

SECONDARY EDUCATION (B.S.ED.)

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3>)), successful completion of Praxis II test in the student’s content area, and one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see "Teaching Majors and Minors (<https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/curriculum-instruction/teaching-majors-minors/>)" below). Students must maintain minimum 2.75 GPAs and earn grades of C or above in the following courses:

| Code | Title | Hours |
|--|-------|--------------|
| Teaching Majors and Minors (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/curriculum-instruction/teaching-majors-minors/) | | 45-50 |
| Major Requirements | | 49 |
| Total Hours | | 94-99 |

Major Requirements

| Code | Title | Hours |
|---|---|-------|
| COMM 101 | Fundamentals of Oral Communication | 3 |
| EDCI 201 | Contexts of Education | 3 |
| EDCI 301 | Learning, Development, and Assessment | 3 |
| EDCI 302 | Teaching Culturally Diverse Learners | 3 |
| EDCI 401 | Internship Seminar | 1 |
| EDCI 410 | Technology, Teaching and Learning | 2 |
| EDCI 463 | Literacy Methods for Content Learning | 3 |
| EDCI 485 | Secondary Internship | 15 |
| EDSP 300 | Educating for Exceptionalities | 3 |
| PSYC 101 or PSYC 305 | Introduction to Psychology Developmental Psychology | 3 |
| Select one Math or Statistics UI General Education course | | 3 |
| Select one Advanced Composition course: | | 3 |
| ENGL 207 | Persuasive Writing | |
| ENGL 208 | Personal & Exploratory Writing | |
| ENGL 290 | Introduction to Creative Writing | |
| ENGL 309 | Rhetorical Style | |
| ENGL 313 | Business Writing | |
| ENGL 317 | Technical Writing II | |
| ENGL 401 | Writing Workshop for Teachers | |
| Select one of the following Special Methods sequence: | | 4 |
| EDCI 449 & EDCI 447 | Second Language Teaching Methods and Second Language Teaching Methods Practicum | |
| EDCI 431 & EDCI 441 | Secondary English Methods and Secondary English Practicum | |
| EDCI 432 & EDCI 442 | Secondary Social Studies Methods and Secondary Social Studies Methods Practicum | |
| EDCI 433 & EDCI 443 | Secondary Science Methods and Secondary Science Methods Practicum | |

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| EDCI 434 & EDCI 454 | Secondary Mathematics Methods and Secondary Mathematics Methods Practicum | |
| EDCI 436 & EDCI 446 | Secondary Art Methods and Secondary Art Methods Practicum | |
| Total Hours | | 49 |

Courses to total 128 credits for this degree

| Fall Term 1 | | Hours |
|--|---------------------------------------|-----------|
| COMM 101 | Fundamentals of Oral Communication | 3 |
| EDCI 201 | Contexts of Education | 3 |
| ENGL 101 | Writing and Rhetoric I | 3 |
| Mathematical Ways of Knowing Course | | 3 |
| Scientific Ways of Knowing Course | | 4 |
| Hours | | 16 |
| Spring Term 1 | | Hours |
| ENGL 102 | Writing and Rhetoric II | 3 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Elective Course | | 3 |
| PSYC 101 OR PSYC 305 | | 3 |
| Hours | | 15 |
| Fall Term 2 | | Hours |
| EDSP 300 | Educating for Exceptionalities | 3 |
| EDCI 301 | Learning, Development, and Assessment | 3 |
| Scientific Ways of Knowing Course | | 4 |
| Teaching Endorsement, Major Elective Course | | 3 |
| International Course | | 3 |
| Hours | | 16 |
| Spring Term 2 | | Hours |
| EDCI 302 | Teaching Culturally Diverse Learners | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Elective Course | | 2 |
| ENGL 207 OR ENGL 208 OR ENGL 291 OR ENGL 292 OR ENGL 309 OR ENGL 313 OR ENGL 317 OR ENGL 401 | | 3 |
| Hours | | 17 |
| Fall Term 3 | | Hours |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Hours | | 15 |
| Spring Term 3 | | Hours |
| EDCI 410 | Technology, Teaching and Learning | 2 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Social and Behavioral Ways of Knowing Course | | 3 |
| American Diversity Course | | 3 |
| Hours | | 17 |
| Fall Term 4 | | Hours |
| EDCI 463 | Literacy Methods for Content Learning | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| Teaching Endorsement, Major Elective Course | | 3 |
| (EDCI 449 AND EDCI 447) OR (EDCI 431 AND EDCI 441) OR (EDCI 432 AND EDCI 442) OR (EDCI 433 AND EDCI 443) OR (EDCI 434 AND EDCI 454) OR (EDCI 436 AND EDCI 446) | | 4 |
| Hours | | 16 |

Spring Term 4

| | | |
|--------------------|----------------------|------------|
| EDCI 401 | Internship Seminar | 1 |
| EDCI 485 | Secondary Internship | 15 |
| Hours | | 16 |
| Total Hours | | 128 |

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

1. The student understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The student uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The student works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The student understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. The student 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. The student understands and 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.
7. The student 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. The student understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
9. The student engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The student seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. The teacher candidate 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. Teacher candidates build capacity in learners to utilize the assets

that each learner brings to the learning community based on their backgrounds and experiences.

12. The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
13. The teacher 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.