

ELEMENTARY EDUCATION BA/BS

Students enrolled in the Elementary Teacher Education program (grades K-8) will complete 72 credits of professional education courses, including a yearlong internship under the guidance of a faculty member and an on-site teacher educator in a local elementary or middle school. In accordance with state certification requirements, students will complete coursework for an "All Subjects K-8," commonly called an elementary education endorsement, as well as a minor endorsement in a second teaching area. It is the student's responsibility to work closely with their advisor to ensure compliance with certification requirements.

Elementary Education students will have opportunities to learn about, evaluate, practice and refine a variety of teaching strategies based on best teaching practices as identified by professional organizations. It is our goal that students in Elementary Education will provide evidence through performance that they have met Idaho's requirements for certification and have become dedicated and knowledgeable professionals, content specialists, competent educational designers, capable educational facilitators, insightful educational evaluators, reflective professionals, and culturally responsive professionals before being recommended for elementary teacher certification.

Program Outcomes

All Educators will...

1. Understand ~~1.-The program completer understands~~ how learners grow and develop, recognize ~~recognizing~~ that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and be able to design designs and implement ~~implements~~ developmentally appropriate and challenging learning experiences.
2. Use their ~~2.-The program completer uses~~ understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Work ~~3.-The program completer works~~ with others to create environments that support individual and collaborative learning ~~learning;~~ and that encourage positive social interaction, active engagement in learning, and self-motivation. ~~self-motivation-.~~
4. Understand ~~4.-The program completer understands~~ the central concepts, tools of inquiry, and structures of the discipline(s) they teach ~~he or she teaches~~ and will know how to create ~~creates~~ learning experiences that make the discipline accessible and meaningful for learners to ~~to~~ assure mastery of the content.
5. Understand ~~5.-The program completer understands~~ how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Understand ~~6.-The program completer understands~~ and use ~~uses~~ multiple methods of assessment to engage learners in their own growth, ~~to~~ monitor learner progress, and ~~to~~ guide the ~~teacher's and learner's~~ decision making of both teacher and learner. ~~making-.~~
7. Know how to plan ~~7.-The program completer plans~~ instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Understand ~~8.-The program completer understands~~ and use ~~uses~~ a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, as well as ~~and to~~ build skills to apply knowledge in meaningful ways.
9. Know how to engage ~~9.-The program completer engages~~ in ongoing professional learning and use ~~uses~~ evidence ~~to~~ ~~to~~ continually evaluate your ~~his/her~~ practice, particularly the effects of your ~~his/her~~ choices and actions on others (learners, families, other professionals, and the community) ~~community);~~ and adapt ~~adapts~~ practice to ~~to~~ meet the needs of each learner.
10. Develop a desire ~~10.-The program completer seeks appropriate leadership roles and opportunities~~ to seek appropriate leadership roles and opportunities ~~take responsibility for student learning;~~ to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ~~to~~ ensure learner growth, and to ~~to~~ advance the profession.
11. Be ~~The program completer should be~~ able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. They will ~~Program completes~~ build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences. ~~experiences-.~~
12. Understand ~~The program completer understands~~ the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession. ~~profession-.~~
13. Know ~~The program completer knows~~ how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

Literacy Program Outcomes

14. Understand the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension.

15. Understand the benefit of incorporating writing in the content areas. They will know how to incorporate ethical and credible research practices into instruction.

16. Understand how reading and writing difficulties vary in presentation and degree. You will understand the characteristics of struggling readers and writers, know how to identify appropriate accommodations, and adapt instruction to meet student needs.

17. Gain knowledge of the foundational concepts of literacy instruction and their typical developmental progression. You will understand that learners with reading difficulties require code-based explicit, systematic, sequential, and diagnostic instruction with many repetitions.

18. Understand formative literacy assessment concepts, strategies, and measures. You will know how to use assessment data to inform and design differentiated literacy instruction.

General Education Requirements

Code	Title	Credits
Written Communication		
Select one of the following:		6.00
ENGL-101 & ENGL-102	WRITING AND RHETORIC I and WRITING AND RHETORIC II	
ENGL-109	COLLEGE WRITING AND RESEARCH	
Oral Communication		
COMM-204	PUBLIC SPEAKING	3.00
Mathematical Ways of Knowing		
MATH-257	MATHEMATICS FOR ELEMENTARY TEACHERS II	4.00
Humanistic & Artistic Ways of Knowing		
Select one courses from each category:		6.00
Literature		
ENGL-175	LITERATURE AND IDEAS	
ENGL-257	WORLD CLASSICS	
ENGL-258	INTERNATIONAL LITERATURE	
Arts		
ART-100	INTRODUCTION TO ART	
HUM-150	INTRODUCTION TO THE ARTS	
THEA-101	SURVEY OF THE THEATER	
Scientific Ways of Knowing		
NS-174	NATURAL SCIENCE FOR ELEMENTARY EDUCATOR	4.00
PHYS-171	PHYS SCIENCES FOR ELEMENTARY EDUCATORS	4.00
Social & Behavioral Ways of Knowing		
PSYC-205	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3.00
Select one of the following:		3.00
HIST-111	UNITED STATES HISTORY I	
HIST-112	UNITED STATES HISTORY II	
POLS-101	AMERICAN NATIONAL GOVERNMENT	
Global Perspectives		
GEOG-102	INTRODUCTION TO GEOGRAPHY	3.00
Integrative Seminar: Ethics & Values		
Select one of the following:		3.00
ID 300A - 300U (see course descriptions for options)		
ID-301A	HELLS CANYON INSTITUTE	
Foreign/Heritage Language		

Take 16 credits of language classes if a Bachelor of Arts degree is desired, else optional. 16.00

Total Credits **39.00**

Elementary Education Major

Code	Title	Credits
Program Requirements		
Professional Foundations		
ED-214	PRINCIPLES OF EDUCATION	3.00
ED-216	PHYSICAL EDUCATION FOR THE ELEMENTARY TEACHER	2.00
ED-225	TECHNOLOGIES FOR TEACHING, K-12	3.00
HLTH-215	ELEMENTARY HEALTH SCIENCE/METHODS	3.00
MATH-157	MATHEMATICS FOR ELEMENTARY TEACHERS I	4.00
RE-217	CHILDREN'S LITERATURE AND STORYTELLING	3.00
Phase II: Professional Studies ^{1, 2}		
Theoretical Foundations Semester (taken as a block)		
ED-318	ASSESSMENT OF LEARNING	3.00
ED-321	EDUCATIONAL PSYCHOLOGY	3.00
ED-328	MATH METHODS K-8	3.00
SE-322	INCLUSION STRATEGIES K-12	3.00
RE-340	FOUNDATIONAL LITERACY	4.00
or SE-340	FOUNDATIONAL LITERACY	
RE-342	INTERMEDIATE LITERACY	4.00
or SE-342	INTERMEDIATE LITERACY	
ED-425	INSTRUCTIONAL METHODS AND CLASSROOM MANAGEMENT, K-8	2.00
Phase III: Professional Internship ³		
Int in Instructional Design/Facilitation/Eval I (taken as a block)		
ED-426	PROFESSIONAL INTERNSHIP IN EDUCATION K-8, I	14.00
ED-427	PROF SEMINAR: ISSUES IN EDUCATION I	1.00
SE-428	ADAPTIVE TEACHING I, K-8	1.00
Phase IV: Professional Internship II		
Int in Instructional Design/Facilitation/Eval II (taken as a block)		
ED-429	PROFESSIONAL INTERNSHIP IN EDUCATION K-8, II	14.00
ED-430	PROF SEMINAR:ISSUES IN EDUCATION II	1.00
SE-431	ADAPTIVE TEACHING II, K-8	1.00
Electives		
Select 14 elective credits		14.00
Total Credits		86.00

¹ Application for admission into the Teacher Ed. Program is due the first day of the semester prior to beginning Phase II course work.

² Registration into these courses requires prior admission to the Elementary Teacher Ed. Program.

³ Registration into these courses requires satisfactory completion of Phase II.

- No grade lower than a "C-" will be accepted in any required course.
- No grade lower than a "B-" will be accepted in any Phase II, III or Phase IV professional education course.
- A minimum cumulative GPA of 3.0 is required for admission into the Teacher Education Program.
- Additional requirements must be met for teacher certification. See your Education advisor for details.

Sequential Plan of Study

Course	Title	Credits
First Year		
Fall		
COMM-204	PUBLIC SPEAKING	3.00

ENGL-101	WRITING AND RHETORIC I	3.00
SD-107	FIRST YEAR FOUNDATIONS	1.00
CORE	Humanistic & Artistic Ways of Knowing	3.00
PHYS-171	PHYS SCIENCES FOR ELEMENTARY EDUCATORS	4.00
Credits		14.00
Spring		
ED-214	PRINCIPLES OF EDUCATION	3.00
ENGL-102	WRITING AND RHETORIC II	3.00
CORE	History	3.00
MATH-157	MATHEMATICS FOR ELEMENTARY TEACHERS I	4.00
CORE	Humanistic & Artistic Ways of Knowing	3.00
Credits		16.00
Second Year		
Fall		
GEOG-102	INTRODUCTION TO GEOGRAPHY	3.00
PSYC-205	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3.00
RE-217	CHILDREN'S LITERATURE AND STORYTELLING	3.00
MATH-257	MATHEMATICS FOR ELEMENTARY TEACHERS II	4.00
ED-216	PHYSICAL EDUCATION FOR THE ELEMENTARY TEACHER	2.00
Credits		15.00
Spring		
CORE	Integrative Seminar: Ethics & Values	3.00
HLTH-215	ELEMENTARY HEALTH SCIENCE/METHODS	3.00
NS-174	NATURAL SCIENCE FOR ELEMENTARY EDUCATOR	4.00
SE-322	INCLUSION STRATEGIES K-12	3.00
ED-225	TECHNOLOGIES FOR TEACHING, K-12	3.00
Credits		16.00
Third Year		
Fall		
ED-321	EDUCATIONAL PSYCHOLOGY	3.00
ED-318	ASSESSMENT OF LEARNING	3.00
Elective	Elective Credits	3.00
Elective	Elective Credits	3.00
SE-340	FOUNDATIONAL LITERACY	4.00
Credits		16.00
Spring		
ED-328	MATH METHODS K-8	3.00
ED-425	INSTRUCTIONAL METHODS AND CLASSROOM MANAGEMENT, K-8	2.00
RE-342 or SE-342	INTERMEDIATE LITERACY or INTERMEDIATE LITERACY	4.00
Elective	Elective Credits	3.00
ED-345	CULTURALLY RELEVANT TEACHING	3.00
Credits		15.00
Fourth Year		
Fall		
ED-426	PROFESSIONAL INTERNSHIP IN EDUCATION K-8, I	14.00
ED-427	PROF SEMINAR: ISSUES IN EDUCATION I	1.00
SE-428	ADAPTIVE TEACHING I, K-8	1.00
Credits		16.00
Spring		
ED-429	PROFESSIONAL INTERNSHIP IN EDUCATION K-8, II	11.00
ED-430	PROF SEMINAR:ISSUES IN EDUCATION II	1.00

SE-431	ADAPTIVE TEACHING II, K-8	1.00
Elective	Elective Credits	3.00
Credits		16.00
Total Credits		124.00

Graduates with a BA/BS in Elementary Education go on to obtain careers in a variety of fields:

- Elementary School Education (K-6)
- Middle School Education(6-8)
- Preschool/Daycare
- Special Education
- Teaching Assistant
- Reading Specialist
- Adult and Continuing Education
- Business and Industry
- Training Specialist
- Instructional Coach