

# ELEMENTARY 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, the Idaho Comprehensive Literacy Assessment parts 1 and 2 prior to the internship. Students must maintain minimum 2.75 GPAs and earn grades of C or above in the following courses:

## 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 321	Literature for Children	3
EDCI 466	Literacy Assessment and Intervention	3
EDSP 300	Educating for Exceptionalities	3
HIST 101 or HIST 102	World History I World History II	3
HIST 111 or HIST 112	United States History I United States History II	3
MATH 143	Precalculus I: Algebra	3
MTHE 235	Mathematics for Elementary Teachers I	3
MTHE 236	Mathematics for Elementary Teachers II	3
ESHS 350	Elementary Health and Physical Education	1
PSYC 305	Developmental Psychology	3
Select one Advanced Composition Elective 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 English Elective in Composition or Literature <sup>1</sup>		3
Select one Literature Elective		3
Select 6 credits of Social Science Electives other than Psychology		6
<b>Elementary Education Major Requirements</b>		
EDCI 408	Integrated Elementary Methods Practicum I	3
EDCI 409	Integrated Elementary Methods Practicum II	1
<i>Mathematics/Science/Social Studies/Technology Block</i>		
EDCI 327	Elementary Math Education	3
EDCI 328	Elementary Social Studies Education	3
EDCI 329	Elementary Science Education	3
EDCI 410	Technology, Teaching and Learning	2
<i>Literacy/Arts Education Block</i>		
DAN 360	Teaching Creative Dance and Dance Integration for Children	1
EDCI 320	Teaching Reading and Literacy	3

EDCI 322	Teaching Writing/Language Arts	3
EDCI 325	Elementary Art Education	3
<i>Internship Semester</i>		
EDCI 401	Internship Seminar	1
EDCI 483	Elementary Internship I	14
<b>Total Hours</b>		<b>95</b>

### Courses to total 120 credits for this degree

1

Excluding ENGL 101 Writing and Rhetoric I and ENGL 102 Writing and Rhetoric II.

Fall Term 1		Hours
EDCI 201	Contexts of Education	3
ENGL 101	Writing and Rhetoric I	3
MATH 143	Precalculus I: Algebra	3
Scientific Ways of Knowing Course		4
HIST 101 OR HIST 102		3
<b>Hours</b>		<b>16</b>
Spring Term 1		Hours
ENGL 102	Writing and Rhetoric II	3
COMM 101	Fundamentals of Oral Communication	3
Scientific Ways of Knowing Course		4
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
<b>Hours</b>		<b>16</b>
Fall Term 2		Hours
EDCI 301	Learning, Development, and Assessment	3
Humanistic and Artistic Ways of Knowing Course		3
Composition or Literature, Major Elective Course		3
ENGL 207 OR ENGL 208 OR ENGL 290 OR ENGL 309 OR ENGL 313 OR ENGL 317 OR ENGL 401		3
HIST 111 OR HIST 112		3
<b>Hours</b>		<b>15</b>
Spring Term 2		Hours
EDCI 302	Teaching Culturally Diverse Learners	3
EDSP 300	Educating for Exceptionalities	3
MTHE 235	Mathematics for Elementary Teachers I	3
Social Science, Major Elective Course		3
Elective Course		2
<b>Hours</b>		<b>14</b>
Fall Term 3		Hours
EDCI 321	Literature for Children	3
MTHE 236	Mathematics for Elementary Teachers II	3
PSYC 305	Developmental Psychology	3
Social Science, Major Elective Course		3
Literature, Major Elective Course		3
<b>Hours</b>		<b>15</b>
Spring Term 3		Hours
DAN 360	Teaching Creative Dance and Dance Integration for Children	1
EDCI 320	Teaching Reading and Literacy	3
EDCI 322	Teaching Writing/Language Arts	3
EDCI 466	Literacy Assessment and Intervention	3
EDCI 325	Elementary Art Education	3
EDCI 409	Integrated Elementary Methods Practicum II	1
<b>Hours</b>		<b>14</b>
Fall Term 4		Hours
EDCI 410	Technology, Teaching and Learning	2
ESHS 350	Elementary Health and Physical Education	1

2 Elementary Education (B.S.Ed.)

EDCI 408	Integrated Elementary Methods Practicum I	3
EDCI 329	Elementary Science Education	3
EDCI 328	Elementary Social Studies Education	3
EDCI 327	Elementary Math Education	3
<b>Hours</b>		<b>15</b>
<b>Spring Term 4</b>		
EDCI 401	Internship Seminar	1
EDCI 483	Elementary Internship I	14
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

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. Graduates understand 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 design and implement developmentally appropriate and challenging learning experiences.
2. Graduates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Graduates work 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. Graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Graduates understand 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. Graduates understand and use 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. Graduates plan 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. Graduates understand and use 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. Graduates engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
10. Graduates seek 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.