disturbed will be studied in this course. PREREQ: TE 291, 330. Admission to Teacher Education.

TE 423-423G TEACHING STUDENTS WITH MODERATE AND SEVERE DISABILITIES (3-0-3)(S). This course is an overview of program development and instructional techniques appropriate for students who have moderate to severe disabilities. Major emphasis is on the development of functional programming within integrated educational settings. PREREQ: Admission to Teacher Education.

TE 431 TEACHING READING AND WRITTEN EXPRESSION TO THE HANDICAPPED (3-0-3)(F). The course details the various components for teaching reading and written expression, including the selection and usage of appropriate materials and integrating diagnosis and remedial procedures with mildly handicapped students (learning disabled, emotionally disturbed and mildly/ moderately mentally retarded). PREREQ: Admission to Teacher Education.

TE 432 TEACHING MATH AND LANGUAGE TO THE HANDICAPPED (3-0-3)(S). The course will detail specific sequences and various approaches to math instruction and oral language development. Preparation and selection of appropriate teaching materials, on-going record keeping and remediation for mildly emotionally disturbed, learning disabled, and mild-moderate mentally retarded. PREREQ: TE 330 or PERMINIST. Admission to Teacher Education.

TE 435 TEACHING ADOLESCENTS WITH MILD DISABILITIES (3-1-3)(S). The course is designed to familiarize prospective educators with specific methods and strategies for assisting adolescents with mild disabilities with their academic problems. Topical areas include the referral process, service delivery approaches, collaborative techniques, and numerous instructional strategies. A 30 hour practicum in a secondary public school site is required. PREREQ: Admission to Teacher Education.

TE 445 ASSESSMENT AND PROGRAM PLANNING IN EARLY CHILDHOOD SPECIAL EDUCATION (3-0-3)(F). This course presents an overview of assessment procedures appropriate for preschool children with handicaps. The course also provides information concerning the families of handicapped children and the procedures used in the development of preschool individualized Education Programs. PREREQ: Admission to Teacher Education, TE 291 or PERMINIST.

TE 446 METHODS AND CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION (3-0-3)(S). Program development in early childhood special education, including intervention approaches; curriculum development; service delivery options; intervention strategies, and instructional materials selection and adaptation. PREREQ: Admission to Teacher Education, TE 291 or PERMINIST.

TE 447 EARLY LANGUAGE ASSESSMENT AND INTERVENTION (3-0-3)(S). Students will examine typical and atypical language development of young children. Topics will include language acquisition theories, informal and formal assessment procedures, and intervention approaches. PREREQ: Admission to Teacher Education, TE 291 and TE 361 or PERMINIST.

TE 450-450G BEHAVIOR INTERVENTION (3-0-3)(F). This course provides an introduction to the theoretical principles of behavior and the development of practical applied behavior analysis procedures with children from preschool years through adolescence. As part of the course students will develop, implement and evaluate a field-based applied behavior analysis project. PREREQ: Admission to Teacher Education.

TE 453 TEACHING READING AND LANGUAGE ARTS IN THE BILINGUAL/ESL CLASSROOM (3-0-3)(F). Students develop an understanding of various approaches to reading instruction that are effective in the bilingual/English as a Second Language classroom. The class includes review of materials, media, and development of criteria for selection of appropriate instructional materials. Instruction is given in both English and Spanish. PREREQ: S 202, TE 305 or PERMINIST. Admission to Teacher Education.

TE 454 TEACHING CONTENT IN THE BILINGUAL CLASSROOM (3-0-3)(S). This course includes instructional strategies and techniques in mathematics, science and social studies for use in the elementary classroom. Instruction will be presented in both the Spanish and English languages. PREREQ: S 202 or PERMINIST. Admission to Teacher Education.

TE 456 METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE (3-0-3)(F). The course teaches current approaches and resources regarding the teaching of ESL. A variety of classroom organizational patterns conducive to language learning are discussed. Problem solving strategies for dealing with issues and problems regarding the development of communicative competence are addressed. PREREQ: TE 208, Admission to Teacher Education.

TE 457 CLASSROOM MANAGEMENT SKILLS (3-0-3)(F/S). This course is designed to help prospective teachers develop an approach to classroom management. The course of study will focus on ecological factors that contribute to a positive classroom atmosphere, including the teacher, the student, the school, and...
parents. The course will emphasize principles that strengthen desirable behavior and reduce inappropriate behavior for individuals and for groups of students. PREREQ: P 211, TE 225, Admission to Teacher Education.

TE 460 FAMILY AND COMMUNITY RELATIONS (3-0-3)(F). This course prepares students of teacher education to understand the diverse parent community and become knowledgeable about effective home-school-community relations. Parent education models and community resources are examined for both home and school needs. PREREQ: Admission to Teacher Education.

TE 463-463G INFANT EDUCATION (3-0-3)(S). The physical, social, emotional, and intellectual development of the infant/toddler birth to three will be examined in relation to kinds of environment and learning experiences that will stimulate and ensure optimum development. PREREQ: Admission to Teacher Education

TE 465 CREATING MATERIALS IN EARLY CHILDHOOD EDUCATION (3-3-3) (S/SU). Students will become familiar with a variety of classroom materials. They will design and make materials that are best suited to meet the objectives of their particular curriculum, as well as individual children's needs. Students will evaluate materials with children. Students will be expected to supply their own materials. PREREQ: Admission to Teacher Education.

TE 470 ELEMENTARY SCHOOL STUDENT TEACHING—PRE-SCHOOL/Kindergarten (1-15-8)(F/S). Supervised student teaching in a preschool or kindergarten setting. Seminars required. PREREQ: Admission to Student Teaching; required coursework in early childhood education and approval for placement in a preschool or kindergarten setting; restricted to students seeking the Early Childhood Endorsement. (Pass/Fail).

TE 471 ELEMENTARY SCHOOL STUDENT TEACHING—Kindergarten/primary (1-15-8) (F/S). Supervised student teaching in a kindergarten or primary grade setting. Seminars required. PREREQ: Admission to Student Teaching; student teaching in kindergarten is restricted to those seeking the Early Childhood Endorsement. (Pass/Fail).


TE 473 SPECIAL EDUCATION STUDENT TEACHING—STUDENTS WITH MILD HANDICAPS (1-15-8) (F/S). Supervised student teaching in a special education program for students with mild handicaps. Seminars required. PREREQ: Admission to Student Teaching; required course work in special education and approval for placement in a special education setting. (Pass/Fail).

TE 474 ELEMENTARY SCHOOL STUDENT TEACHING IN THE BILINGUAL CLASSROOM (1-15-8) (F). This course includes observation of teaching in bilingual classrooms at various grade levels, teaching under the direction of a cooperating teacher in a bilingual classroom and regularly scheduled seminars with a university supervisor. Some areas will be presented in both English and Spanish. May be taken concurrently with TE 453 or TE 454. PREREQ: Admission to Student Teaching; required work in bilingual education and approval for placement in a bilingual education setting. (Pass/Fail).

TE 476 SPECIAL EDUCATION STUDENT TEACHING—STUDENTS WITH SEVERE HANDICAPS (1-15-8)(F/S). Supervised student teaching in a special education program for students with severe handicaps. Seminar required. PREREQ: Admission to Student Teaching, required coursework in special education, and approval for placement in special education setting. (Pass/Fail).

TE 477 ELEMENTARY STUDENT TEACHING—SPECIAL AREA (1-15-8) or (1-8-4)(F/S). This course is reserved for students who are seeking an endorsement to teach in specific disciplines in grades 1-8 or who are seeking an elementary specialist certificate. Students are given assignments in elementary schools where they observe and teach under the supervision of a cooperating teacher and a university supervisor. PREREQ: Admission to student teaching; required coursework in specialty area and approval for placement in an appropriate classroom setting. (Pass/Fail).


TE 482 JUNIOR HIGH SCHOOL STUDENT TEACHING: DUAL OPTION (0-15-8) (F/S). Supervised student teaching in a junior high school. The student will be placed with a cooperating teacher for one half-semester (full-time) in his/her major/minor field under supervision of University faculty. Seminars are required. PREREQ: Admission to student teaching. COREQ: TE 483. (Graded pass/fail).

TE 483 SENIOR HIGH SCHOOL STUDENT TEACHING: DUAL OPTION (0-15-8) (F/S). Supervised student teaching in a senior high school. The student will be placed with a cooperating teacher for one half-semester (full-time) in his/her major/minor field under the supervision of University faculty. Seminars are required. PREREQ: Admission to student teaching. COREQ: TE 482. (Graded pass/fail).

TE 484 JUNIOR HIGH SCHOOL STUDENT TEACHING: SINGLE OPTION (1-20-10) (F/S). Supervised student teaching in a junior high school. The student will be placed with a cooperating teacher for ten weeks (full-time) in his/her major/minor field under the supervision of University faculty. Seminars are required. PREREQ: Admission to student teaching. Graded pass/fail.

TE 485 SENIOR HIGH SCHOOL STUDENT TEACHING: SINGLE OPTION (1-20-10) (F/S). Supervised student teaching in the senior high school. The student will be placed with a cooperating teacher for ten weeks (full-time) in his/her major/minor field under the supervision of University faculty. Seminars are required. PREREQ: Admission to student teaching.

TE 490 PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION (0-20-3). Students enrolling in this course shall be placed in an education program designed for the preschool handicapped. Specific needs of the individual student shall dictate placement and the type of experiential exposure. It is the intent of this course to develop a person with the skills required to teach the preschool handicapped. PREREQ: Admission to Teacher Education. PERMINST.