

**CJ 362 (SOC 362) CORRECTIONAL THEORY AND PRACTICE (3-0-3)(F).** The historical development, processes, and methods of operating the adult correctional system. Detailed study of the philosophy and development of treatment strategies in local, state, and federal correctional institutions. This course may be taken for CJ or SOC credit, but not both. PREREQ: Upper-division criminal justice standing.

**CJ 363 CRIMINAL JUSTICE MANAGEMENT (3-0-3)(F).** An overview of organizational theory and administrative behavior in criminal justice agencies. Effects of leadership, technology, information systems, decision-making, court cases, personnel policies, budgeting, and planning on the justice system are analyzed. PREREQ: Upper-division criminal justice standing.

**CJ 371 CORRECTIONS LAW (3-0-3)(S).** Inmate rights, habeas corpus procedures, civil and criminal liability issues, and the history of corrections law. PREREQ: Upper-division criminal justice standing.

**CJ 375 LAW OF CRIMINAL EVIDENCE (3-0-3)(F).** Presentation of the laws and rules of evidence, burden of proof, exclusionary rule, presumption, opinion evidence, and leading court cases involving the presentation and acceptability of evidence. Witness examination procedures and related legal problems are presented. PREREQ: CJ 103.

**CJ 376 LAW OF ARREST, SEARCH AND SEIZURE (3-0-3)(S).** A highly concentrated study of the legalities and decision-making processes associated with arrest, search, and seizure in accordance with statutes, case law and Supreme Court decisions as they relate to constitutional protections. PREREQ: CJ 103.

**CJ 425 RESEARCH METHODS (3-0-3)(F/S).** Quantitative and qualitative research methodologies. PREREQ: Upper-division criminal justice standing.

**CJ 426 STATISTICS (3-0-3)(F,SU).** Introduction to basic research methods in criminal justice. Exploration of the philosophy of science, research designs and their implementation, and elementary statistical techniques. Emphasis is placed on guiding students in interpreting criminal justice statistics and research. PREREQ: CJ 425 and upper-division criminal justice standing.

**CJ 461 CONTEMPORARY ISSUES IN AMERICAN POLICING (3-0-3)(S).** Study of the major contemporary issues facing the modern police organization at the local, state, and federal levels of government. Covers enforcement concerns pertaining to drugs, street gangs, and increased use of firearms. PREREQ: Upper-division criminal justice standing.

**CJ 471 CRIMINALISTICS (3-0-3)(F/S).** Major concepts of forensic science and investigator role in crime scene evidence collections.

**CJ 491 FIELD WORK I (V-V-3).** Placement in selected criminal justice agencies with assigned duties of regular personnel. Relevant research project required. Weekly seminar meeting to review research and agency progress. Must complete 150 contact hours in one semester. PREREQ: Upper-division criminal justice standing.

**CJ 492 FIELD WORK II (V-V-3).** Continuation of CJ 491. PRE/COREQ: CJ 491.

**CJ 498 SENIOR SEMINAR (3-0-3)(S).** Exploration of current and anticipated critical issues and problems in the criminal justice system. PREREQ: Senior and upper-division criminal justice standing.

## Department of Curriculum, Instruction, and Foundational Studies

### College of Education

Education Building, Room 228  
<http://education.boisestate.edu>

Telephone: 208 426-1672  
Fax: 208 426-4006

*Chair and Assistant Professor:* Keith Thiede. *Associate Chair and Associate Professor:* Rickie Miller. *Professors:* Anderson, Parrett, Singletary, Willison. *Associate Professor:* Brendefur, Kelly, Rogien, Snow-Gerono. *Assistant Professors:* Budge, Osguthorpe, Smart.

### Degrees Offered

- B.A. in Elementary Education
- M.A. in Education with emphases in curriculum and instruction (See the *BSU Graduate Catalog*).
- M.Ed. in Educational Leadership (See the *BSU Graduate Catalog*).
- Ed.D. in Curriculum and Instruction (See the *BSU Graduate Catalog*)
- Graduate Certificate in Secondary/K-12 Teaching (See the *BSU Graduate Catalog*).

### Department Statement

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

In preparatory course work, candidates will examine theories of learning and human development. Course work and practicum experiences will acquaint candidates with the rich diversity they will find in their K-12 classrooms and provide opportunities to practice methods of teaching appropriate for the content being taught. Course work emphasizes the development of values aimed at a healthy society within a global community. Candidates who complete an approved program of study are exemplary teachers who accept the challenge of teaching all students and acknowledge the importance of educating a citizenry who will contribute to society as caring, responsible, and thoughtful citizens. Candidates can make effective instructional decisions and demonstrate that they meet the Idaho Standards for initial certification.

In addition to pre-service and graduate education programs, the department also serves teachers and local school districts through cooperatively developed in-service programs. The department supports school improvement efforts and provides assistance to school districts, government agencies, and the private sector. Faculty members in the department are encouraged and supported in their efforts to conduct applied and action research in school settings.

### Elementary Education Program

The department offers a program in elementary education that leads to a recommendation to the Idaho State Department of Education for certification in Elementary Education, K-8. For endorsements in specialized areas see programs offered by the following departments: Bilingual Education, Literacy, and Special Education and Early Childhood Studies.

### Admission to Elementary Teacher Education

Students preparing to become elementary school teachers must be accepted for admission to the elementary teacher education program. Admission to elementary teacher education is required before a student may enroll in certain upper-division teacher education courses. A \$50 assessment fee is due upon application to the Office of Teacher Education. All admission requirements must be completed before admission will be granted.

It is the student's responsibility to provide transcripts and other documentation to demonstrate requirements have been met. Application is available online (<http://education.boisestate.edu/teachered/>) and delivered to the Office of Teacher Education, Education Building, Room 722.

# Chapter 12—Academic Programs and Courses

## Department of Curriculum, Instruction, and Foundational Studies

The admission requirements are:

### 1. Application Package:

- A completed application form (<http://education.boisestate.edu/teachered/>)
- A transcript indicating the completion of prerequisite course work
- Passing score on the PRAXIS I in mathematics (175) and writing (172). For information access the PRAXIS web site at <http://www.ets.org/praxis/>. Passing score on the PRAXIS I in mathematics and writing must be on file in the Office of Teacher Education prior to application.

### 2. Deadline:

- First Friday in February for fall semester admission
- Third Friday in September for spring semester admission

### 3. Academic Requirements:

- **Minimum cumulative GPA of 2.5.**
- **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 ENGL 101, but ENGL 102 is required.)
- **Mathematics.** MATH 157 and MATH 257 with a minimum grade of 'C.' Neither class can be taken by correspondence.
- **Science.** Eight credits of laboratory science in two areas with a grade of C or better.
- **Area I and Area II Core Courses.** Nine of the twelve required credits in each area with a minimum grade of C in each course.
- **Teacher Education Pre-Professional Courses.** ED-BLES1 200 or ED-SPED 250, and ED-CIFS 201, ED-CIFS 203, and ED-CIFS 231 with a minimum grade of C in each course and an average GPA of at least 2.75 for all teacher education courses.

No other exams will be accepted in lieu of the PRAXIS.

### Limitations to Admission

Because of the large number of students seeking admission to elementary teacher education, not all applicants can be admitted. Each academic year, a target number of applicants is established and applicants are accepted until that number is reached. Priority is given to those with the highest academic grade point average and to those majoring in specialty areas that have been identified as shortage areas in Idaho. (Shortage areas may change over time.)

### Continued Enrollment

**Professional Standards** Each student's record must be reviewed and approved before s/he is permitted to continue in the program. Approval is based on:

- Student's academic record
- Faculty judgment about student's knowledge, skills, and disposition necessary for success as a teacher, determined through coursework, observation, and interviews. Further information on these traits can be found in the *Handbook for Field Experience* (<http://education.boisestate.edu/teachered/fieldexp.htm>), in the *Code of Ethics of the Idaho Teaching Profession*, and *Idaho Initial Certification Standards*.

Any student denied continued enrollment in the program is entitled to due process.

### Admission to the Professional Year

It is the student's responsibility to provide transcripts and other documentation to show that the requirements have been met. Applications are completed on-line (<http://education.boisestate.edu/teachered/appinfo.htm>) and delivered to the Office of Teacher Education in the Education Building, Room 722.

#### 1. Application Package:

- A completed application form (<http://education.boisestate.edu/teachered/>)
- A transcript indicating academic requirements have been met

#### 2. Deadlines:

- First Friday in February for students desiring to enter the professional year fall semester
- Third Friday in September for students desiring to enter the professional year spring semester.

#### 3. Academic Requirements:

- Senior standing
- 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.
- Passing scores on the Idaho Comprehensive Literacy Assessment (ICLA), Standards 1, 2, and 3.
- Passing score on Praxis II: Elementary Content Knowledge and Praxis II: Principles of Learning and Teaching. For information please access the PRAXIS website at <http://www.ets.org/praxis/>.
- If you wish to student teach in a major or minor endorsement area, passing scores on PRAXIS II in your major and minor fields are needed. The State of Idaho requires a passing score for any endorsement in which you certify.
- Passing score on PRAXIS II: Elementary Content Knowledge, PRAXIS II: Principles of Learning and Teaching Grades K-6 or 5-9, and ICLA Standards 1, 2, and 3 must be on file in the Office of Teacher Education prior to acceptance into the Professional Year.
- Fingerprinting may be required to student teach in some districts

### Special Information for the Professional Year

1. Students who transfer to Boise State University must meet requirements for admission to teacher education and complete at least 6 semester hours at the university before being placed in the professional year.
2. During the professional year, students are expected to engage in 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 found guilty of any offense which would be grounds for revocation or denial of an Idaho teaching certificate. Questions regarding this policy should be addressed to the Director of Teacher Education in Education Building, Room 722.
4. The professional year can be taken only once.
5. Students pay a \$100 fee upon registration for student teaching.
6. Students can expect to be placed in a school within a 50 mile radius of Boise State University.
7. Students accepted to the Professional Year who opt to postpone student teaching must reapply.

### Special Information for Transfer Students or Students with a Prior Degree

1. Transfer students are granted provisional admission to elementary teacher education during their first semester at Boise State. During the first semester, students must complete all requirements for regular admission to be granted regular admission.
2. Students with a prior degree are granted provisional admission to elementary teacher education during their first semester at Boise State. During the first semester, students must complete all requirements to be granted regular admission.

### Elementary Education Certification Requirements

Students from Boise State are recommended to the State Department of Education for an Idaho Teaching Credential after meeting the following requirements:

1. Completed application for Idaho Teaching Credential (available in the Office of Teacher Education, Education Building, Room 722). This will include:
  - completed fingerprint card
  - criminal history check
2. Official transcripts from ALL colleges and/or universities attended.
3. Completed Institutional Recommendation from Office of Teacher Education.
4. Official PRAXIS II assessment score sheet or notarized copy for all PRAXIS II assessments.
5. Idaho Comprehensive Literacy Assessment Certificate.

## Degree Requirements

<b>Elementary Education Bachelor of Arts</b>	
Course Number and Title	Credits
ENGL 101-102 English Composition <small>NOTE: Students not required to take ENGL 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.</small>	6
<b>Area I—see page 45 for list of approved courses</b>	
Two (2) Area I core courses in English	6
Area I core course in art or music	3
Any Area I core course in a third field	3
<b>Area II—see page 45 for list of approved courses</b>	
HIST 111/211 or 112/212 United States History	3
PSYC 101 General Psychology	3
Area II core course in Geography	3
Area II core cultural diversity course in Social Studies (ANTH, ECON, GEOG, HIST, POLS, or SOC)	3
<b>Area III—see page 45 for list of approved courses</b>	
MATH 257 Geometry and Probability for Teachers	4
Area III core course in a second field	4
Area III core course in any field <small>NOTE: Elementary education majors must have courses in at least two of the following disciplines: biological science, earth science (Geology), or physical science (Chemistry or Physics)</small>	4
ART 321 Elementary School Art Methods <b>OR</b> MUS 374 Music Methods for Elementary School Teacher	3
ED-BLESL 200 Cultural Diversity in the School	3
ED-CIFS 201 Foundations of Education	3
ED-CIFS 203 Child and Educational Psychology	3
ED-CIFS 231 Teaching and Learning in Elementary Schools	3
ED-CIFS 330 Elementary Social Studies Curriculum and Methods	3
ED-CIFS 331 Elementary Mathematics Curriculum and Methods	3
ED-CIFS 332 Elementary Classroom Management Skills	3
ED-CIFS 333 Elementary Science Curriculum and Methods <b>OR</b> ENGR 385 Science Methods Through Engineering	3
ED-CIFS 460 Professional Year I	5
ED-CIFS 461 Professional Year II: Teaching Experience in Elementary Education	7
ED-LTCY 340 Idaho Comprehensive Literacy Course	4
ED-LTCY 346 Children's Literature	3
ED-LTCY 440 Content Area Language Arts: K-8	3
ED-SPED 250 Exceptionality in the Schools	3
One of the following: ED-BLESL 469, ED-ECS 462, ED-ECS 463, ED-ECS 464, ED-CIFS 465, ED-CIFS 466, ED-SPED 467, ED-SPED 468	7
EDTECH 202 Educational Technology – Classroom Applications	3
KINES 355 Elementary School Health & PE Curriculum & Instruction	3
MATH 157 Structure of Arithmetic for Teachers	4
Electives to total 128	18
Total	128

## Subject Area Endorsements

**Students majoring in elementary education may select a subject area endorsement, which will strengthen them as teachers and may improve their employability.** Students may select from the list below and become qualified to teach in the selected area in junior high/middle school, including ninth grade.

Subject area endorsements listed below are cited from the *Idaho Department of Education Professional School Personnel Certification Standards*, and are listed under Standards for Subject Area Endorsements on Standard/Advanced Secondary Certificates. A minimum of 20 semester credit hours is required for each endorsement.

**American Government Endorsement** No fewer 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 Endorsement** Credits to include a minimum of six hours each in design and drawing and three hours each in art history and painting. Students will select three hours of one of the following courses: ceramics, sculpture, photography, printmaking, multicultural arts (two hours), or art metals. Both ART 322 and ART 351 are required (eight hours plus 60 clinical experience hours.)

**Biological Science Endorsement** Credits distributed in the areas of botany and zoology, including at least six semester credit hours in each. Some work in physiology is recommended.

**Consumer Economics Endorsement** Requires an endorsement in social studies, home economics, business education, agriculture, basic business, or marketing and with no fewer than nine semester hours (including six semester credit hours in economics and three semester credit hours in a course designed for the average consumer).

**Drama Endorsement** No fewer 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.

**Earth Science Endorsement** Twenty semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology.

**English Endorsement** 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.

**Health Education Endorsement** Credits distributed to include course work in health instructional areas, science applicable to health education, organization and administration of health education and methodology.

**History Endorsement** No fewer than nine semester credits in U.S. history and no fewer than three semester credits in American government. The remaining work is to be in history and political science.

**Journalism Endorsement** No fewer than 16 semester credits in journalism. The remainder, if any, to be in English, or hold an English endorsement with at least six semester credits in journalism.

**Mathematics Endorsement** There are 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** 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 statistics, and geometry.

# Chapter 12—Academic Programs and Courses

## Department of Curriculum, Instruction, and Foundational Studies

**Modern Languages Endorsement** Credits must be at the 200 level or above in the language in which the endorsement is sought.

**Music Endorsement** 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.

**Natural Science Endorsement** Credits to include no fewer than six semester credits in biological science, six semester credits in physical science, and six semester credits in earth science. The remainder shall be selected from any of the natural science areas. To be endorsed in Natural Science you must have an endorsement in Biology, Physics, Chemistry, or Geography.

**Physical Education Endorsement** 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 Endorsement** Twenty semester credit hours to include at least eight semester credits in chemistry and eight semester credits in physics.

**Reading Endorsement** The endorsement in reading provides enhanced depth and breadth of course work in reading and language arts. This enhanced knowledge allows the student to be endorsed in reading education K-12. Twenty semester credits are required, which includes a minimum of one or more courses from each of the five following areas: Foundations of Reading or Developmental Reading, Content Area Reading, Corrective/ Diagnostic/ Remedial Reading, Psycholinguistics/Language Development and Reading, and Literature for Children and Adolescents. The courses listed here represent suggestions that fulfill the 20 credit endorsement.

Of the minimum twenty (20) semester credit hours needed for this endorsement, sixteen (16) credit hours must be divided among Areas I-V so that credit hours are earned from each area. Elementary Education majors seeking this endorsement must also take ED-LTCY 345 (3 credits). One additional credit hour taken from Area VI: Electives will count towards this endorsement.

Reading Endorsement: K-8, or 6-12, or K-12	
Course Number and Title	Credits
Area I: Foundations of Developmental Reading ED-LTCY 340 Idaho Comprehensive Literacy Course	4
Area II: Reading in the Content Area (ED-LTCY 440 & 444 are required for K-12 endorsement) ED-LTCY 440 Content Area Language Arts: K-8 (Required for K-8 endorsement only) ED-LTCY 441 Content Area Language Arts: K-3 ED-LTCY 444 Content Literacy for Secondary Students <b>OR</b> ED-LTCY 450 Content Area Literacy for Secondary Students (Required for 6-12 endorsement only)	3-6
Area III: Corrective/Diagnostic/Remedial Reading ED-LTCY 341 Literacy, Learning and Assessment: K-3 <b>AND</b> ED-LTCY 342 Literacy, Learning and Assessment: 4-8 <b>OR</b> ED-LTCY 343 Reading Diagnosis and Intervention	3-4
Area IV: Psycholinguistics/Language Development and Reading ED-ECS 320 Language Development, Assessment & Intervention <b>OR</b> ED-LTCY 348 Psycholinguistics and Literacy <b>OR</b> LING 305 Introduction to Language Studies <b>OR</b> LING 306 Modern English Grammar <b>OR</b> LING 406 Psycholinguistics	3
Area V: Literature for Children or Adolescents ED-LTCY 346 Children's Literature ED-LTCY 447 Young Adult Literature ENGL 481 Literature for Use in Junior and Senior High Schools	3

— continued —

Reading Endorsement: K-8, or 6-12, or K-12 (continued)	
Area VI: Electives to total 20 credits from the following list ED-BLESL 302 Teaching Reading Bilingually ED-LTCY 345 Writing Process and Assessment: K-8 Classroom ED-LTCY 364 Field Experience in Literacy ED-LTCY 493 Internships in Reading (Reading/Study Strategies Internship with ED-LTCY 105 and Internship in Classrooms) ED-LTCY 494 Workshops in Literacy ED-LTCY 496 Independent Study in Literacy ED-LTCY 497 Special Topics in Literacy ED-SPED 352 Differentiated Instruction for Academic Skills ED-SPED 353 Differentiated Instruction in the Content Area	0-4
Total	20

**Social Studies Endorsement** Credits to include no fewer than six semester credits in U.S. History and no fewer than three semester credit hours in American government. In addition, work in the following fields: economics, geography, psychology, sociology, and world history. To be endorsed in Social Studies you must have an endorsement in American Government/Political Science, Economics, Geography, History, Psychology, or Sociology.

**Special Education Generalist K-12 Endorsement** The Special Education Generalist K-12 Endorsement program emphasizes provision of educational services for students who have disabilities in inclusive school settings, and results in the Idaho Special Education Generalist K-12 Endorsement appended to either an elementary or secondary teaching certificate. All students seeking this endorsement, including students who already possess an elementary or secondary teaching certificate, must meet all admission requirements for the Department of Curriculum, Instruction, and Foundational Studies. Students should plan their programs early, consulting with a member of the Special Education faculty.

Special Education Generalist K-12 Endorsement	
Course Number and Title	Credits
Completion of pre-endorsement area in special education	13
ED-SPED 356 Instruction for Students with Severe Disabilities	2
ED-SPED 357 Formal Assessment for Special Education	2
ED-SPED 451 Special Education and the Law	2
ED-SPED 452 Instruction for Adolescents with Disabilities	2
Total	21
NOTE: In addition to the above courses, for Elementary Education students the Idaho Special Education Generalist K-12 Endorsement also requires ED-SPED 250, ED-LTCY 340, and ED-SPED 467. Each of these courses or their equivalents is already required in the BSU Elementary Education B.A. program. For Secondary Education students, in addition to the above courses, the Idaho Special Education Generalist K-12 Endorsement also requires ED-SPED 350, ED-CIFS 301, ED-LTCY 340, and ED-SPED 467. ED-SPED 350 and ED-CIFS 301 are already required in the BSU Secondary Education B.A. program.	

**Severe Disabilities Endorsement** The Special Education Severe Disabilities K-12 Endorsement program emphasizes provision of educational services for students who have severe disabilities.

Special Education Severe Disabilities K-12 Endorsement	
Course Number and Title	Credits
Completion of Special Education Generalist K-12 Endorsement	21
ED-SPED 456 Contemporary Practices in Severe Disabilities	2
ED-SPED 468 Prof Year III: Teaching Experience in Special Education. Severe Disabilities	7
Total	30

**Speech Endorsement** No fewer than 20 semester credits 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 12 semester credit in speech communication, with course work to include methods of teaching speech communication, public speaking, and interpersonal communication/human relations.

**Speech-Drama** Credits distributed in both fields with no fewer than six semester credit hours in each.

## Secondary Education Program

In secondary teacher education courses, candidates will examine theories of learning and human development. Course work and practicum experiences will acquaint candidates with the rich diversity they will find in their classrooms and provide opportunities to practice methods of teaching appropriate for the content area(s) being studied. Course work in secondary teacher education emphasizes the development of values aimed at a healthy society within a global community. Candidates who complete an approved program of study are exemplary teachers who accept the challenge of teaching all students and acknowledge the importance of educating a citizenry who will contribute to society as caring, responsible, and thoughtful citizens. Candidates can make effective instructional decisions and demonstrate that they meet the Standards for Initial Certification.

## Secondary Teacher Certification Program

Undergraduate students seeking secondary certification must complete a bachelor's degree in the university department offering the content courses in their chosen subject area. Completion of an approved program of study in a major endorsement area (at least 30 credit hours) and required professional education course work leads to a recommendation to the Idaho Department of Education for Idaho certification. To enhance employment options, it is highly recommended that students complete a minor endorsement area (at least 20 credit hours) in another field. Endorsements are discussed at the end of this section. Students who do not have an endorsement in a second area must have at least 45 credit hours in the major endorsement area.

Professional course work for the secondary education option is taken through the Department of Curriculum, Instruction, and Foundational Studies.

Secondary teacher education programs are offered and degrees conferred by the college in which the subject area program is located. Programs are listed below by the college and department in which they are offered.

## Departments and Programs in Secondary and K-12 Education

### College of Arts and Sciences

Art (Art, K-6 or K-12, Secondary Education)  
Biology (Biology, Secondary Education)  
Chemistry (Chemistry, Secondary Education)  
Geosciences (Earth Science Education)  
English (English Teaching)  
Mathematics (Mathematics, Secondary Education)  
Modern Languages and Literatures (French, German or Spanish, Secondary Education)  
Music (Music Education)  
Physics (Physics, Secondary Education)  
Theatre Arts (Theatre Arts, Secondary Education)

### College of Business and Economics

Economics (Economics, Social Studies, Secondary Education)

### College of Education

Kinesiology (K-12 Physical Education)

### College of Social Sciences and Public Affairs

Anthropology (Anthropology, Social Studies, Secondary Education)  
Communication (Communication, Secondary Education)  
History (History, Social Studies, Secondary Education, Latin)  
Political Science (Political Science, Social Science, Secondary Education)  
Sociology (Sociology; Social Science, Secondary Education; Social Studies, Secondary Education; Interdisciplinary Social Science, Secondary Education)

## Admission to Secondary Teacher Education

Admission to secondary teacher education is required before a student can enroll in Block I. All admission requirements must be completed before admission is granted. Application is made through the Office of Teacher Education, Education Building, Room 722.

The admission requirements are:

### 1. Application Package:

- A completed application form (<http://education.boisestate.edu/teachered/>)
- A transcript indicating the completion of prerequisite course work
- A \$50 assessment fee is due upon application to the Office of Teacher Education.

### 2. Deadline:

- First Friday in February for fall semester admission
- Third Friday in September for spring semester admission

### 3. Academic Requirements:

- A minimum cumulative grade point average of 2.5.
- A minimum grade point average of 3.00 in all education classes.
- A minimum grade of C in ED-CIFS 201 Foundations of Education or its equivalent.
- Successful completion of the PRAXIS I for writing (172). For information please access the PRAXIS\* web site at <http://www.ets.org/praxis/> or pick up a registration packet in the Education Building, Room 722.
- A minimum grade of C in EDTECH 202 Educational Technology-Classroom Applications.
- A passing score on the PRAXIS I for mathematics is required for those seeking an endorsement in special education.

\*No other test will be accepted in lieu of the Praxis

## Limitations to Admission

Because a large number of students seek admission to secondary teacher education, not all applicants can be admitted. Each academic year, a target number of applicants is established and applicants are accepted until the number is reached. Priority is 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.

## Continued Enrollment

To continue taking course work in teacher education, every secondary education student must be reviewed and approved by the Office of Teacher Education. Approval is based on:

- The student's academic record
- Faculty judgment regarding the student's knowledge, skills, and disposition necessary for success as a teacher, determined through coursework, observation, and interviews.

Further information about these traits may be found in the *Handbook for Field Experience* (<http://education.boisestate.edu/teachered/fieldexp.htm>), and in the *Idaho Initial Certification Standards*.

Any student who is denied continued enrollment in the program is entitled to due process.

# Chapter 12—Academic Programs and Courses

## Department of Curriculum, Instruction, and Foundational Studies

### Admission to the Professional Year

The following requirements apply to all students seeking certification as K-12 or secondary teachers. Student teaching is scheduled through the Office of Teacher Education, Education Building, Room 722.

#### 1. Application Package:

- A completed application form (<http://education.boisestate.edu/teachered>)
- A transcript indicating academic requirements have been met

#### 2. Deadlines:

- First Friday in February for students desiring to student teach during the fall semester
- Third Friday in September for students desiring to student teach during the spring semester

#### 3. Academic Requirements:

- Minimum cumulative grade point average of 2.5
- Minimum grade point average of 2.75 in the major field, minor field (if applicable), and in all required education courses
- Senior standing and successful completion of Block I
- Completion of sufficient credit hours in subject areas assigned for student teaching (varies by program).
- Passing scores on PRAXIS II in your major and minor fields are needed to start Block III. The State of Idaho requires a passing score for any minor endorsement in which you certify.
- Fingerprinting may be required to student teach in some districts

### Special Information for the Professional Year

1. Students who transfer to Boise State University must meet requirements for admission to teacher education and complete at least 6 semester hours at the university before being placed in the professional year.
2. During the professional year, students are expected to engage in 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 liaisons.
3. Any student may be dismissed from a program leading to certification if found guilty of any offense which would be grounds for revocation or denial of an Idaho teaching certificate. Questions regarding this policy should be addressed to the Director of Teacher Education in the Education Building, Room 722.
4. The professional year can be taken only once.
5. Students pay a \$100 fee upon registration for student teaching.
6. Students can expect to be placed in a school within a 50 mile radius of Boise State University.
7. Students accepted to professional year who opt to postpone student teaching must reapply.

### Special Information for Transfer Students or Students with a Prior Degree

1. Transfer students must meet requirements for admission to secondary teacher education and student teaching and complete at least 6 semester hours in secondary teacher education at Boise State prior to student teaching.
2. Students with a prior degree who seek secondary certification must:
  - Have an earned degree from an accredited institution of higher learning.
  - Be enrolled in a Boise State degree program, either a second bachelor's degree at the undergraduate level if the cumulative GPA was at least a 2.75, or master's if the GPA was 3.0 or better. Also, the GPA in the major content area must be a 3.0 for master's and 2.75 for second bachelor's. The College of Education has no certification - only program. You must enroll in a degree program.
  - If you want a single subject certification, you must complete 45 semester credit hours in the credit hours in the content area in which you want to teach, as evaluated by the department of interest (i.e., the Boise State academic department responsible for your major).

### Secondary Teacher Education Courses

The following are the professional courses required for secondary teacher certification unless noted differently by specific content area majors.

Courses	Titles	Credits
<b>Pre-admission courses</b>		
ED-CIFS 201	Foundations of Education	3
EDTECH 202	Educational Technology—Classroom Applications	3
<b>Block I</b>		
ED-CIFS 301	Teaching Experience I	1
ED-CIFS 302	Learning and Instruction	4
ED-SPED 350	Teaching Students with Exceptional Needs at the Secondary Level	3
<b>Block II</b>		
ED-CIFS 401	Professional Year—Teaching Experience II	2
ED-LTCY 444	Content Literacy for Secondary Students Content Methods Course	3 3
<b>Block III</b>		
ED-CIFS 484/485	Professional Year—Teaching Experience III	16
ED-CIFS 481	Professional Year—Teaching Experience III*	8
<b>Block IV</b>		
ED-CIFS 482/483	Year—Teaching Experience IV*	8

\*Candidates majoring in Art, Music, and Physical Education complete two eight-week, 8 credit student teaching experiences (Blocks III and IV), one at the elementary level and one at the middle or secondary level, rather than just one experience (Block III) for 16 credits.

## Secondary Education Certification Requirements

Students from Boise State are recommended to the State Department of Education for an Idaho Teaching Credential after meeting the following requirements:

1. Completed application for Idaho Teaching Credential (available in the Education Building, Room 722). This will include:
  - completed fingerprint card
  - criminal history check
2. Official transcripts from ALL colleges and/or universities attended.
3. Completed Institutional Recommendation from Office of Teacher Education.
4. Official PRAXIS II assessment score sheet.

### Minor Endorsements for Certification

- Candidates in a secondary teacher education program are encouraged to complete additional credits in a minor endorsement area. Endorsements require 20-29 credits depending on the discipline. Certification endorsements are offered in a broad range of areas including:

- Art
- Biology
- Chemistry
- Classical Languages (Latin)
- Communication (Speech)
- Earth Science
- Economics
- English
- Foreign Language (French, German, or Spanish)
- Geography
- Health Education
- History
- Mathematics
- Music (Instrumental)
- Music (Choral)
- Natural Science
- Physical Science
- Political Science
- Psychology
- Sociology/Anthropology
- Theatre Arts

- The sequence of courses for each of these minor endorsement areas is listed under the department, which offers the program, except Natural Science. Natural Science involves taking courses in more than one science. The program is listed in the Department of Geosciences section of this chapter:

## Course Offerings

See page 65 for a definition of the course-numbering system.

### ED-CIFS — EDUCATION-CURRICULUM, INSTRUCTION, AND FOUNDATIONAL STUDIES

#### Lower Division

**ED-CIFS 201 FOUNDATIONS OF EDUCATION (3-0-3)(Area II)(Diversity).** Social, multicultural, philosophical, and historical perspectives in education; current educational issues; and problems of education. It provides a conceptual framework from which students will learn to reflect upon and question ways of knowing, both individually and as members of a larger community.

**ED-CIFS 203 CHILD AND EDUCATIONAL PSYCHOLOGY (3-0-3)(F/S).** Introduction to children's development and its universal characteristics across cultures, educational psychology, theories of learning, cognitive development, motivation and self-concept, and educational measurement. Designed primarily for Elementary Education majors. PREREQ: PSYC 101.

**ED-CIFS 231 TEACHING AND LEARNING IN ELEMENTARY SCHOOLS (2-3-3)(F/S).** Introduction to elementary curriculum, instruction, assessment, school culture, and individual learner characteristics. Includes a classroom experience.

#### Upper Division

**ED-CIFS 301 TEACHING EXPERIENCE I (0-3-1)(F,S).** A 50-hour teaching experience in the public schools. Students will observe the teaching/learning process and demonstrate teaching competence in a classroom setting. PREREQ: Admission to Secondary Education. COREQ: ED-CIFS 302 and ED-SPED 350.

**ED-CIFS 302 LEARNING AND INSTRUCTION (4-0-4)(F,S).** Introduction to educational psychology, principles of learning and instruction, and general methods of teaching. Theories and models of learning and teaching, cognitive development, motivation and self-concept, classroom management and educational measurement. PREREQ: Admission to Secondary Education. COREQ: ED-CIFS 301 and ED-SPED 350 or KINES 351 and KINES 352.

**ED-CIFS 320 FOUNDATIONS OF GIFTED AND TALENTED EDUCATION (3-0-3)(F/S).** Overview of gifted/talented education. Topics include identification, assessments, talent areas, curriculum adaptations, social needs, critical and creative thinking, legal aspects, and resources. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

**ED-CIFS 321 CREATIVITY AND CRITICAL THINKING SKILLS (3-0-3)(F/S).** Definition, identification, and facilitation of creativity and critical thinking skills. Topics include overview, cognitive development, related brain research, assessment instruments, creative people, processes, and conditions for fostering creativity and models of critical thinking including creative problem solving. Demonstration of competency in identifying, fostering, assessing, demonstrating, and describing programs that foster creativity and critical thinking are required. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

**ED-CIFS 322 SOCIAL AND EMOTIONAL NEEDS OF GIFTED AND TALENTED LEARNERS (3-0-3)(F/S).** Identification and basic intervention for basic affective needs of gifted and talented learners. Topics covered will include: emotional aspects of giftedness, suicide, perfectionism, underachievement, peer relations, gender issues, risk taking, family relations, cultural factors, twice exceptional, self-esteem, career counseling, asynchronous development, and counseling skills for teachers. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

**ED-CIFS 330 ELEMENTARY SOCIAL STUDIES CURRICULUM AND INSTRUCTION (3-0-3)(F/S).** Examines elementary social studies curricula, philosophies, and methodologies. Instructional strategies and materials are presented and evaluated in accordance with developmental theory. Focus on the ten strands of social studies, values in a democratic and pluralistic society, and global issues. These areas are integrated across the curriculum, emphasizing process, critical thinking, technology, and assessment. PREREQ: Admission to Teacher Education.

**ED-CIFS 331 ELEMENTARY MATHEMATICS CURRICULUM AND INSTRUCTION (3-0-3)(F/S).** Examines elementary mathematics curricula, philosophies, and methodologies. Instructional strategies and materials are presented and evaluated in accordance with developmental theory. Focus on the process and content strands in elementary mathematics. These areas are integrated across the curriculum, emphasizing critical thinking and assessment. PREREQ: Admission to Teacher Education.

**ED-CIFS 332 ELEMENTARY CLASSROOM LEARNING ENVIRONMENTS (3-0-3)(F/S).** Examines how to structure classrooms and learning environments, enhancing opportunities for all children to succeed. Varied classroom management skills and strategies to support appropriate behavior. Communicating and collaborating with parents is addressed along with democratic community building within the classroom. PREREQ: Admission to Teacher Education.

**ED-CIFS 333 ELEMENTARY SCIENCE CURRICULUM AND INSTRUCTION (2-3-3)(F/S).** Examines elementary science curricula, philosophy, and methodologies. A variety of instructional strategies and materials are presented and evaluated in accordance with developmental theory. Emphasis is placed on inquiry in the science curricula. These areas are integrated across the curriculum, emphasizing process, critical thinking, technology, and assessment. PREREQ: Admission to Teacher Education.

**ED-CIFS 339 CURRICULUM ADAPTATIONS FOR GIFTED AND TALENTED STUDENTS (3-0-3)(F/S).** Curriculum adaptations for gifted and talented learners including curriculum compacting, independent study, project-based learning, research-based learning, enrichment programs, mentoring programs, acceleration, dual enrollment, and more. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

**ED-CIFS 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.

**ED-CIFS 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: ED-CIFS 393.

**ED-CIFS 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.

**ED-CIFS 401 PROFESSIONAL YEAR — TEACHING EXPERIENCE II (0-6-2)(F,S).** Students will work with a master teacher for a minimum of 100 hours. They will observe the teaching/learning process and demonstrate teaching competence in a P-12 classroom setting. (Pass/Fail.) PREREQ: Admission to Secondary Education. COREQ: ED-LITCY 444 and the content methods course for the students declared major.

**ED-CIFS 404 TEACHING SECONDARY SCIENCE (3-0-3)(F/S).** Local, state and national science curricula and standards. Materials, methods and instructional technologies to develop

## Chapter 12—Academic Programs and Courses

### Dispute Resolution Certificate

science lessons to develop scientific inquiry skills, an understanding of the nature of science, and critical understanding of selected science concepts and procedures. PREREQ: Admission into Secondary Education and ED-SPED 350. COREQ: ED-CIFS 401 and ED-LTCY 444.

**ED-CIFS 405 TEACHING SECONDARY SOCIAL STUDIES (3-0-3) (F/S).** Prepares teachers to engage young people in an inquiry about fundamental ideas and values from history and/or social science disciplines as well as to assist and encourage them to become informed, active participants in a democratic society. Examine professional literature on best teaching practices. PREREQ: Admission to Secondary Education and ED-SPED 350. COREQ: ED-CIFS 401 and ED-LTCY 444.

**ED-CIFS 453 PROFESSIONAL EDUCATION (Variable 1-3).** Available at special fee rate (approximately one-third of part-time education fee). Student must be an Idaho public school teacher or professional employee of an Idaho school district. Credit awarded is for professional development only and cannot be applied towards a degree program. (Pass/Fail.)

**ED-CIFS 459 PROFESSIONAL YEAR I (0-7-2) (F/S).** Classroom placement focusing on activities related to planning and preparation of curriculum and instruction and professional responsibilities. Students complete a minimum of 100 hours in the K-8 classroom, a work sample, and participate in weekly seminars with their liaisons. Students apply knowledge and skills from all professional education course work. (Pass/Fail.) PREREQ: Admission to the Professional Year. COREQ: ED-SPED 459.

**ED-CIFS 460 PROFESSIONAL YEAR I (0-18-5) (F/S).** Classroom placement focusing on activities related to planning and preparation of curriculum and instruction, and professional responsibilities. Students complete a minimum of 250 hours in the K-8 classroom and apply knowledge and skills from all professional education course work. (Pass/Fail.) PREREQ: Admission to the Professional Year.

**ED-CIFS 461 PROFESSIONAL YEAR II: TEACHING EXPERIENCE IN ELEMENTARY EDUCATION (0-21-7) (F/S).** Teaching experience in a partnership school, including activities related to planning and preparation, classroom environments, curriculum and instruction, and professional responsibilities. Students will complete a full-time teaching experience consistent with the calendar of the assigned partnership school. (Pass/Fail.) PREREQ: ED-CIFS 330, ED-CIFS 331, ED-CIFS 332, ED-CIFS 333, ED-CIFS 460, and ED-LTCY 440. COREQ: one of the following: ED-BLES 469, ED-CIFS 465, ED-CIFS 466, ED-ECS 462, ED-ECS 463, ED-ECS 464, ED-SPED 467, ED-SPED 468.

**ED-CIFS 465 PROFESSIONAL YEAR III: TEACHING EXPERIENCE IN INTERMEDIATE ELEMENTARY EDUCATION (0-21-7) (F/S).** The concluding teaching experience in the Professional Year for students interested in an intermediate elementary education classroom, with a full-time teaching experience in an intermediate elementary education classroom. Students will complete a teaching experience consistent with the calendars of the assigned partnership schools. (Pass/Fail.) PREREQ: ED-CIFS 460 and completion of all Elementary Education requirements. COREQ: ED-CIFS 461.

**ED-CIFS 466 PROFESSIONAL YEAR III: TEACHING EXPERIENCE IN THE MIDDLE SCHOOL (0-21-7) (F/S).** The concluding teaching experience in the Professional Year for students pursuing a full-time teaching experience in a middle school. Students will complete a teaching experience consistent with the calendars of the assigned partnership schools. (Pass/Fail.) PREREQ: ED-CIFS 460. COREQ: ED-CIFS 461.

**ED-CIFS 481 PROFESSIONAL YEAR—ELEMENTARY TEACHING EXPERIENCE III DUAL OPTION (0-15-8) (F,S).** Supervised student teaching in an elementary school. Students will be placed with a master teacher for one half-semester (full-time) in their major/minor field under the supervision of university faculty. Available for Art and Music majors only. Attendance at seminars is required. (Pass/Fail.) PREREQ: Admission to Professional Year. COREQ: ED-CIFS 482 or ED-CIFS 483.

**ED-CIFS 482 PROFESSIONAL YEAR—JUNIOR HIGH TEACHING EXPERIENCE IV DUAL OPTION (0-15-8) (F,S).** Supervised student teaching in a junior high school. Students will be placed with a master teacher for one half-semester (full-time) in their major/minor fields under the supervision of university faculty. Available for Art and Music majors only. Attendance at seminars is required. (Pass/Fail.) PREREQ: Admission to Professional Year. COREQ: ED-CIFS 481 or ED-CIFS 483.

**ED-CIFS 483 PROFESSIONAL YEAR—SENIOR HIGH TEACHING EXPERIENCE IV DUAL OPTION (0-15-8) (F,S).** Supervised student teaching in a senior high school. Students will be placed with a master teacher for one half-semester (full-time) in their major/minor fields under the supervision of university faculty. Available for Art and Music majors only. Attendance at seminars is required. (Pass/Fail.) PREREQ: Admission to Professional Year. COREQ: ED-CIFS 481 or ED-CIFS 482.

**ED-CIFS 484 PROFESSIONAL YEAR—JUNIOR HIGH TEACHING EXPERIENCE III (1-40-16) (F/S).** Supervised student teaching in a junior high school. Students will be placed with a master teacher for one semester (full-time) in their major/minor fields under the supervision of university faculty. Attendance at seminars is required. (Pass/Fail.) Not available for Art, Music, or Physical Education majors. PREREQ: Admission to Professional Year.

**ED-CIFS 485 PROFESSIONAL YEAR—SENIOR HIGH TEACHING EXPERIENCE III (1-40-16) (F,S).** Supervised student teaching in a senior high school. Student will be placed with a master teacher for one semester (full-time) in their major/minor fields under the supervision of university faculty. Attendance at seminars is required. (Pass/Fail.) Not available for Art, Music, or Physical Education majors. PREREQ: Admission to Professional Year.

**Dental, Pre-professional Program—see Department of Community and Environmental Health**

**Dietetics, Pre-Professional Program—see Department of Community and Environmental Health**

## Dispute Resolution Certificate

### College of Social Sciences and Public Affairs

Public Affairs and Arts West, Room 123A

Telephone 208 426-3928

e-mail: smccork@boisestate.edu

Fax 208 426-4370

*Information:* Suzanne McCorkle, Ph.D.

Mediation, in which a trained facilitator helps individuals resolve their differences outside of the courtroom, increasingly is being used by community members, businesses, and the judicial system. Within the Boise State Dispute Resolution Certificate program, students learn negotiation and mediation skills, acquire technical and advanced skills within one area of specialization and apply those skills in the public arena. A performance-based test comprises the capstone experience.

The Dispute Resolution Certificate may be pursued by students who are seeking a degree or by others who are working toward the requirements for mediators established by the courts or mediation professional organizations. While mediation potentially could be used in nearly every occupation, the certificate may be of particular interest to students who seek management, personnel, or court-related careers.

A portion of the credits for this certificate are earned in workshops offered through the Division of Extended Studies and staffed by local and national mediation experts. Workshops within the Dispute Resolution Certificate Program are designed to support the requirements set by the Idaho Supreme Court, Idaho Fourth District Court, Idaho Mediation Association, and the Academy of Family Mediators.

The Dispute Resolution Certificate program is housed in the Department of Public Policy and Administration, and managed by the Director of the Boise State Office of Conflict Management Services, who is assisted by an Academic Advisory Board.

Dispute Resolution Certificate	
Course Number and Title	Credits
COMM/SOC 390 Conflict Management	3
DISPUT 400 Basic Mediation Skills	3
DISPUT 446 Mediation Competency Boards	1
DISPUT 493/590 Internship	2
DISPUT 494/594 Workshops in Area of Emphasis	3
Total	12
NOTE: The Dispute Resolution Certificate will be awarded following completion of an associate or baccalaureate degree.	

## Course Offerings

See page 65 for a definition of the course-numbering system.

### DISPUT—DISPUTE RESOLUTION COURSES

**DISPUT 400 BASIC MEDIATION SKILLS (3-0-3) (F/S).** Students learn the theoretical foundations of negotiation and mediation, types of mediation, mediation models, mediation case work skills, building the mediation plan, interpersonal communication skills for mediation, and various resolution techniques. Students will mediate several simulated and/or actual practice cases.

**DISPUT 446 MEDIATION COMPETENCY BOARDS (0-0-1) (F/S).** Competency-based testing is required by several mediation professional organizations. Students conduct case work and mediate a case from within their emphasis area before a panel of expert mediators. Students discuss issues related to mediation within their specialty area. (Pass/Fail.) PREREQ: PERM/PROGRAM DIRECTOR.

**Earth Science Education—see Department of Geosciences**

**Early Childhood Studies—see Department of Special Education and Early Childhood Studies**