

College of Education

Faculty

Dean

Dr. Karen Appleby

Associate Dean

Dr. Karen Wilson Scott

Assistant Dean

Dr. Mark Neill

The College of Education prepares students for careers in Sport Science, Organizational Performance, and Education. Students who seek to enter education-related professions are known as "candidates". Candidates pursuing teaching, professional school personnel, or administrative careers in schools and other professional roles will find an assortment of integrated programs organized to meet their professional aspirations. All programs of the College are experiential, collaborative, standards-based, assessment-informed, research-guided, and technology-supported. Idaho State University has an institutional commitment to educator preparation. Educator preparation programs are offered through the faculties of the College of Education, the College of Arts and Letters, the College of Science and Engineering, and the Kasiska Division of Health Sciences.

College Structure

The College is organized into four academic departments and five centers/offices:

Organizational Learning and Performance

Karen Wilson Scott, Ph.D., Chair

The Department of Organizational Learning and Performance offers three graduate degree - Master of Organizational Learning and Performance (M.OLP), Master of Education (M.Ed.IT) in Instructional Technology, and Doctor of Philosophy (Ph.D.) in Instructional Design - and an undergraduate degree: Bachelor of Science in Workplace Training and Leadership (B.S. WLT) that focus on organizational performance as it relates to training, learning and development, leadership, and performance improvement. The primary discipline is Human Resource Development.

Program participants range from traditional undergraduate students to seasoned managers and supervisors. The degrees are aimed to prepare students to be knowledgeable and highly effective in a variety of organizations in both the for-profit and not-for-profit environments, including education and public service/government.

The Department of Organizational Learning and Performance also offers credentialing for the state of Idaho Career and Technical Education (CTE). Many CTE professionals or aspiring CTE instructors elect to apply the suite of the four required CTE certification courses towards the Master of Organizational Learning and Performance degree or the Bachelor of Science in Workplace Training and Leadership degree.

Sport Science and Physical Education

John Fitzpatrick, Ph.D., Chair

The Department of Sport Science and Physical Education offers undergraduate and graduate degrees in physical education, and the physical education major for secondary education. The undergraduate degrees have four elective emphasis areas--exercise science, outdoor education, physical education teaching K-12,

and sport management. Minors in coaching, outdoor education, and sport management are also offered.

Teaching and Educational Studies

Mark Neill, Ed.D., Chair

The Department of Teaching and Educational Studies offers undergraduate and graduate degree programs in elementary education, secondary education, early childhood education, and general family and consumer sciences. The department also offers core courses in educational foundations for teacher preparation programs and master of education degree programs.

Graduate Department of School Psychology and Educational Leadership

Mark Neill, Ed.D., Chair

The Graduate Department of School Psychology and Educational Leadership and Instruction Design offers graduate programs in school psychology and educational leadership, including both public school and higher education administration.

Albion Center for Education Innovation

Cory A. Bennett, Ph.D., Director

The Albion Center for Education Innovation collaborates with local school districts, education agencies, professional organizations, and policy makers throughout the Intermountain West, working within partnerships that enhance the delivery of quality education. The center coordinates professional education programs and coursework, agency/school development, business and community partnerships, and research with its related services.

Advising, Teaching & Learning, and Student Support Center (ATLAS)

Camron Hammond, M.A., Coordinator

Jamie Webster M. Ed., Coordinator

Debra Zikratch, M.Ed., Coordinator

The Advising, Teaching & Learning, and Student Support Center (ATLAS Center) provides assistance to students through recruitment, advising, clinical experience, and teacher certification. The center also provides resources to prospective and current students and alumni.

Instructional Materials Center

Shu-Yuan Lin, Ed.D., Coordinator

The Instructional Materials Center (IMC) serves as the state repository for curricular materials currently under adoption in Idaho. The Center also houses varied collections of other materials including teaching manipulatives, video and audiotapes, computer software, theses and dissertations, and other professional materials. These collections are maintained to serve students and faculty in the College of Education, the entire campus community, and area in-service educators.

Undergraduate Degrees Offered in the College of Education

Undergraduate degrees offered within the College of Education are:

- Bachelor of Arts in Blended Early Childhood Education
- Bachelor of Arts or Bachelor of Science in
 - Elementary Education
 - Family and Consumer Sciences
 - Special Education
 - Physical Education
 - Secondary Education
- Bachelor of Science in Workplace Training and Leadership
- Bachelor of Music Education (see also the Department of Music in the School of Performing Arts, College of Arts and Letters)

Declaration of Major/Program

The College of Education offers degree programs in both teacher certification and non-teaching options. Candidates for degrees must choose from among the approved majors, minors, or emphasis areas of their degree programs. Candidates seeking teacher certification must choose from among the teaching majors and minors that result in endorsements, and must choose the teaching option of their degree program. Declaration of major/program must be accomplished by the time a candidate has completed 58 credits of coursework. For candidates in physical education (non-teaching and teacher certification options), this is usually accomplished at the time of application and admission to the program. For teacher candidates, this is usually accomplished at the time of application and admission to Teacher Education (see the section on Teacher Education). Prior to admission to Teacher Education, prospective teacher candidates will be classified as Pre-Majors in their respective degree programs.

General Education Requirements

All candidates who have declared a major in the College of Education and plan to acquire a Bachelor of Arts, Bachelor of Science, or Bachelor of Music Education degree must complete the objectives of the university's General Education Requirements (<http://coursecat.isu.edu/undergraduate/academicinformation/generaleducation>). A minimum total of thirty-six (36) credit hours of General Education Coursework must be taken for all baccalaureate degrees. Candidates transferring to Idaho State University from a junior college that is part of the state wide articulation agreement should refer to the Transfer Credit Limitations in the Undergraduate Admission (<http://coursecat.isu.edu/undergraduate/undergraduateadmission>) section of this catalog to determine fulfillment of the University General Education requirements; however, all candidates who plan to enter teacher education and who plan to complete the Student Teaching Internship must fulfill, or have fulfilled, General Education Objectives 1, 2, and 3. Candidates who possess a bachelor's degree in a discipline other than education and desire to complete requirements for a teaching certificate in any area must complete, or have completed, General Education Objectives 1, 2, and 3 prior to placement in a Student Teaching Internship (or equivalent). Checklists available in the College of Education Advising Center provide guidance for candidates in the Elementary, Secondary, Special Education programs.

Reasonable Accommodation for Candidates with Disabilities

If you have a diagnosed disability or believe that you have a disability that might require "reasonable accommodation" on the part of the instructor, please call the Director of Disability Services, (208) 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the candidate to disclose a disability prior to requesting reasonable accommodation.

Teacher Education

Teaching degree programs that lead to certification are offered through the College of Education. They have been designed to meet the Idaho standards and requirements for initial certification of professional school personnel as approved by the Idaho State Board of Education and the Idaho State Department of Education. The College of Education has responsibility for preparing teacher candidates in accordance with IDAPA 08.02.02.016-030. Preparation for endorsements is conducted in collaboration with the College of Arts and Letters, the College of Science and Engineering, and the Kasiska Division of Health Sciences for teacher education programs. The programs specified in this catalog comply with the current State of Idaho standards and requirements for certifications and endorsements. Idaho certification ensures reciprocity with the certification standards and requirements of most states. The teacher education programs described in this catalog have been approved by the State Board of Education as required for program completers to be eligible for certification. Approved programs are also available to qualified persons holding bachelors degrees from accredited institutions seeking teaching certification. Candidates pursuing initial teacher certification, whether degree-seeking or not, must fulfill all teacher education requirements as outlined for institutional recommendation for teaching certification in the area of certification (i.e., Early Childhood, Elementary, Secondary, etc.) and for endorsements (i.e., Biology, History, etc.) on the certificate.

Teacher education programs are updated regularly to reflect changes to the Idaho standards and requirements. Hence, regardless of the Idaho State University Undergraduate Catalog declared for the purpose of meeting ISU graduation requirements, teacher candidates may need to meet changes to certification requirements as specified by the Idaho State Board of Education and the Idaho State Department of Education in order to be eligible for recommendation for initial teacher certification at the time of program completion.

The Advising, Teaching & Learning, and Student Support Center informs candidates about changes to certification requirements, particularly changes to required tests and qualifying scores.

Standard Teaching Certificates

Persons completing an initial certification program (a.k.a. Program Completers) are eligible for recommendation from the College of Education for a standard teaching certificate as follows:

- Early Childhood Education/Early Childhood Special Education Blended Certificate (Birth-3)
- Standard Elementary Certificate (K-8)
- Standard Secondary Certificate (6-12)
- Standard Exceptional Child Certificate - Generalist (K-12)

For administrator certificates, pupil personnel services certificates (such as school psychologist or school guidance counselor), and the Standard Exceptional Child Certificate with the Hearing Impaired (K-12) endorsement, see the College of Education section of the Graduate School Catalog (<http://coursecat.isu.edu/graduate/education>) or pertinent sections of the undergraduate or graduate catalogs for programs offered by the Kasiska Division of Health Sciences. Candidates interested in becoming certified teachers of children who are deaf/hard of hearing in Idaho will need to earn a bachelor's degree and have met the requirements for a Standard Elementary Certificate (K-8), a Standard Secondary Certificate (6-12), or a Standard Exceptional Child Certificate with the Generalist (K-12) endorsement.

Accreditations

The State of Idaho participates in a partnership agreement with the Council for the Accreditation of Educator Preparation (CAEP). To be considered State Board of Education-approved, all educator preparation programs must meet CAEP accreditation standards and they must be reviewed and approved by the Idaho State Department of Education according to IDAPA 08.02.02.100. The College of Education is fully accredited by CAEP and its programs have been reviewed and approved by the Idaho State Department of Education. In addition, programs can achieve national recognition through accreditation by national organizations in their areas of specialization. The Bachelor of Music Education is accredited by the National Association of Schools of Music. The School Psychology programs (see the Graduate School catalog (<http://coursecat.isu.edu/graduate/education>)) are accredited by the National Association of School Psychologists.

Teacher Certification Only and Accelerated Certification

Persons who already hold a Bachelor of Arts or Bachelor of Science degree in a state approved endorsement area (or an area that is closely related) may seek teaching certification by completing an initial teacher certification program through the College of Education. Candidates must meet the entrance requirements for admission to Teacher Education (although some admission requirements may be waived by petition – see the section on petitions). An Accelerated Certification program that starts in May of each calendar year and typically takes one year to complete is available for qualified candidates interested in a Standard Secondary Certificate (for further information, contact the Advising, Learning & Teaching, and Student Support Center or the associate dean). In addition to application to Teacher Education, candidates for certification-only must complete a Request for Evaluation of Transcripts and submit their transcripts from other institutions for evaluation. For post-baccalaureate secondary education, candidates for secondary education will be required to complete the Professional Education Core classes, in addition to meeting state testing requirements. Candidates seeking certification also have the option of pursuing a second bachelor's degree (see the requirements elsewhere in the catalog and discuss this option with an advisor).

Alternative Routes to Certification

Idaho permits individuals to become certificated teachers without following a standard teacher education program through one of several Alternative Route programs according to IDAPA 08.02.02.042-047. For more information, see the Idaho State Department of Education website at <http://www.sde.idaho.gov>. The Alternative Route programs require submission of an application packet and a plan that is approved by the Idaho State Department of Education. Some of the alternative routes require a request from and the participation of an employing school district. Some alternative routes require participation of a college or university. For the College of Education at Idaho State University to participate in an Alternative Route plan, a copy of the plan must be filed with and signed by the dean or associate dean of the College of Education. The candidate must be admitted to enroll in courses through the university and the candidate must meet other admission requirements as determined by the College of Education (such as verification of a successful background check). Candidates will be assigned a qualified faculty mentor/supervisor from the related regular route teacher preparation program. Because alternative routes are individualized programs, additional fees may be charged.

Additional Endorsements

Candidates for the Standard Secondary Certificate are qualified for subject area endorsements as outlined in IDAPA 08.02.02.22-24 and the requirements for initial certification of professional school personnel. To add endorsements, candidates can complete additional coursework in a content area prior to graduation or they can add endorsements to their existing Standard Secondary Certificate after graduation and initial certification. (See the Idaho State Department of Education website at <http://www.sde.idaho.gov> for the procedures

and requirements for adding endorsements to an existing Standard Secondary Certificate.) Persons who already hold a Bachelor of Arts or Bachelor of Science degree and an existing Standard Secondary Certificate can be admitted to the university as non-degree seeking to pursue additional secondary education endorsements. This does not require admission to Teacher Education. However, persons seeking a different teaching certificate must be admitted to Teacher Education in the new certification program area or to an Alternative Route program. Additional fees may be charged.

Background Checks and Fingerprinting

Applicants to Teacher Education are required to have completed a background check before taking any course that requires admission to Teacher Education. Usually, the initial background check is completed while taking EDUC 2201. Initial background checks are completed through CertifiedProfile. CertifiedProfile is a secure platform that allows you to order your background check online. For specific instructions, contact the College of Education Advising, Teaching & Learning, and Student Support Center. Any time there is a break in the continuance of classes after admission to Teacher Education, candidates will be required to complete a new background check. The State Department of Education requires a second, full background check that includes fingerprinting before a student-teaching internship. Be aware that the second background check may take up to eight weeks so you should plan ahead. For additional information, contact the Advising, Teaching & Learning, and Student Support Center.

Professional Education Core

In addition to meeting General Education requirements, teaching field requirements, and program-specific professional knowledge/methodology requirements, programs preparing candidates for Idaho teaching certificates must ensure that program completers have coursework and preparation in educational foundations and general methodology. The College has approved a set of professional core courses to fulfill these requirements and ensure that teacher candidates demonstrate competency with respect to the Idaho Core Teacher Standards through course-embedded performance assessments. In general, the professional core courses are taught by the Department of Teaching and Educational Studies and are taken by candidates across the teacher preparation programs. See the list of Professional Education Core courses required by your program because they vary slightly by degree program.

Dismissal and Probation Policies

Candidates admitted to Teacher Education are subject to the same general policies as the rest the students of Idaho State University as far as probation and dismissal from the institution are concerned. Candidates must continue to demonstrate satisfactory progress in achieving the standards of their programs. In addition to academic standards, candidates may be dismissed from Teacher Education for conduct contrary to the professional standards of the Code of Ethics for Idaho Professional Educators (<https://www.sde.idaho.gov/site/psc/ethics.htm>) (latest revision, Idaho State Department of Education). Although admission to Teacher Education is to a specific program, dismissal from any teacher preparation program is a dismissal from Teacher Education. Candidates on probation who desire to switch their program to another program in the college or university must file a petition to obtain approval.

Student Teaching Internship

The student teaching internship is designed to be the culminating professional clinical experience for Teacher Education Candidates. The sixteen week internship is an educational opportunity accomplished beyond the confines of the university classroom, and is designed to provide practical application opportunities for theory learned in the university classroom. It is directly connected to program requirements and is supported and supervised by a Cooperating Teacher and a University Supervisor. The internship provides an

opportunity for the intern to assume major responsibility for the full range of teaching in an approved school situation. Candidates complete performance-based assessments during the internship which document their ability to plan, deliver and assess standards based instruction.

All requirements for GPA, Praxis II and ICLA exams, and completed coursework must be met the semester before the internship. It is the teacher candidate's responsibility to inform the Advising, Teaching & Learning, and Students Support Center when all requirements have been met, no later than two months before the beginning of the internship.

Applications for all teaching internships are located in Taskstream, and must be submitted in Taskstream by October 20 for fall semester for the following year, and by April 20 for spring semester of the following year. The program of study must also be submitted and signed by the candidate's advisor(s) and approved by the Advising, Teaching & Learning, and Student Support Center.

Interns seeking an out of area placement must provide a compelling reason for the out of area placement with the application. Out of area placements are defined as any placement not in Regions IV, V, or VI. There is a \$50 application fee due with the application, a \$50 fee for late applications due with the application, and a \$50 fee for out of area placements, due at the Assignment Information meeting. Candidates requesting out of area placements will also be responsible for a portion of the university supervisor and cooperating teacher stipend.

The candidate must meet the following criteria for enrollment in a student teaching internship (EDUC 4492, EDUC 4494, EDUC 4495, EDUC 4496, BED 4496, CFS 4493, PE 4495 or SPED 4495):

1. Admission to a Teacher Education program.
2. Completion of all program requirements unless specifically approved by petition.
3. Completion of at least 67% of the professional education core credits required by the program from Idaho State University.
4. A 3.0 grade point average overall including all transfer credits or credits earned in a previous degree program.
5. A 3.0 grade point average in the professional education core including all transfer credits or credits earned in a previous degree program with a grade of "C" [2.0] or higher in all courses used for the professional education core.
6. A grade point average of 3.0 or higher in all courses in the Required Elementary Education Courses for the Bachelor of Arts or Bachelor of Science in Elementary Education and all Required Secondary Education Courses for the Bachelor of Arts or Bachelor of Science in Secondary Education with no grade lower than C [2.0]. A grade point average of 3.0 in all Required Special Education Courses for the Bachelor of Arts or Bachelor of Science in Special Education and no more than one grade of C [2.0] or lower.
7. A 3.0 grade point average in the teaching endorsement (major and minor) (secondary) or endorsement (emphasis) area (elementary) including all transfer credits or credits earned in a previous degree program with no grade lower than C [2.0].
8. A grade of "C" [2.0] or higher in ENGL 1102, Critical Reading and Writing, or College of Education-approved equivalent course.
9. Successful completion of the Praxis II Content Test(s) in each area being recommended for certification. The Idaho qualifying scores required for each test are available in the College of Education Advising, Teaching & Learning, and Student Support Center and the College of Education dean's office.
10. For Elementary Education, Special Education, and Early Childhood Education candidates, applicants must demonstrate successful completion of

the three standards tests of the Idaho Comprehensive Literacy Assessment [the qualifying scores for all three tests must be met prior to graduation]. Qualifying scores for the ICLA are available in the College of Education Advising, Teaching & Learning, and Student Support Center.

Application for Certification

Application for certification is separate from applying for graduation. Program completers are eligible for institutional recommendation for State of Idaho professional educator certification. It is the responsibility of the applicant to have the Institutional Recommendation completed. Certification applications are forwarded to the State Department of Education Certification Office in Boise. Applications for the Standard Elementary Certificate, the Standard Secondary Certificate, the Standard Exceptional Child Certificate, the Administrator Certificate, or the Pupil Personnel Services Certificate are available in the College of Education Advising, Teaching & Learning, and Student Support Center or on-line from the College of Education (<http://ed.isu.edu/index.shtml>) website. Candidates who desire to pursue professional educator certification in a state other than Idaho are advised to consult with the Advising, Teaching & Learning, and Student Support Center regarding procedures and reciprocity agreements with other states.

Program completers must initiate the certification process by submitting a completed application for certification to the College of Education Advising, Teaching & Learning, and Student Support Center. For Idaho certification, the application must be accompanied by a check or money order for the required credential application fee payable to the Idaho Department of Education. All applicants must include verification of Praxis II qualifying scores. In addition, official copies of all transcripts must be submitted to the Advising, Teaching & Learning, and Student Support Center for forwarding to the Idaho Department of Education.

The associate dean is the official certification officer for the College of Education; all requests for certification must be processed and signed by the certification officer before the papers can be processed by any state Office of Certification. Verification of completion of an Idaho State Board of Education-approved teacher preparation program is required to support the application for an Idaho credential. Verification of Idaho qualifying scores for all state-required tests in each area being recommended for certification is also required. The College of Education maintains a record of all individuals recommended for certification. The dean and the faculty of the College of Education reserve the right to refuse to recommend a program completer for a standard teaching certificate if such recommendation would appear to be contrary to or in violation of Sections 33-1202 and/or 33-1208, Idaho Code.

Petitions

Petitions to be allowed to deviate from institutional policies require submission of an Idaho State University Undergraduate Student Petition and appropriate supporting documentation (See the Petition Policies (<http://coursecat.isu.edu/undergraduate/academicinformation/petitionpolicies>) stated elsewhere in this catalog). Petitions to be allowed to deviate from College of Education policies and requirements require submission of an Internal College of Education Petition with supporting documentation. Internal petitions are initiated with an advisor or course instructor on forms available from the College of Education (<http://ed.isu.edu/index.shtml>) website and the Advising, Teaching & Learning, and Student Support Center. For petitions involving Teacher Education requirements, an Education Advisor from the Advising, Teaching & Learning, and Student Support Center will review the petition, provide a recommendation, and sign the petition. Petitions also require the signature and the recommendation of the appropriate program major advisor, program coordinator, or department chair. Internal petitions are approved or denied by the associate dean (or dean) of the College of Education. A copy of the petition is retained by the College

of Education in the candidate's official file. If additional action is required, approved petitions are advanced to the Registrar's Office.

Writing = 162;
Mathematics = 150.

Admission to Teacher Education

Candidates must make a formal application and complete an interview for admission to Teacher Education. The College approves the standards for admission. Application for admission and the scheduling of the admission interview are completed through forms available in the Advising, Teaching & Learning, and Student Support Center of the College of Education following the completion of at least 26 credit hours of college work. Candidates may not register for courses that require admittance to Teacher Education or register for courses that have prerequisites that require admittance to Teacher Education until admission is achieved. Candidates who have been denied admittance may reapply when qualification criteria have been met; however, they must meet the standards for admission in place at the time of their reapplication to attain admission.

Criteria for admission include the following:

1. A 3.0 overall grade point average including all transfer credits or credits earned in a previous degree program.

2. A grade of "B" [3.0] or higher in at least two of the following areas with a grade of no lower than "C" [2.0] in any of the three areas:

- ENGL 1101 English Composition , ENGL 1101P English Composition Plus, or ENGL 1102 Critical Reading and Writing or College of Education-approved equivalent. (General Education Objective 1 is satisfied by taking ENGL 1101 or ENGL 1101P, AND ENGL 1102.)
- COMM 1101 Principles of Speech (satisfies General Education Objective 2) or College of Education-approved equivalent.
- MATH: Any of the following or College of Education-approved equivalent:

Elementary Education

- a) MATH 1108 Intermediate Algebra
 - b) MATH 1143 College Algebra
 - c) MATH 2256 Structure of Arithmetic for Elementary School Teachers
 - d) MATH 2257 Structure of Geometry and Probability for Elementary School Teachers
- (each of the last two courses satisfies General Education Objective 3)

Secondary Education

1. Any course that satisfies General Education Objective 3 (<http://coursecat.isu.edu/undergraduate/academicinformation/generaleducation>)
3. A successful background check (see above in Background Checks and Fingerprinting).
4. A grade of "C" [2.0] or higher in EDUC 2201 , Development and Individual Difference, (or CFS 2203, The Young Child, for Bachelor of Arts in Early Childhood Education candidates) or equivalent. Applicants for admission to a Bachelor of Arts or Bachelor of Science in Human Exceptionality must also complete SPED 3330 or SPED 3340 and earn a grade of at least C [2.0].
5. A grade of "C" [2.0] or higher in EDUC 2215 Using Technology in a Digital World , or equivalent. Individuals can test out of the requirement by passing the IC3 Key Applications competency test offered through the Testing and Counseling Center.
6. Presentation of minimum scores achieved on the Praxis Core Academic Skills for Educators Assessments:

Reading = 156;

7. Submission of Professional Portfolio entry with rubric scores completed as course requirement for EDUC 2201 or CFS 2203 (or College of Southern Idaho transfer equivalent).

8. A recommendation form completed by the EDUC 2201 or CFS 2203 instructor (or College of Southern Idaho transfer equivalent).

9. Submission of signed affidavit indicating awareness of the Idaho Code pertaining to teacher certification requirements.

10. Successful completion of the Teacher Education Program Admission Interview.

11. Current and active subscription to Taskstream for the entire length of the program.

Education Courses

EDUC 1110 Education and Schooling in the U.S.: 3 semester hours.

Survey of historical, sociological, and political issues related to public education and the system of schooling in the U.S. Partially satisfies Objective 6 of the General Education Requirements. F, S

EDUC 1150 Educational Careers: 1 semester hour.

An introduction to careers in education via faculty presentations, guest speakers, collaborative learning activities, and assignments. The course is intended for candidates interested in exploring careers in education. F, S

EDUC 1170 Tutoring Reading: 1 semester hour.

Intensive reading strategies for the tutelage of children or adults. Interactive learning, lecture and demonstrations enable candidates to provide basic tutoring skills in literacy. Meets tutoring requirements for America Reads and other volunteer reading initiatives. Can be repeated for up to 2 credits. PREREQ: Permission of instructor. Graded S/U. D

EDUC 1199 Experimental Course: 1-6 semester hours.

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content.

EDUC 2201 Development and Individual Differences: 3 semester hours.

Examination of human development/individual differences as a basis for reflecting on learning. Requires 16 hours of field experience in designated settings. PREREQ: 26 credits completed; 2.75 GPA; "C" or higher in ENGL 1101 or ENGL 1101P. F, S, Su

EDUC 2204 Families Community Culture: 3 semester hours.

Examination of interactions among school, family, community, and culture as a basis for reflecting on the social contexts of learning. Requires 15 hours of field experience and travel to designated settings with diverse populations. Satisfies Objective 9 of the General Education Objectives. F, S, Su

EDUC 2210 Peer Tutor Training: 1 semester hour.

Introduction to individual and small group tutoring with adult students. Emphasis on teaching strategies, communication skills, ethics, and learning styles. Graded S/U. F, S

EDUC 2215 Using Technology in a Digital World: 3 semester hours.

Provides strategies and techniques to function effectively in a dynamic technological era, promotes development of practical computer-related skills in various software packages for immediate application to varied curricular areas and future workplaces, facilitates the development and application of problem-solving skills, and addresses the economic, ethical, legal, and social issues related to the use of technology in education and other professional fields. F, S, Su

EDUC 2235 Introduction to Elementary Art Methods and Materials: 1 semester hour.

Exploration of media, methods, and materials useful in the integration of art with the elementary curriculum. F, S, Su

EDUC 3301 Inquiring Thinking Knowing: 3 semester hours.

Examination of multiple perspectives on inquiring, thinking, and knowing as a basis for reflecting on educational practice. PREREQ: Admission to Teacher Education Program; EDUC 2201 and EDUC 2204. F, S, Su

EDUC 3302 Motivation and Management: 3 semester hours.

Examination of multiple perspectives on student motivation/management of learning environments as bases for reflecting on educational practice. PREREQ: EDUC 2201, EDUC 2204, EDUC 3301, EDUC 3308. COREQ: EDUC 3311 and EDUC 4408. F, S, Su

EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment: 4 semester hours.

EDUC 3308 is the foundational course of the ISU Teacher Education Program and is intended to be taken the first semester after admittance to the TEP. EDUC 3308 consists of two components: an ISU classroom component and a minimum 100-hour fieldwork component. For the ISU classroom component, teacher candidates will be introduced to foundational educational concepts and terminology, including: lesson and unit planning and analysis; Idaho Core and content standards; Danielson Framework for Teaching; educational assessment (assessing student learning, assessing curriculum effectiveness); strategies for teaching and learning; and APA. In the fieldwork component, teacher candidates will be placed in K-12 schools according to their majors/endorsements and their overall Fieldwork Placement Plan. During the EDUC 3308 field experience, candidates will complete focused observations, analyses, application assignments, and teaching assignments. PREREQ: Admission to TEP program; completion of Fieldwork Placement Plan. F, S

EDUC 3309 Instructional Planning Delivery and Assessment: 6 semester hours.

Analysis of multiple planning models, teaching methods, assessment approaches as bases for instructional decision making, delivery, and the assessment of learning. PREREQ: EDUC 3301, EDUC 3302, and SPED 3350. F, S

EDUC 3310 Efficient Reading: 1 semester hour.

Emphasis on developing flexibility and acceleration of reading speed and refinement of comprehension skills through intensive practice of rapid reading and comprehension building techniques applied to fiction and textbook reading. PREREQ: Permission of instructor. Graded S/U. D

EDUC 3311 Instructional Technology: 3 semester hours.

Analysis of content, strategies, and evaluation for integrating technology into school curricula. Includes word processing, spread sheets, databases, communication, and presentation software. PREREQ: EDUC 2215 or equivalent, EDUC 3308. COREQ: EDUC 4408. F, S

EDUC 3321 Integrated Language Arts Methods: 3 semester hours.

Theory and application of teaching methods for word recognition strategies and integrated language arts skills in preK-elementary schools. Thirty-hour laboratory experience required. PREREQ: Admission to Teacher Education Program. PRE-or-COREQ: EDUC 3301, EDUC 3308. F, S

EDUC 3322 Literature for Children across the Curriculum: 3 semester hours.

Study of different types of children's literature, authors, and poets. Emphasis on strategies for implementing literature in grades K-8. Fifteen hour lab required. PREREQ: Admission to Teacher Education Program. F, S

EDUC 3330 Elementary Math Methods: 3 semester hours.

Study of the subject matter of elementary math programs. Emphasis on teaching methods and materials. Field experience required. PREREQ: MATH 2256, MATH 2257, EDUC 3301, and EDUC 3308. F, S

EDUC 3331 Elementary Science Methods: 3 semester hours.

Study of the subject matter of elementary science programs. Emphasis on teaching methods and materials. Field experience required. PREREQ: General Education Objective 5, EDUC 3301, and EDUC 3308. F, S

EDUC 3334 Secondary School Art Methods and Materials: 3 semester hours.

Demonstrations and practical methods and problems involved in teaching art. Practical work in all art media used at the secondary school level. Equivalent to ART 3334. D

EDUC 3335 Elementary School Art Methods and Materials: 2 semester hours.

Demonstrations and practical methods and problems involved in teaching art. Practical work in all art media used at the elementary school level. Some craft work. Su

EDUC 3336 Social Science Methods: 3 semester hours.

Study of subject content of the social studies program with emphasis on methods and materials used by the teacher, K-12. Field experience required. PREREQ: EDUC 3301, EDUC 3308. F, S

EDUC 3340 Methodology and Diagnosis in ECE: 1-5 semester hours.

Supervised practice in an approved nursery, day care center, and/or kindergarten based upon the results of diagnostic/prescriptive procedures utilized during prior coursework which indicates the student's progression and needs. PREREQ: Permission of Early Childhood Coordinator and admission to Teacher Education Program. D

EDUC 4401 Content Area Literacy: 3 semester hours.

Synthesis of principles of language and literacy as a basis for teaching in all curriculum areas. PREREQ: Admission to Teacher Education Program. F, S, Su

EDUC 4408 Pre-Internship Field Experience Seminar: 2 semester hours.

Teacher candidates synthesize and apply knowledge gained in previous core teacher education coursework through documenting teaching performances by planning, assessing, and instructing learners in a K-12 school setting. During a field experience, candidates will work collaboratively with other teacher candidates, classroom teachers, and university faculty to develop and teach lessons to meet diverse student needs, Idaho Core and Content Standards, and classroom learning goals. PREREQ: EDUC 3308. COREQ: EDUC 3311. F, S

EDUC 4419 Developmental Literacy: 3 semester hours.

Instructional planning and strategies for reading and writing emphasizing early literacy and language development, comprehension and metalinguistic awareness for all populations pre K-8. Graduate candidates complete three topical article summaries on three different areas of the literacy developmental process and submit a graduate research paper focusing on one aspect of literacy development. PREREQ: EDUC 3321. F, S, Su

EDUC 4420 Advanced and Compensatory Reading in the Content Areas: 3 semester hours.

Advanced training in developmental, remedial reading emphasizing independent strategies in study skills, critical/creative reading, metacognition. Content area application. PREREQ: Teacher experience or permission of instructor. D

EDUC 4424 Assessing Literacy Abilities: 3 semester hours.

Methods of assessment in literacy. Introduction to case study, formal and authentic measures of comprehension, vocabulary, study strategies, and writing. PREREQ: EDUC 4419 or permission of instructor. F, Su

EDUC 4426 Remediation of Literacy Problems: 3 semester hours.

Teaching strategies for remediating problems in literacy. Emphasis on planning, implementing, and evaluating approaches and materials. PREREQ: EDUC 4424. S, Su

EDUC 4460 Foundations of ESL: 3 semester hours.

Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. Theories of language acquisition and those of leaders in the field will be included. AF

EDUC 4463 ESL Methods: 3 semester hours.

Language assessment, planning, and delivery, for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied. PREREQ: EDUC 4460 or permission of instructor. AS

EDUC 4464 ESL Practicum: 1 semester hour.

Field experience in settings with English-as-a-second-language learners. COREQ: EDUC 4463 or permission of instructor. AS

EDUC 4470 Advanced Mathematics Methods: 3 semester hours.

Study of methods for teaching mathematics through the modern math approach stressing manipulations. Consideration is given to diagnostic and remedial procedures for exceptional children. PREREQ: Admission to the Teacher Education Program. D

EDUC 4471 Interpersonal Communications: 2 semester hours.

Examination of basic concepts, principles, models, and theories of interpersonal communications and their application to educational settings. D

EDUC 4472 Dynamics of Instructional Groups: 2 semester hours.

Theory, practice, and research associated with dynamics of instructional groups are presented in an experiential format with emphasis on formation, structure, and process. D

EDUC 4481 Contemporary Issues in Education: 1-3 semester hours.

Examination and analysis of contemporary issues and trends in theories and practices in education. D

EDUC 4482 Contemporary Issues in Education: 1-3 semester hours.

Examination and analysis of contemporary issues and trends in theories and practices in education. D

EDUC 4483 Instructional Improvement for Teachers: 1-3 semester hours.

Study of ways by which teachers can improve instruction in their own classrooms with emphasis on the findings of research and experiences. D

EDUC 4485 Independent Problems in Education: 1-3 semester hours.

Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. May be repeated with permission of instructor. PREREQ: Permission of instructor. F, S, Su

EDUC 4486 Content Specialist Practicum: 1 semester hour.

This course provides university supervision for candidates who have been hired by a school district on a content specialist alternative route contract, and will include the state requirements of evaluations, common summative assessment (CSA) and individualized performance learning plan (IPLP). May be repeated. Graded S/U. PREREQ: Permission of instructor. F, S

EDUC 4487 Teacher to New Endorsement Practicum: 1 semester hour.

This course provides university supervision for candidates who are currently certified teachers adding an additional endorsement to their credential and will include the state requirements of the evaluations, common summative assessment (CSA) and individualized performance learning plan (IPLP). May be repeated. Graded S/U. PREREQ: Permission of instructor. F, S

EDUC 4491 Seminar: 1-3 semester hours.

Critical analysis of the literature in one or more areas of education. Limited enrollment. PREREQ: Permission of instructor. F, S, Su

EDUC 4492 Secondary Music Education Student Teaching Internship: 7-14 semester hours.

Candidates assume instructional and management responsibilities in a supervised secondary school music setting. Includes weekly professional development seminar. May be repeated. PREREQ: Admission to Teacher Education Program, MUSC 3334 and MUSC 3335, and/or approved application. Graded S/U. F, S

EDUC 4494 Elementary Education Student Teaching Internship: 7-14 semester hours.

Candidates assume instructional and management responsibilities in supervised primary/elementary setting. Includes weekly professional development seminar. May be repeated. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

EDUC 4495 Junior High or Middle School Student Teaching Internship: 7-14 semester hours.

Candidates assume instructional and management responsibilities in supervised middle/junior high school setting. Includes weekly professional development seminar. May be repeated. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

EDUC 4496 Secondary Education Student Teaching Internship: 7-14 semester hours.

Candidates assume instructional and management responsibilities in supervised high school setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

EDUC 4497 Professional Education Development: 1-3 semester hours.

A course for the practicing educator aimed at the development and improvement of educational skills. Various sections will have different subtitles. May be repeated. A maximum of 10 credits may be applied to fifth year programs. Graded S/U. D

EDUC 4498P Professional Development Workshop: 3 semester hours.

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option.

EDUC 4499 Experimental Course: 1-6 semester hours.

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times.

School Psychology Courses**SCPY 1001 Psychology of Diversity and Learning in Schools: 3 semester hours.**

This course frames diversity as a broad, dynamic, and complex idea that encompasses differences in race, ethnicity, SES, language, gender, sexual orientation, religion, and disability status, to name a few. Psychological theories and research will be examined. Course will be activity driven with a service learning component. The goal of the course is to increase students' knowledge, exposure, self-awareness, and appreciation for diversity and its impact on school-age children. Fulfills Objective 9 of the General Education Requirements. S