

Department of

Teacher Education



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*Field Services Office; Hinkley 325
<http://www.byui.edu/fieldservices>*

The Central Aims of the department are encompassed in the following framework.

A FRAMEWORK FOR TEACHING <i>"Components of Professional Practice"</i>	
<p>Domain 1: PLANNING & PREPARATION</p> <ul style="list-style-type: none"> ▪ Knowledge of Content and Pedagogy ▪ Knowledge of Students ▪ Setting Instructional Outcomes ▪ Knowledge of Resources ▪ Designing Coherent Instruction ▪ Designing Student Assessments 	<p>Domain 2: LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Creating Respect and Rapport • Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space
<p>Domain 4: PROFESSIONALISM</p> <ul style="list-style-type: none"> ▪ Reflecting on Teaching ▪ Maintaining Accurate Records ▪ Communicating with Families ▪ Professional Communities ▪ Growing and Developing Professionally ▪ Showing Professionalism 	<p>Domain 3: INSTRUCTION</p> <ul style="list-style-type: none"> • Communicating with Students • Questions and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Flexibility and Responsiveness
<p><i>Domestic, 2</i></p> <p><i>"He shall cause them ... to take root: (they) shall blossom and bud, and fill the face of the world..." (Isaiah 27)</i></p>	

Introduction

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). We believe 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 Education/Early Childhood Special Education (ECE/ECSE) and Elementary Education. Secondary education majors are housed in content areas across campus with core education courses offered through the Teacher Education Department. Beginning Fall 2011, all education majors require an application process to officially enter the program and enroll in many of the required classes. See <http://byui.edu/teachered> for the application process, course prerequisites and recommended course sequencing in each area.

Field Experiences

All education majors are required to enroll in several field experiences during their years of study. These are practicums within public school settings working with children. Consequently, students are required to submit fingerprints and personal information for a background check well in advance of their first day in the public schools. Students with questions about their background should approach the director of Field Services before completing their background checks. Students should be aware that most placements for student teaching are made in distant sites and additional expenses will be incurred during this semester. Even those placed in the local area may be required to travel distances up to 90 miles to their placement school each day.

EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION

Early Childhood Education/Early Childhood Special Education (ECE/ECSE) 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 four student teaching experiences with: (1) infants and toddlers, (2) preschoolers, (3) kindergarteners, and (4) first through third grade children in public schools.

ECE/ECSE Major Requirements

- Students must maintain a 3.0 cumulative GPA in major courses for continuation in the program.
- Students must earn a C+ or better in all major courses.
- Students must successfully complete a performance-based field experience in each required practicum.
- Students must take and pass the following exams in order to qualify for student teaching and certification:
 - *Praxis II Exams (0021 and 0690, or others as required by state licensure requirements)
 - *Other Idaho State or departmental tests required for licensure (e.g. state literacy exams or technology exam)
- Beginning with their first 400-level field experience, all students must successfully complete a faculty review process to assure students are progressing satisfactorily in this program.
- In the semester prior to student teaching, students must present a professional work sample portfolio to a Portfolio Review Committee documenting their acquisition of knowledge, skills, and competencies essential to becoming effective early childhood professionals. ECE/ECSE majors may not proceed to student teaching without the committee’s recommendation.

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 3.0 cumulative GPA in major courses for continuation in the program
- Students must earn a C+ or better in all major courses.
- Students must successfully complete a performance-based field experience in each practicum they participate in.
- Students must pass the following exams in order to qualify for student teaching and certification:
 - *Praxis II Exams (0014 and 0522, or others as required by state licensure requirements)
 - *Other Idaho State or departmental tests required for licensure (e.g., state literacy exams or technology exam)

For further information contact the Education Advising Office.

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 maintain a 3.0 cumulative GPA in all education courses and major/minor courses (unless otherwise designated by their major department) for continuation in the program and to student teach.
- Students must earn a C+ or better in all secondary education core courses.
- Students must successfully complete a performance-based field experience in each required practicum.
- Students must take and pass the following exam in order to qualify for student teaching and certification:
 - *Praxis II Content Area Exams for major and minor areas of study. Information about which exams to take and content covered can be obtained by going to www.ets.org/praxis.

Secondary Education Majors

- 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

*****Online Instruction Endorsement:**

***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

*Some majors are more employable than other majors. Thus, please consult with your advising office or career services office before selecting a major or minor. Majors with asterisks have been less employable in the past year(s), according to the 2011 Job Search Handbook for Educators, American Association of Employment Educators, 45th Edition.

**Student should be aware that the TESOL endorsement (minor) may be required for employment in major metropolitan areas and for placement in some student teaching partner schools.

***An endorsement in Online Education is now offered. More information can be provided by contacting the Educational Advisement Center, Hinkley 309.

#May become a K-12 endorsement by taking the Elementary Education methods course.

##All Foreign Language majors can be endorsed to teach K-12.

Teacher Education

Brigham Young University-Idaho 2012-2013

BS in Early Childhood/Special Education (980)

Enroll in required Foundations courses

Major Requirements

No Grade Less Than C+

Core Courses		Program Notes:	
<i>Take these courses:</i>	Cont. from previous column	<i>*Take ECD 360L for 3 credits</i>	
CHILD 300	3	ED 442	2
CHILD 310	3	ED 443	2
ENG 355	3	ED 444	2
MATH 205	3	ED 492	10
ED 200	2	ECD 350	3
ED 241	3	ECD 350L	2
ED 259	4	ECD 360	3
ED 312	2	ECD 360L*	2-3
ED 343	2	ECD 480	2
ED 344	3	ECD 480L	1
ED 345	3	SPED 310	3
ED 346	1	SPED 421	3
ED 424	4		<u>80</u>
ED 425	4		
ED 427	4		
Continued next colum			
Total Major Credits=80			
This major is available on the following tracks:			
Fall-Winter---- YES	Winter-Spring---- YES	Spring-Fall---- YES	

Graduation Plan

BS in Early Childhood/Special Education (980)

				Program Notes:
Semester 1	Semester 2	Semester 3	Semester 4	
<i>Take these courses:</i>	<i>Take these courses:</i>	<i>Take these courses:</i>	<i>Take these courses:</i>	
FDREL 121 or 122	2	FDREL 200	2	
FDENG 101	3	FDCNC 350	2	
FDHUM or FDWLD	2-3	FDSCI 200-207	2-3	
FDMAT 108	3	ENG 355	3	
FDSCI 101	2	ED 241	3	
ED 200	2	SPED 310	3	
Semester 5	Semester 6	Semester 7	Semester 8	
<i>Take these courses:</i>	<i>Take these courses:</i>	<i>Take these courses:</i>	<i>Take these courses:</i>	
CHILD 310	3	FDREL Scripture	2	
ECD 350	3	ECD 480	2	
ECD 350L	2	ECD 480L	1	
ED 345	3	ED 259	4	
ED 424	4	ED 427	2	
ED 442	2	ED 443 or 444	2	

BS in Special Education K-12 (985)

Enroll in required Foundations courses

Major Requirements

No Grade Less Than C+

Core courses		<i>Program Notes:</i>
<i>Take these courses:</i>	Cont. from previous column	
CHILD 210 3	SPED 300 2	
MATH 205 3	SPED 310 3	
MATH 206 2	SPED 380 3	
ED 200 2	SPED 381 3	
ED 304 3	SPED 391 3	
ED 312 2	SPED 392 3	
ED 344 3	SPED 393 3	
ED 345 3	SPED 400 4	
ED 346 1	SPED 441 3	
ED 424 4	SPED 442 3	
ED 441 2	SPED 460 4	
ED 422 2	SPED 492 10	
Continued next column	74	

Total Major Credits=74
Additional Elective Credits Required for Graduation=6

This major is available on the following tracks:

Fall-Winter---- YES

Winter-Spring---- YES

Spring-Fall---- YES

Graduation Plan

BS in Special Education K-12 (985)

Semester 1	Semester 2	Semester 3	Semester 4	<i>Program Notes:</i>
<i>Take these courses:</i>	<i>Take these courses:</i>	<i>Take these courses:</i>	<i>Take these courses:</i>	
FDREL 121 or 122 2	FDREL 121 or 122 2	FDREL 200 2	FDREL Scripture 2	
FDENG 101 3	FDAMF 101 3	FDENG 201 3	FDSCI 200-207 2-3	
FDMAT 108 3	FDHUM or FDWLD 2-3	FDSCI 200-207 2-3	ED 312 2	
FDSCI 101 2	MATH 205 3	FDINT or FDWLD 2-3	ED 344 3	
ED 200 2	ED 304 3	MATH 206 3	SPED 380 3	
CHILD 210 3	SPED 300 2	SPED 310 3	Elective Courses 2-3	
		Elective Courses 2-3		
Semester 5	Semester 6	Semester 7	Semester 8	
<i>Take these courses:</i>	<i>Take these courses:</i>	<i>Take these courses:</i>	<i>Take these courses:</i>	
FDREL Scripture 2	FDREL Scripture 2	FDREL 2	ED 492 10	
ED 345 3	ED 346 1	FDCNC 350 2		
ED 424 4	ED 442 2	SPED 441 3		
ED 441 2	SPED 392 3	SPED 442 3		
SPED 381 3	SPED 393 3	SPED 460 4		
SPED 391 3	SPED 400 4	Elective Courses 2-3		

Teacher Education

Brigham Young University-Idaho 2012-2013

Secondary Education Teacher Core

Major Requirements

Major Requirements		Field Experience	Program Notes:
<i>Take these courses:</i>		<i>Take 1 course:</i>	
ED 200	2	<i>(Take one of the following</i>	
ED 304	3	<i>practicum experiences appropriate for your major)</i>	
ED 461	3	AGRON 297	2
ED 492	10	ART 314	3
SPED 360	<u>2</u>	ED 361	3
	20	HFED 205	2
		MUSIC 377B	1
		MUSIC 483	<u>2</u>
			1
Total Credits=21			

Teacher Education Pre-approved Clusters

Please note that the Education Clusters will not allow a student to teach in public schools.

General Education 3300

Take these courses:

ED 200	History and Philosophy of Education	2
ED 304	Educational Psychology	3

Take 7 credits:

CHILD 210	Child Development	3
ED 206	Technology and Teacher Productivity	1
ED 241	Elementary Early Field Experience	3
ED 242	Motivation and Management	2
ED 312	Culture and Diversity	2
ED 361	Secondary Principles of Teaching	3
ED 402	Linguistically Diverse Students - Assessment	3
ED 461*	Reading in the Content Area	3
	Any Secondary Content Methods	<u>2-3</u>
	Total Credits	12

*Prerequisite of ED 361 or any Sec. Content Methods Course

Elementary Literacy 3301

Take these courses:

ED 200	History and Philosophy of Education	2
ED 344	Comprehensive Literacy 1	3
ED 345	Comprehensive Literacy 2	3

Take 4 credits:

ED 312	Culture and Diversity	2
ED 346	Literacy Practicum	1
ED 402	Linguistically Diverse Students - Assessment	3
ED 441	Language Arts Methods	2
ENG 355	Childrens Literature	<u>3</u>
	Total Credits	12

Educational/School Psychology 3302

Take these courses:

ED 424	ECSE Assessment	4
SPED 310	Exceptional Students (P-6th Grade)	3

Take 5 credits:

ED 344	Comprehensive Literacy 1	3
ED 345	Comprehensive Literacy 2	3
ED 402	Linguistically Diverse Students	3
SPED 422	Emotional and Behavioral Disorders	2
SPED 423	Autism Spectrum Disorders	<u>2</u>
	Total Credits	12

Elementary Methods of Teaching 3303

Take these courses:

CHILD 210	Child Development	3
ED 200	History and Philosophy of Education	2
ED 242	Motivation and Management	2

Take 6 credits:

ED 341	Elementary Art Methods	2
ED 342	Elementary Music Methods	2
ED 343	Elementary P.E. Methods	2
ED 442	Elementary Math Methods	2
ED 443	Elementary Science Methods	2
ED 444	Elementary Social Studies Methods	<u>2</u>
	Total Credits	13

Secondary Education 3304

Take these courses:

ED 200	History and Philosophy of Education	2
ED 304	Educational Psychology	3
SPED 360	Exceptional Students (6-12)	2

Take 5 credits:

ED 361	Secondary Principles of Teaching	3
ED 461*	Reading in the Content Area	3
	Any Secondary Content Methods	<u>2-3</u>
	Total Credits	12

*Course requires a prerequisite. See course description for more information.

Secondary Method Content Courses

AGED 452	Methods of Teaching Agriculture	3
ART 414	Secondary Art Methods 2	3
BIO 405	Teaching Methods for the Biological Sciences	3
CHEM 405	Chemistry Teaching Methods	2
ENG 430	Teaching English in Secondary Schools	3
GEOL 405	Methods of Teaching Earth Science	3
HIST 405	Secondary Methods - Social Science	2
HFED 405	Methods of Teaching Family and Consumer Sciences	3
MATH 490	Secondary Education Mathematics Teaching Methods	2
MUSIC 487	Teaching Strategies	2
PH 403	Methods of Physics Teaching	3
SPAN 377	Spanish Teaching Methods	3
TA 405	Theatre and Speech Methods	3

Teacher Education

Brigham Young University–Idaho 2012-2013

Course Descriptions

Credits*

ED 109 Introduction to Education

(2:1:2)

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, and SecEd), structures of schools, learning and teaching, the teaching profession, great minds in education, and potential field experiences, student will be prepared to make an informed career decision.

(Fall, Winter, Spring)

ED 200 History/Philosophy of Education

(2:2:0)

Elementary Education and Early Childhood/Special Education Majors

This course provides future teachers with 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 encouraged them to develop the wisdom to follow the Savior as they strive to become master teachers.

Secondary Education Majors

Prerequisites: 24 completed university credit hours

This course is a cornerstone of secondary teacher preparation at BYU-I intended to be a threshold experience for students. Its purpose is to develop, in each of us, firm educational roots through understanding historical events, theories and philosophy of education, broadened perspectives, and enlightened discernment. We will be encouraged to increase wisdom to follow the Savior as we strive to become master teachers.

(Fall, Winter, Spring)

ED 206 Education Technologies

(1:1:0)

This course is an overview of electronic presentations, spreadsheets, concept maps, graphics, charts, graphs, social media, SMART boards, desktop publishing and ethics. Students will produce samples education related products.

(Fall, Winter, Spring)

ED 210 Introduction to Online Teaching

(3:3:0)

This course serves as an introduction to the online teaching endorsement. Students will be oriented to the requirements and competencies necessary for receiving the online teaching endorsement from the state of Idaho. The development of online education and the philosophies and practices of the field of online learning will be explored. Students will take a competency and concept assessment that will serve as a diagnostic tool to develop their future learning path. The class meets twice a week synchronously through our Adobe-connect classroom.

(Fall, Winter, Spring)

ED 241 Elementary Early Field Experience

(3:2:3)

Prerequisites: ED 200

This course is designed as an introductory practicum experience in the public schools. Students will have the opportunity to teach one-on-one, in small groups, and in whole class settings. Once a week students will attend an on-campus seminar to discuss practicum experience and to receive instruction. Students will be introduced to basic lesson planning, classroom management, teaching strategies, and professionalism. This course is a benchmark for continuation in education programs.

(Fall, Winter, Spring)

ED 242 Motivation and Management

(2:2:0)

Prerequisites: ED 200; EEd Majors should take concurrently with ED 241

This course is intended for all education majors, those with education clusters, and those wanting to improve the management of children in an ecclesiastical or home setting. It is designed to provide models of discipline practices where agency and respect are fostered and to help bridge the gap between theory and practice through exploration of management and motivation theories, practices, and teaching strategies. Strategies learned help in the creation and building of cooperative and inclusive classroom environments where all students are invited to actively participate.

(Fall, Winter, Spring)

ED 259 Integrated Science

(4:3:3)

Prerequisites: ED 200; FDSCI 101

The main objective of this course is to gain a solid foundation of content in biology, physical science, and earth and space science so pre-service teachers can be confident in teaching these concepts in elementary school classrooms. Students will gain confidence in basic concepts and principles of science and hands-on applications in teaching elementary school level science inquiry.

(Fall, Winter, Spring)

ED 304 Educational Psychology

(3:3:0)

EEd Majors and SecEd Majors are to enroll in their respective assigned classes.

Elementary Education Majors

Prerequisites: ED 200

This course is an intensive exploration of educational theories of learning and their impact on teaching methods and classroom practice. This course focuses on the three learning domains and their impact on brain research in memory and understanding.

Secondary Education Majors

Prerequisites: ED 200; 36 credits

This course is an exploration of teaching and learning through educational theories of development, cognition, and understanding and the impact of this information on teaching methods and classroom practice. This course includes specific focus on the affective and cognitive domains and the impact of brain research in memory and understanding.

(Fall, Winter, Spring)

ED 312 Culture and Diversity

(2:2:0)

Prerequisites: 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 in society and their causes and influence on education today. Students will be introduced to sheltered instruction.

(Fall, Winter, Spring)

ED 313 Culture and Diversity Practicum

(1:0:2)

Prerequisites: ED 200

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 the child 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

(2:2:0)

Total Course Fees: \$15.00

Prerequisites: ED 200

This course provides K-12 pre-service teachers instructional experience in the visual arts. Emphasis is placed on the elements and principles of design, integration of the visual arts throughout the curriculum and instructional strategies aligned with the National Art Standards.

(Fall, Winter, Spring)

ED 342 Elementary Music Methods

(2:2:0)

Prerequisites: ED 200

This course for K-12 pre-service teachers establishes a classroom environment for musical development. Emphasis will be on the nine National Standards for school music programs, including: appropriate songs, activities, resources, instructional strategies and integration of music throughout the curriculum.

(Fall, Winter, Spring)

ED 343 Elementary PE Methods

(2:1:2)

Prerequisites: ED 200

This course is designed to provide pre-service K-12 teachers with the curricular knowledge, pedagogical skills, practical application, and integration skills for teaching physical education in the schools.

(Fall, Winter, Spring)

ED 344 Idaho Comprehensive Literacy #1

(3:3:0)

Prerequisites: ED 200

This course teaches linguistic and language structure basics related to early reaching skills. Pre-service teachers will learn strategies to differentiate instruction and assess early skills of phonological awareness, concepts of print, the alphabetic principle, phonics, syllables and morphology. Students must complete the state literacy exam upon completion of this course.

(Fall, Winter, Spring)

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ED 345 Idaho Comprehensive Literacy #2

(3:3:0)

Prerequisites: ED 241; ED 344

In this course, pre-service teachers learn strategies to teach and assess reading skills of fluency, expanded vocabulary, comprehension and writing. Students must complete the state literacy exam upon completion of this course.

(Fall, Winter, Spring)

ED 346 Literacy Practicum

(1:0:2)

Prerequisites: ED 345 or concurrent enrollment

This is a supervised practicum experience in the public schools during which pre-service teachers apply the knowledge of reading instruction and assessment learned in ED 344 and ED 345.

(Fall, Winter, Spring)

ED 361 Secondary Education Principles of Teaching

(3:2:3)

Prerequisites: ED 200; ED 304

This course provides pre-service secondary education students opportunities working in public school classrooms. A minimum 40-hour practicum includes observation and instruction experiences. Curriculum design, lesson planning, classroom management, instructional strategies, and assessment will be taught and implemented. Integration of multiple secondary education content areas is encouraged.

(Fall, Winter, Spring)

ED 402 Linguistic Assessment and Strategies

(3:3:0)

Prerequisites: SPED 310; ED 200

Introduction to the assessment and evaluation of culturally and linguistically diverse students. This class reviews and deepens the student's understanding of language structure, bilingual development, bilingual assessment and bilingual education/intervention.

(Fall, Winter, Spring)

ED 409R Independent Readings and Projects

(1-4:0:0)

This course is designed as an independent study program, with content and objectives determined by the student and a faculty member.

(Fall, Winter, Spring)

ED 420R Online Endorsement Supervision

(1-3:0:3)

Prerequisites: ED 210

This course serves a supervisory purpose as individuals seeking the online teaching endorsement complete their individual learning plans which were developed in ED 210, the introductory course. The student chooses between 1-3 credits and meets accordingly with faculty 1-3 times a week for consultation in mastering endorsement competencies and preparing for the culminating experience of the course which is to student teach in a online course.

(Fall, Winter, Spring)

ED 424 ECSE Assessment and Evaluation

(4:3:2)

Total Course Fees: \$30.00

Prerequisites: ED 344; FDMAT108; ED 345; SPED 310

Students are introduced to and required to apply test and measurement theory, including the selection, administration and interpretation of assessment tools. The class includes assessment strategies spanning the continuum from informal to formal. Child progress monitoring and program evaluation are also included. Students use assessment data in mock MDT and IEP meetings to make decisions about children. Concepts are applied via video case studies and direct assessment of children.

(Fall, Winter, Spring)

ED 425 Strategies for ECSE

(4:4:0)

Total Course Fees: \$15.00

Prerequisites: ED 424

To understand and apply approaches and theory of intervention strategies, classroom management, child guidance, and direct teaching procedures, with young children with and without special needs. The students will learn to use theories of direct instruction and collaboration and team interventions. The students focus on a case study format of assessing present levels, implementing IFSP/IEP process, implementing strategies to meet goals, and monitoring child responsiveness and overall progress.

(Fall, Winter, Spring)

ED 427 ECSE Senior Practicum

(4:2:6)

Prerequisites: ED 442; SPED 310; ED 443; ED 444

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.

(Fall, Winter, Spring)

ED 441 Language Arts Methods

(2:2:0)

Prerequisites: FDENG 101; FDENG 201; ED 241; ED 345

This course is designed to introduce pre-service teachers to a vast array of instructional strategies appropriate for teaching grammar, punctuation, spelling, vocabulary, handwriting and forms of communication to students in grades K-8. Students will pre-assess their own skills and complete a self-directed study program. Students will learn to design lessons in the four methods of instruction aligned to the National Core Standards, teach mini-lessons in the six language arts areas, develop resources for teaching language arts and develop skills in integration of the language arts in other content areas.

(Fall, Winter, Spring)

ED 442 Elementary Math Methods

(2:2:0)

Prerequisites: ED 241; ED 200; MATH 205

This course provides K-8 pre-service teachers with instructional strategies in mathematics aligned with the National Council for Teachers of Mathematics (NCTM).

(Fall, Winter, Spring)

ED 443 Elementary Science Methods

(2:2:0)

Prerequisites: ED 200; ED 241; ED 259

This course provides K-8 pre-service teachers with inquiry-based instructional strategies aligned to the National Science Education Standards. The Big Ideas of Science, the skills and attributes of scientific inquiry will be emphasized. Students will create lesson plans in all four instructional methods, create and teach science activities, and increase their skills in identifying and correcting common science misconceptions.

(Fall, Winter, Spring)

ED 444 Elementary Social Studies Methods

(2:2:0)

Prerequisites: ED 200; ED 241; FDAMF 101; HIST 201 or HIST 202

This course provides K-8 pre-service teachers with instructional strategies aligned with the framework of the National Council for the Social Studies and National Standards. The ten themes and major concepts of social studies will be emphasized. Students will create a social studies unit including elements of the instructional cycle as well as actively participate in increasing their skills in curriculum planning.

(Fall, Winter, Spring)

ED 448 Assessment and Evaluation in Education

(3:3:0)

Concurrent Courses: ED 449

This course assists the K-8 pre-service teacher in developing and applying skills of constructing assessment devices as well as administering and analyzing test results with the ability to communicate student achievement in various settings. Student will learn to conduct a parent/teacher conference and develop skills in communicating assessment results.

(Fall, Winter, Spring)

ED 449 Elementary Senior Practicum

(6:2:12)

Prerequisites: ED 241, ED 346, pass all state literacy exams.

Concurrent Courses: ED 448

This course combines educational theory and practicum experience in a K-8 classroom. The Idaho Standards for Teacher Certification are emphasized and assessed in order to prepare students for a successful student teaching experience. Students prepare lesson plans, teach lessons in the classroom, experience classroom management, interact with students and faculty, discuss educational theory, reflect on their teaching and receive formal teaching evaluations throughout the course. The course includes two days of practicum experience in a classroom as well as a weekly seminar. This is a benchmark course in the elementary education program. Student must complete both the academic and practicum experience satisfactorily in order to move to student teaching.

(Fall, Winter, Spring)

ED 461 Reading in the Content Area

(3:2:3)

Prerequisites: ED 200; ED 304; ED 361

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 and general secondary methods courses. 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 general teaching abilities with a focus on selection and creation of learner appropriate curriculum materials. Practical application of the skills of this and all previous courses are facilitated by 25-30 hours per semester of lab experience in local secondary schools.

(Fall, Winter, Spring)

Teacher Education

Brigham Young University–Idaho 2012-2013

ED 492 Student Teaching

(10:0:0)

Total Course Fees: \$90.00

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, South Salt Lake and Davis County, Mesa, Boise) 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 you 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.

(Fall, Winter, Spring)

ED 494 Student Teaching Seminar

(2:0:0)

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. Six online modules and a few local seminars will be held at each of the student teaching sites (currently South Salt Lake, Davis County, Las Vegas, Mesa, and Southeast Idaho) over the course of the semester.

(Fall, Winter, Spring)

ECD 350 Early Childhood Development: Toddler Core Principles

(3:3:0)

Prerequisite: CHILD 150; CHILD 210 or ED 200; CHILD 300

Concurrent: ECD 350L

Students will learn how to use assessment, collaboration, and developmental knowledge to prepare and create developmentally appropriate activities for toddlers both with and without special needs through play, with an emphasis in the areas of music, movement, books/literacy, art, make believe, fine and gross motor, sensory and blocks. Documenting toddler development and collaborating with families and professionals in the field of early childhood will be emphasized.

(Fall, Winter, Spring)

ECD 350L Early Childhood Development: Toddler Lab

(2:0:7)

Concurrent: ECD 350

Prior application required

Students will receive practical, hands-on experience working with toddlers both with and without special needs and their families in a campus lab setting with a home visit component. In the lab, child focused planning will be determined by family collaboration, assessment, family identified goals and outcomes, and child interest. Students will develop activity plans, perform assessments, monitor progress, and document growth based on these elements.

(Fall, Winter, Spring)

ECD 360 Early Childhood Development: Preschool Core Principles

(3:3:0)

Prerequisites: CHILD 150; CHILD 210 or ED 200; CHILD 310

Concurrent: ECD 360L

Students will learn how to use assessment, collaboration, and developmental knowledge to prepare and create developmentally appropriate lessons for preschool children both with and without special needs through developmentally appropriate practices, preschool curriculum development and implementation, child guidance, observation and assessment, and collaboration with parents and others in the early childhood community. The students will be expected to apply knowledge gained in this class in the preschool practicum class. This course is a co-requisite to ECD 360L: Preschool Lab.

(Fall, Winter, Spring)

ECD 360L Early Childhood Development: Preschool Lab

(3:0:12)

Concurrent: ECD 360

Prior application required

Students will receive practical, hands-on experience working with preschool-aged children both with and without special needs and their families in a campus lab setting with a home visit component. In the lab, child-focused planning will be determined by family collaboration, assessment, family identified goals and outcomes and/or Individualized Education Program (IEP) identified goals and outcomes, and child interest. This course will provide opportunities for application of core principles including developmentally appropriate practices, preschool curriculum development and implementation, child guidance, observation and assessment, and collaboration with parents and others.

(Fall, Winter, Spring)

ECD 370 Early Childhood Development: Preschool Teaching

(3:3:0)

Prerequisite: ECD 350; CHILD 310 or ECD 360

Concurrent: ECD 370L; CHILD 440

Second level preschool practicum for students majoring in Professional Preschool Education. Students will function primarily as a lead teacher in the campus preschool laboratories, writing and implementing curriculum plans, and adapting curriculum for children with diverse abilities.

(Fall, Winter, Spring)

ECD 370L Early Childhood Development: Preschool Teaching Lab

(5:0:12)

Total Course Fees: \$90.00

Prerequisites: ECD 350L; CHILD 310 or ECD 360L

Concurrent: ECD 370

Prior semester application required

Second level preschool practicum for students majoring in Professional Preschool Education. Students will function primarily as a lead teacher in the campus preschool laboratories, writing and implementing curriculum plans, and adapting curriculum for children with diverse abilities.

(Fall, Winter, Spring)

ECD 480 Early Childhood Development: Program Management

(2:2:0)

Prerequisite: ECD 350 or ECD 360

Concurrent: ECD 480L

Students will learn how to manage home and center-based experiences for infants, toddlers and preschoolers and their families. Students will collaborate to develop the leadership skills of record keeping, staff development, budget, in-service training, parent communication, accreditation and supervision within the early childhood environment. Issues and developmental experiences relevant to the care and education of young children will be the focus.

(Fall, Winter, Spring)

ECD 480L Early Childhood Development: Program Management Lab

(1:0:3)

Concurrent: ECD 480

Prior Application Required

As the third level teaching experience for educators working with young children, students will demonstrate model teaching and coaching practices, provide needed in-service training to lab staff, and maintain lab facilities according to national accreditation standards.

(Fall, Winter, Spring)

SPED 221 Issues in Special Education

(2:2:0)

A seminar class dealing with current issues in the field of special education.

(Fall, Winter, Spring)

SpEd 300 Assistive Technology

(2:2:0)

An introduction to assistive technology devices and services utilized when working with students with disabilities in a public education environment. The legal basis for assistive technology will be the foundational structure for exploring the use of assistive technology for assessment; the use of assistive technology for access; the use of assistive technology to support academic learning; and the use of assistive technology as an augmentative communication tool.

(Fall, Winter, Spring)

Teacher Education

Brigham Young University–Idaho 2012-2013

SPED 310 Exceptional Students: P-Grade 6

(3:3:0)

Prerequisites: ED 200 or CHILD 150; CHILD 210

This course will emphasize the types and developmental patterns of specific exceptionalities (including giftedness, and poverty), addressing risk factors, etiology, characteristics, and classification of common disabilities. Focus will also be on legal issues, parent/student rights, responsibilities of teachers, both general education and special education, quality teaching for ALL students, including intervention strategies, accommodations, and the use of community resources to meet children's individual needs. Child maltreatment, including legal requirements, is introduced.

(Fall, Winter, Spring)

SPED 360 Exceptional Students: Grade 6-12

(2:2:0)

Prerequisites: ED 200, ED 304

Concurrent Courses: ED 461

This course is an introduction to Special Education for Secondary Education Majors. Course content includes history, laws, assessment and descriptions of common exceptionalities encountered in secondary school classrooms. Special emphasis is given to resources, classroom management and appropriate teaching practices.

(Fall, Winter, Spring)

SpEd 380 Legal Issues, Policies and Procedures

(3:3:0)

Prerequisite: SpEd 310

An in-depth examination of special education law, including the policies and procedures implemented in public education. IDEA, Section 504 and ADA will be compared and applied to the school setting. The six basic principles of IDEA and their implementation in special education services will be studied along with the legal requirements of disciplinary procedures for students with disabilities. Students will learn their role in ensuring that legal rights and responsibilities of students with disabilities, their parents and teachers are protected.

(Fall, Winter, Spring)

SpEd 381 Evidence-Based Practices

(3:3:0)

Prerequisite: SpEd 310

An introduction to evidence-based practices as related to the field of special education. Types of educational research will be examined along with legal policies and criteria for identifying evidence-based practices. Students will be exposed to current evidence-based practices such as Response to Intervention and Positive Behavioral Interventions and Supports and their implementation in the educational environment.

(Fall, Winter, Spring)

SpEd 391 Teaching Reading/Language Arts to Students with Disabilities (3:2:1)

Prerequisites: SpEd 310; ED 345; ED 424

Concurrent Courses: ED 345; ED 424

Co-Requisite: ED 441

Prospective special education teachers will explore methods, strategies, and accommodations for teaching reading and language arts within the context of special education. Cognitive, social and learning characteristics of students with reading difficulties will be identified. Students will have the opportunity to administer informal and formal reading assessments, interpret assessment data, and plan curriculum based on assessment outcomes. This course will be offered in a hybrid format.

(Fall, Winter, Spring)

SpEd 392 Teaching Math to Students with Disabilities

(3:2:1)

Prerequisites: SpEd 310; ED 424

Co-Requisite: ED 442

Prospective special education teachers will explore methods, strategies, and accommodations for teaching math within the context of special education. Cognitive, social and learning characteristics of students with math difficulties will be identified. Students will have the opportunity to administer informal and formal math assessments, interpret assessment data, and plan curriculum based on assessment outcomes. This course will be offered in a hybrid format.

(Fall, Winter, Spring)

SpEd 393 Social and Behavioral Strategies for Students with Disabilities (3:2:1)

Prerequisites: SpEd 310; ED 424

Prospective special education teachers will explore methods, strategies, and accommodations for teaching students with emotional and behavioral disorders. Cognitive, social and learning characteristics of students with emotional and behavioral disorders will be identified. Students will have the opportunity to administer informal and formal social and behavioral assessments, interpret assessment data, and plan curriculum based on assessment outcomes. Positive Behavioral Interventions and Supports as well as Behavioral Intervention Plans will also be developed using assessment outcomes. This course will be offered in a hybrid format.

(Fall, Winter, Spring)

SpEd 400 Practicum – Elementary Education

(4:2:6)

Prerequisites: SpEd 391, SpEd 392, SpEd 393

Concurrent Courses: SpEd 391, SpEd 392, SpEd 393

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in an elementary school setting grades K-8. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.

(Fall, Winter)

SPED 421 Family and Community Relationships

(3:3:0)

Prerequisites: ED 200; ECD 350; ECD 350L

Perspective on providing family-focused services, with emphasis on families who have a child with special needs (birth through adulthood). Important issues to be discussed will be on empowering parents, strengthening family and professional partnerships, and interagency collaboration. Students will also develop a family service plan and have practical experience researching, accessing and linking families and community resources.

(Fall, Winter, Spring)

SPED 422 Emotional and Behavioral Disorders

(2:0:0)

Prerequisites: SPED 310 OR SPED 360

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

(2:2:0)

Prerequisites: SPED 310 OR SPED 360

Designed as an elective course for students desiring a more in-depth knowledge and understanding of autism spectrum disorders. Topics include the history, diagnostic criteria, current research and theories, family impact, and researched-based strategies/interventions for working with individuals with autism.

(Fall, Winter, Spring)

SpEd 441 Students with Severe Disabilities

(3:3:0)

Prerequisites: SpEd 380; SpEd 381; ED 424

Prospective special education teachers will be introduced to the medical, cognitive, motor and communication needs of students with severe disabilities. The requirements and procedures for alternative assessment will be taught and implemented. Emphasis will be placed on designing curriculum including technology for students with severe disabilities. Legal and ethical considerations for providing educational services for students with severe disabilities will be explored.

(Fall, Winter, Spring)

SpEd 442 Curriculum and Instruction for Secondary Students (3:3:0)

Prerequisites: SpEd 391, SpEd 392, SpEd 393

Concurrent Courses: SpEd 391, SpEd 392, SpEd 393

Co-requisite Course: SpEd 460

Federal and state policies and procedures regulating services for secondary students with disabilities will be reviewed. Students will be introduced to the physical, cognitive and behavioral characteristics of adolescents. Common teaching models for secondary education will be explored along with instructional methods for teaching core content to secondary students with disabilities. Students will become acquainted with post-secondary options and transition services for students with disabilities.

(Fall, Winter, Spring)

SpEd 460 Practicum – Secondary Education

(4:2:6)

Prerequisites: SpEd 391, SpEd 392, SpEd 393

Concurrent Courses: SpEd 391, SpEd 392, SpEd 393

Co-requisite Course: SpEd 442

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in a secondary school setting grades 6-12. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.

(Fall, Winter)

Teacher Education

Brigham Young University-Idaho 2012-2013

SpEd 492 Student Teaching Special Education

(10:0:0)

Total Course Fees: \$90.00

Prerequisites: All coursework must be completed, required exams passed (ie TCA), a background clearance from the assigned state, and all Praxis II exams must be passed.

Student teaching is the culminating experience and capstone of the academic and professional training of a pre-service teacher. This practical experience lasts a minimum of thirteen weeks and is completed in a 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. The seminar is accompanied by preparatory experiences, including reading and writing assignments, reflection, and collaboration with others. Students are required to build a portfolio that they present and defend before a panel of faculty near the end of student teaching. Students who apply are recommended by faculty, and are selected and given the opportunity to be placed in partner schools and internships.