

Department of

Teacher Education

**Van Christman, Department Chair**

David Allen, Joyce Anderson, Barbara Baiamonte, Dean Cloward, Jillisa Cranmer, Lary Duque, Lynda Hawkes, Deanna Hovey, Dana Johnson, Jo Anne Kay, Ralph Kern, David Magleby, Marcia McManus, Thomas Morley, Lorie Rawlings, Matt Sellers, Kevin Stanger, Chris Wilson
 Jolynn Reed, Secretary (208) 496-1348

For Education Advising Contact:

Education Advising Center
<http://www.byui.edu/teachered/Advising>
 Phone 208-496-2926
edadvising@byui.edu

Introduction

Influencing people's lives for the better is one of the satisfactions of teaching. Education, above all other professions, allows you to share yourself with others as you help them grow, learn, mature, and identify that which will have a lasting impact for good throughout their lives. As President McKay taught "No greater responsibility can rest upon any man [or woman], than to be a teacher of God's children" (in Conference Report, Oct. 1916, 57). The department believes in programs that integrate theory and best practice. They are rigorous academic programs with a strong theoretical knowledge base and extensive practical experience in public schools. The Teacher Education Department offers degrees in Early Childhood/Special Education and Elementary Education. Core classes are also offered in secondary education, but the majors are housed in content areas across campus. See <http://www.byui.edu/teachered> for recommended sequence of courses in each area.

Early Childhood/Special Education

Early Childhood/Special Education prepares students to work with typically developing and/or children with special needs from birth through age eight. Students who successfully complete this program will be eligible to apply for the Blended Early Childhood Education/Early Childhood Special Education Idaho Teaching License, which allows them to teach general or special education classes in kindergarten through third grade. Students may also choose to work with young children and their families in home, agency, and preschool

settings. Applied coursework and fieldwork involving children in a variety of settings will prepare students for successful career experiences. Students will demonstrate knowledge, understanding and application of skills during three different supervised intervention/teaching experiences: (1) infants and toddlers in home or agency settings, (2) preschoolers in private or public preschools, and (3) kindergarten through third grade children in public schools.

ECSE Major Requirements

- Students must maintain a 3.0 cumulative GPA in major courses for program continuation.
- Students must earn a C- or better in all major courses.
- Students must take the following exams:
 1. Idaho Comprehensive Literacy Exams (there are 3)
 2. Praxis II Exams (0021 and 0690)
- Students must complete a Professional Portfolio which will include entries from all course areas included in major requirements.

Elementary Education

Elementary Education prepares students for teaching children through a series of classes designed to give students the practical knowledge they need to be successful in their careers. Students successfully completing the program will be eligible to apply for a K-8 Idaho Education Teaching License.

Elementary Education Major Requirements

- Students must maintain a 2.75 cumulative GPA in major courses for continuation in the program
- Students must earn a C- or better in all major courses.
- Students must take the following exams:
 1. Idaho Comprehensive Literacy Exams (there are 3)
 2. Praxis II Exams (0014 and 0522)

Secondary Education

Secondary Education serves many other campus departments that offer secondary teaching majors and minors, by offering a series of classes designed to prepare students to be successful in the secondary public school setting. Secondary education is not a major. Students interested in pursuing secondary certification will select a teaching major and teaching minor or enroll in one of the available composite programs. Students successfully completing a secondary education program will be eligible to apply for the grade 6-12 Idaho Education Teaching License.

Secondary Education Core Requirements

- Students must earn a C- or better in all secondary education core courses.
- Students must take the following exams:
 1. Praxis II Content Area Exams for major and minor areas of study.

Teacher Education

Brigham Young University-Idaho 2009-2010

SECONDARY EDUCATION MAJORS

Agriculture Education Composite: See the Agronomy & Ag Business section of this catalog

Art Education: See the Art section of this catalog

Art Education Composite: See the Art section of this catalog

Biology Education: See the Biology section of this catalog

Biology Education Composite: See the Biology section of this catalog

Chemistry Education: See the Chemistry section of this catalog

Earth Science Education: See the Geology section of this catalog

English Education: See the English section of this catalog

English Education Composite: See the English section of this catalog

Family & Consumer Sci. Ed. Composite: See the Home & Family Ed. section of this catalog

History Education: See the History section of this catalog

Mathematics Education: See the Mathematics section of this catalog

Music Education Composite: See the Music section of this catalog

Physics Education: See the Physics section of this catalog

Social Studies Education Composite: See the History section of this catalog

Spanish Education: See the Foreign Language section of this catalog

Theatre & Speech Education: See the Theatre section of this catalog

SECONDARY EDUCATION MINORS

American Government Education: See the Political Science section of this catalog

Art Education: See the Art section of this catalog

Biology Education: See the Biology section of this catalog

Chemistry Education: See the Chemistry section of this catalog

Chinese Education: See the Foreign Language section of this catalog

Earth Science Education: See the Geology section of this catalog

Economics Education: See the Economics section of this catalog

English Education: See the English section of this catalog

French Education: See the Foreign Language section of this catalog

Geography Education: See the Geography section of this catalog

German Education: See the Foreign Language section of this catalog

Health Education: See the Health Science section of this catalog

History Education: See the History section of this catalog

Journalism Education: See the Communication section of this catalog

Mathematics Education: See the Mathematics section of this catalog

Natural Science Education: See the Geology section of this catalog

Physical Education Teaching: See the Exercise and Sports Science section of this catalog

Physical Science Education: See the Physics section of this catalog

Physics Education: See the Physics section of this catalog

Russian Education: See the Foreign Language section of this catalog

Spanish Education: See the Foreign Language section of this catalog

TESOL Education: See the Foreign Language section of this catalog

Theatre and Speech Education: See the Theatre section of this catalog

Teacher Education

Brigham Young University-Idaho 2009-2010

BS in Early Childhood/Special Education (980)

Take required Foundations courses

Major Requirements

No Grade Less Than C-

<i>Take these courses:</i>		Cont. from previous column	
CHILD 210	3	ED 424	4
CHILD 230	3	ED 425	4
CHILD 310	3	ED 427	4
ENG 355	3	ED 428	5
MATH 205	3	ED 429	4
ED 200	2	ED 442	2
ED 241	3	ED 443	2
ED 259	4	ED 444	2
ED 312	2	ED 492	10
ED 343	2	SPED 221	2
ED 344	3	SPED 310	3
ED 345	3	SPED 421	3
ED 346	1		<u>80</u>
Continued next column			

Program Notes:

Total Major Credits=80

This major is available on the following tracks:

Fall-Winter---- YES

Winter-Spring---- YES

Spring-Fall---- YES

BS in Elementary Education (990)

Take required Foundations courses

Major Requirements

No Grade Less Than C-

<i>Take these courses:</i>		Cont. from previous column	
CHILD 210	3	ED 343	2
ENG 313	3	ED 344	3
ENG 355	3	ED 345	3
GEOG 110	3	ED 346	1
MATH 205	3	ED 442	2
MATH 206	2	ED 443	2
ED 200	2	ED 444	2
ED 206	1	ED 448	3
ED 241	3	ED 449	6
ED 242	2	ED 492	10
ED 259	4	SPED 310	3
ED 304	3		<u>73</u>
ED 341	2		
ED 342	2		
Continued next column			

Take 1 course:

HIST 201	3
HIST 202	<u>3</u>
	3

Take 1 course:

HS 131	2
HS 331	<u>3</u>
	2

Take 1 course:

ED 311	2
ED 312	<u>2</u>
	2

Program Notes:

Total Major Credits=80

This major is available on the following tracks:

Fall-Winter---- YES

Winter-Spring---- YES

Spring-Fall---- YES

Teacher Education

Brigham Young University–Idaho 2009-2010

Course Descriptions

Credits*

- ED 109 Introduction to Education (2.0:2:0)**
 With the knowledge that everyone is a teacher, this course is designed to answer the question: What kind of teacher will I be? Through an overview of university programs (ECSE, EEd, SecEd), structure of schools, learning and teaching, the teaching profession, and great minds in education, students will be prepared to make a wise decision.
 (Fall, Winter, Spring)
- ED 200 History and Philosophy of Education (2.0:2:0)**
 This course provides future teachers with a knowledge of the historical events, philosophies, and theories that have helped build American education; fosters in them an understanding of their own personal teaching philosophy; and encourages them to develop the wisdom to follow the Savior as they strive to become Master Teachers.
 (Fall, Winter, Spring)
- ED 206 Educational Technology (1.0:1:0)**
 An overview of electronic presentations, spreadsheets, concept maps, graphics and desktop publishing.
 (Fall, Winter, Spring)
- ED 241 Elementary Early Field Experience (3.0:2:3)**
 Prerequisite: ED 200; Travel to public schools. Must provide own transportation.
 This course will be the pre-service teacher's first teaching exposure in the elementary classroom. Lesson planning and direct instruction will be taught and implemented. Penmanship certification will also be completed.
 (Fall, Winter, Spring)
- ED 242 Motivation and Management (2.0:2:0)**
 Prerequisite: ED 200, Concurrent enrollment in ED 241 preferred.
 This course is designed to help bridge the gap between theory and practice. Prospective teachers will explore management and motivation theories, practices, and teaching strategies that build a cooperative and inclusive classroom environment where all students are invited to actively participate. This course also provides models of discipline practices for teachers and parents where agency and respect are fostered.
 (Fall, Winter, Spring)
- ED 259 Integrated Science (4.0:3:3)**
 Prerequisite: FDSCI 101, ED 200 (Can be taken concurrently)
 The main objective of this class is to gain a solid foundation of content in Biology, Physical Science, and Earth and Space Science so students can be confident in teaching these concepts in elementary school classes. Students will learn basic concepts and principles of science and hands-on applications to aid in teaching elementary school level science activities.
- ED 304 Educational Psychology (3.0:3:0)**
 Prerequisite: ED 200, completion of 45 credits.
 This course is an intensive exploration of educational theories of learning and their impact on teaching methods and classroom practice. This course focuses on affective and cognitive development and the impact of brain research in memory and understanding.
 (Fall, Winter, Spring)
- ED 311 Cultural Diversity Issues in Education (2.0:0:0)**
 Prerequisite: ED 200. Recommended taken during the off-campus semester.
 Recommended that this course will be completed during the off-campus semester in an online format. A service practicum supplements reading and writing assignments in order to develop cultural, social, and economic awareness.
 (Fall, Winter, Spring)
- ED 312 Culture and Diversity (2.0:2:0)**
 Prerequisite: ED 200
 Students will analyze historic and present day relationships between the American educational system and cultural dynamics. They will identify prejudices and discriminatory practices, their causes and influence on education today.
 (Fall, Winter, Spring)

- ED 313 Culture and Diversity Practicum (1.0:0:2)**
 Prerequisite: ED 200, concurrent enrollment in ED 312 preferred
 This one credit addition to the ED 312 course is designed to give students experience in applying principles of cultural relativism. The course will consider individual and circumstantial responsiveness to the differences that exist in language, race, ethnicity, gender, class, age, ability, and religion. In addition to these variables a close investigation and analysis of language acquisition and development will be considered in light of helping teachers be more responsive to learning and development of children with diverse backgrounds. This practicum will give the student opportunity to assess present levels of culturally and/or linguistically diverse students. After the assessment, determine learning needs and work with a child or group of ESL children two times a week for about an hour for 12 weeks to increase ability in language and learning. The practicum student is required to do on-going formative assessment and design instruction that meets individual needs.
 (Fall, Winter, Spring)
- ED 341 Elementary Art Methods (2.0:2:0)**
 Fee: \$15.00
 Prerequisite: ED 200
 This course provides pre-service preparation for K-12 classroom teachers in the visual arts content area with emphasis on the development of classroom materials and instructional strategies. A \$15.00 fee is charged for consumable supplies.
 (Fall, Winter, Spring)
- ED 342 Elementary Music Methods (2.0:2:0)**
 Prerequisite: ED 200
 This course will establish a classroom environment for musical development. Emphasis will be on appropriate songs, activities, resources, and teaching strategies so music can be used to teach curriculum content.
 (Fall, Winter, Spring)
- ED 343 Elementary P.E. Methods (2.0:0:4)**
 Prerequisite: ED 200
 This course is designed to provide the future teacher with the curricular knowledge, pedagogical skills and practical application through peer and or practicum teaching necessary to teach physical education in the schools.
 (Fall, Winter, Spring)
- ED 344 Idaho Comprehensive Literacy Course #1 (3.0:3:0)**
 Prerequisite: ED 200, ED 241
 This course teaches linguistic and language structure basics related to early reading skills. Teacher candidates learn strategies to teach and assess early reading skills including phonological awareness, concepts of print, the alphabetic principle, and other phonics.
 (Fall, Winter, Spring)
- ED 345 Idaho Comprehensive Literacy Course #2 (3.0:3:0)**
 Prerequisite: ED 200, ED 344
 In this course, teacher candidates learn strategies to teach and assess reading skills of fluency, vocabulary, and comprehension. This course teaches content required for Standards Two and Three of the Idaho comprehensive Literacy Assessment.
 (Fall, Winter, Spring)
- ED 346 Literacy Practicum (1.0:0:2)**
 Prerequisite: ED 200, ED 344, ED 345
 This is a supervised practicum experience during which teacher candidates apply the knowledge of reading instruction and assessment learned in ED 344 and ED 345 with local public school elementary students or community children.
 (Fall, Winter, Spring)
- ED 361 Secondary Education Principles of Teaching (3.0:2:3)**
 Prerequisite: ED 200, ED 304 (can be taken concurrently).
 This course provides pre-service secondary education students exposure to public school classrooms through a 40-hour practicum experience. Lesson planning, management, strategies, and assessment will be taught and implemented with possible integration with other secondary education contents.
 (Fall, Winter, Spring)
- ED 402 Linguistically Diverse Students Assessment and Strategies (3.0:3:0)**
 Prerequisite: ED 200; 45 credits
 Introduction to the assessment and evaluation of linguistically diverse students.
 (Fall, Winter, Spring)

Teacher Education

Brigham Young University–Idaho 2009-2010

<p>ED 409R Independent Readings and Projects (1.0-4.0:0:0)</p> <p>Prerequisite: Consent of Instructor</p> <p>This course is designed as an independent study program, with content and objectives determined by the student and a faculty member.</p> <p>(Fall, Winter, Spring)</p>	<p>ED 448 Assessment and Evaluation in Education (3.0:3:0)</p> <p>Prerequisite: ED 345; Must be taken concurrently with ED 449</p> <p>Assists the prospective Education Educator in developing skills in the use of assessment, the construction of assessment devices, the statistical analysis of test results, and the appraisal of educational research.</p> <p>(Fall, Winter, Spring)</p>
<p>ED 424 ECSE Assessment and Evaluation (4.0:3:2)</p> <p>Fee: \$30.00</p> <p>Prerequisite: SpEd 310, ED 345 (may be taken concurrently); 60 credits</p> <p>Selection, administration and interpretation of assessment tools and methods employed in early childhood special education programs. Includes assessment strategies spanning the continuum from informal to formal, and from authentic to standardized norm-referenced testing, including developmental tests, portfolio assessments, observation, interviewing, curriculum-based assessment and most of the popular norm-referenced instruments in the field of psychoeducational assessment. Child progress monitoring and program evaluation are also included.</p> <p>(Fall, Winter, Spring)</p>	<p>ED 449 Elementary Senior Practicum (6.0:2:12)</p> <p>Prerequisite: ED 345; previous or concurrent enrollment in ED 442, ED 443, ED 444; 75 credits. Travel to Idaho Falls. Must provide own transportation. Must be taken with ED 448.</p> <p>Provides the pre-service teacher with classroom teaching experience in all content areas in an elementary school. Hours include two full days per week in a public school classroom with an additional weekly seminar.</p> <p>(Fall, Winter, Summer)</p>
<p>ED 425 Strategies for ECSE (4.0:4:0)</p> <p>Prerequisite: ED 424</p> <p>To understand and apply approaches and theory of intervention strategies and procedures with and without young children with special needs. The student will learn to use theories of direct instruction and collaboration and team interventions.</p> <p>(Fall, Winter, Spring)</p>	<p>ED 461 Reading in the Content Area (3.0:2:3)</p> <p>Prerequisite: ED 200, ED 304, ED 361 or field experience course in content area.</p> <p>This senior level course is designed to immediately precede the student teaching semester. It is recommended that students take this course in conjunction with their content area methods class. Students are taught assessment first planning and develop the ability to facilitate learning through fostering general and content specific literacy skills. Prospective teachers will continue development of ability appropriate curriculum materials in preparation for student teaching. Practical application of the skills of this and all previous courses are facilitated by lab experience in local secondary schools.</p> <p>(Fall, Winter, Spring)</p>
<p>ED 427 ECSE Senior Practicum (4.0:2:6)</p> <p>Prerequisite: Completion or concurrent enrollment in either ED 442, 443, or 444; 60 credits</p> <p>Students will receive practical, hands-on experience in classroom management, curriculum design, and collaboration while working in a public or private kindergarten classroom. Hours include time in public schools with a weekly seminar.</p> <p>(Fall, Winter, Spring)</p>	<p>ED 492 Student Teaching in the Public Schools (10.0:0:0)</p> <p>Fee: \$90.00</p> <p>Prerequisite: All coursework must be completed.</p> <p>Student Teaching is the culminating experience, the capstone of the academic and professional training of a pre-service teacher. A twelve week practicum is completed in the public school classroom. A weekly seminar will serve as the forum in which student teachers can address challenges and concerns while sharing experiences, expertise, and successes. There are a vast number of education students that BYU-Idaho is trying to service. Because of this, be aware of the following: 1. There is a STRONG probability that your student-teaching placement will be a distant site. (Las Vegas, Salt Lake City, Mesa) 2. Distant-site placements are limited to certain locations that have been organized for BYU-Idaho students. These sites have been researched and contacts made in order to help BYU-Idaho students gain a student-teaching experience. 3. There will be a disruption in your regular routine in order to participate in your student-teaching experience. You may need to move to a new area and re-establish your "home". This may require your purchasing new items that you deem necessary. Also be aware that there may be additional expenses in transportation, housing, food, and utilities involved in your distant-site placement. 4. If you are in a campus-based placement, there will most likely be significant commuting for many of you. 5. There will be some unanticipated program expenses that develop through the program such as Praxis PLT, fingerprinting, and/or background checks. These are expenses that are not BYU-Idaho based, but mandated by school districts or the state.</p> <p>(Fall, Winter, Spring)</p>
<p>ED 428 Student Teaching Preschool (5.0:2:9)</p> <p>Prerequisite: CHIL 230 completed or concurrent enrollment; 60 credits</p> <p>One of three student teaching experiences for students enrolled in the ECSE Teacher Licensure Program. Students will receive practical, hands-on experience in classroom management, instructional design and deliver, and educational assessment while working in an inclusive preschool setting. Weekly seminars will serve as the forum in which student teachers can address challenges and concerns while sharing experiences, expertise, and successes.</p> <p>(Fall, Winter, Spring)</p>	<p>ED 494 Student Teaching Colloquium (2.0:0:0)</p> <p>Prerequisite: Current enrollment in ED 492</p> <p>This course is only available to students who are currently student teaching. It is a seminar-based class where student teachers have the opportunity to gather in person and through I-Learn discussion boards to more deeply explore issues related to the teaching profession and to read about, ponder and discuss ways to become better teachers.</p> <p>Six evening seminars (every other week) will be held at each of the student teaching sites (currently South Salt Lake, Davis County, Las Vegas, Mesa and local) over the course of the semester. These seminars are in addition to the four seminars that are currently held for all student teachers each semester.</p> <p>(Fall, Winter, Spring)</p>
<p>ED 429 Student Teaching Early Intervention (4.0:2:6)</p> <p>Prerequisite: 60 credits; must be taken with SPED 421</p> <p>One of three student teaching experiences for students enrolled in the ECSE Teacher Licensure Program. Students will receive practical, hands-on experience in working with infants/toddlers and their families in both home-based and center-based settings. Intervention focus will be determined by IFSP-identified family goals and outcomes. A weekly seminar will serve as the forum in which student teachers can address challenges and concerns while sharing experiences, expertise, and successes.</p> <p>(Fall, Winter, Spring)</p>	<p>SPED 221 Issues in Special Education (2.0:2:0)</p> <p>A seminar class dealing with current issues in the field of special education.</p> <p>(Fall, Winter, Spring)</p>
<p>ED 442 Elementary Math Methods (2.0:2:0)</p> <p>Prerequisite: ED 200, ED 241, MATH 205; 60 credits</p> <p>Introduces prospective teachers to instructional strategies for teaching math to students K-8.</p> <p>(Fall, Winter, Spring)</p>	
<p>ED 443 Elementary Science Methods (2.0:2:0)</p> <p>Prerequisite: ED 200, ED 241, ED 259; 60 credits</p> <p>Introduces prospective teachers to instructional strategies for teaching science to students K-8.</p> <p>(Fall, Winter, Spring)</p>	
<p>ED 444 Elementary Social Studies Methods (2.0:2:0)</p> <p>Prerequisite: ED 200, ED 241, FDAMF 100; 60 credits</p> <p>Introduces prospective teachers to instructional strategies for teaching social studies to students K-8.</p> <p>(Fall, Winter, Summer)</p>	

Teacher Education

Brigham Young University-Idaho 2009-2010

SPED 310 Exceptional Students (P-6th Grade) (3.0:3:0)

Prerequisite: ED 200 for EEd & ECSE majors. Child 310 for ECSE majors only.

Introductory course for students majoring in Elementary Education, Professional Preschool Education, and Early Childhood/Special Education. Course content related to early childhood/special education including history, theories, models, and current issues. Special emphasis is given to the use of developmentally appropriate practices.

(Fall, Winter, Spring)

SPED 360 Exceptional Students (6th-12th Grade) (2.0:2:0)

Prerequisite: Ed 200 Sec. Ed. Majors Only; 45 credits

This course is a general introduction to the characteristics of exceptional learners and their education. The course will emphasize classroom management and teaching practices, as well as the psychological, sociological, and medical aspects of disabilities and giftedness.

(Fall, Winter, Spring)

SPED 421 Family and Community Relationships (3.0:3:0)

Prerequisite: ED 200; must be taken with ED 429

Perspective on providing family-focused early intervention, with emphasis on communicating with families, empowering parents, developing family and professional partnerships, interagency collaboration, and accessing and linking families and community resources.

(Fall, Winter, Spring)

SPED 422 Emotional and Behavioral Disorders (2.0:2:0)

Prerequisite: SPED 310 or SPED 360; ED 448, ED 424, or PSY 378

Introduction to behavior management: an elective course providing students with an in-depth look at emotional and behavioral disorders, their impact on development and learning, and appropriate home, classroom, and community interventions.

(Fall, Winter, Spring)

SPED 423 Autism Spectrum Disorders (2.0:2:0)

Prerequisite: SPED 310 or SPED 360

Designed as an elective course for students desiring a more in-depth knowledge and understanding of working with children with autism spectrum disorders, including research-based strategies/interventions.

(Fall, Winter, Spring)

