

# BOISE STATE UNIVERSITY

## College of Social Sciences & Public Affairs

### *The Professional Educator*

## History – Secondary Education

### Advising Checklist

College of Social Sciences &  
Public Affairs Conceptual  
Framework

### ADVISING

Advisor: Chandra Wilson  
 Email: [chandrawilson@boisestate.edu](mailto:chandrawilson@boisestate.edu)  
 Schedule appointment with Chandra:  
[historypeeradvisor.youcanbook.me](http://historypeeradvisor.youcanbook.me)  
 Advisor: John Bieter  
 Office: L-152G  
 Phone: 426-5332  
 Email: [johnbieter@boisestate.edu](mailto:johnbieter@boisestate.edu)

<http://sspa.boisestate.edu/history/undergraduate-students/certification-for-secondary-education/>

Questions about...

- Praxis Exams
- Applications
- Certification

Contact the Teacher Education Office  
(E-722) 426-2756.

\_\_\_\_\_  
Name

\_\_\_\_\_  
ID Number

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Catalog Year

\_\_\_\_\_  
E-mail address

PRAXIS I (PPST) WRITING

*Passing score 172*

*Take before applying to Teacher Education*

PRAXIS II: WORLD & US HISTORY

*Test # 0941; passing score 141*

*Must be completed before beginning Block III*

**SCORE**


You may take the PRAXIS I (PPST) exams locally at Prometrics; call 373-1815 or 1-800-853-6769 for information. To sign up for the PRAXIS II exams you must go to [www.ets.org](http://www.ets.org). Information about all PRAXIS exams can be found at [www.ets.org](http://www.ets.org). There are study guides available at the local bookstores or online at [www.ets.org](http://www.ets.org).



**BOISE STATE UNIVERSITY**

COLLEGE OF SOCIAL SCIENCE  
AND PUBLIC AFFAIRS  
*Department of History*

## History Secondary Education Checklist

### General information:

1. Content majors for initial or second bachelor's degrees are established by the academic departments and candidates must meet all departmental requirements listed in the applicable Boise State University Undergraduate Catalog (available at <http://registrar.boisestate.edu/Catalogs.htm>).
2. When applying to Teacher Education you must be completing ED-CIFS 201, EDTECH 202, and be within two semesters of completing your major content area and general requirements. Your cumulative GPA must be at least 2.75, your Major GPA must be at least 2.5 and your Education GPA must be at least 3.0 prior to admittance. Please note the "Limitations to Admission" on p. 127 of the Undergraduate Catalog.
3. You must have passed the PRAXIS I Writing and the score must be in the Office of Teacher Education prior to being admitted to Teacher Education.
4. You must have taken and passed ALL tests prior to being admitted to the Student Teaching Professional Year. The passing scores must be in the Office of Teacher Education. Your cumulative GPA, Major GPA, and Education GPA must be at least 2.75 in order to begin your Professional Year.
5. The application for your Professional Year is submitted during your Block I semester. It is admission to the Block II courses and internship, as well as Block III student teaching. All content area courses in your major and the PRAXIS II examination in the major field, and any minor certification areas or endorsements, must be passed before student teaching.
6. Blocks I, II, & III are your last three semesters.
7. All questions about placements are to be directed to the Office of Teacher Education (E-722).

### Definitions:

- Catalog.....The catalog was given to you when you were admitted. It is the plan that you must follow throughout your university career.
- Schedule of classes.....A schedule of classes is posted online each semester showing you what is being offered during the next semester, on which days and at what time.
- Academic Check List.....This form is your academic checklist. You are to keep it up to date. When applying for Teacher Education or the Professional Year you will make a copy of pages 2 and 3 to include in your application.

### Deadlines that must be met:

1. It is best if PRAXIS I in Writing is taken and passed at least one semester prior to application to Teacher Education. Please apply even if you still need to take the test. The scores MUST be in the Office of Teacher Education prior to being allowed into Teacher Education.
2. Apply for the Undergraduate Secondary Teacher Certification Program at <http://education.boisestate.edu/teachered>.
3. **Application for Teacher Education is due the THIRD FRIDAY in September for spring admittance. Applications are online at <http://education.boisestate.edu/teachered>.** An interview will be required prior to admittance. Any questions about the application should be directed to the Office of Teacher Education (E-722).
4. It is best if PRAXIS II in World & US History (0941) is taken and passed (141) at least one semester prior to Student Teaching. The scores MUST be in the Office of Teacher Education prior to being allowed to Student Teach.
5. **Application for Professional Year is due the FIRST FRIDAY in February for fall admittance. Applications are online at <http://education.boisestate.edu/teachered>.** Any questions about the application should be directed to the Office of Teacher Education (E-722).

### General Requirements

#### Foundational Studies

	Units	Grade
ENGL 101	3	<input type="text"/>
ENGL 102	3	<input type="text"/>
UF 100 (Qualifying transfer students take UF 300) †	3	<input type="text"/>
UF 200 (Qualifying transfer students take UF 300) †	3	<input type="text"/>
DLM Mathematics	3-4	<input type="text"/>
DLN Natural, Physical, & Applied Science	4	<input type="text"/>
DLN Natural, Physical, & Applied Science	3-4	<input type="text"/>
DLV Visual and Performing Arts	3	<input type="text"/>
DLL Literature and Humanities	3	<input type="text"/>
DLS ED-CIFS 201	3	<input type="text"/>
DLS POLS 101	3	<input type="text"/>
ED-TECH 202	3	<input type="text"/>

#### Major Content Requirements

*One year of college foreign language in sequence	8	<input type="text"/>
CID HIST 220 (pre-requisite for upper-division History coursework)	3	<input type="text"/>
HIST 111	3	<input type="text"/>
HIST 112	3	<input type="text"/>
FF HIST 498	3	<input type="text"/>
World History (Choose from HIST 101 or 102, 201 or 202, 121, 131, 141, or 151)	12	<input type="text"/>
European History Course (HIST 301, 302, 303, 304, 305, 306, 308, 309, 312, 313, 318, 319, 322, 323, 324, 325, 326, or 380)	3	<input type="text"/>
History of the Americas Course (HIST 331, 332, 334, 338, 341, 342, 343, 344, 346, 347, 348, 350, 351, 361, 362, 363, or 381)	3	<input type="text"/>
Non-Western History Course (HIST 366, 368, 369, 371, 373, 374, or 382)	3	<input type="text"/>
Additional Upper-Division History Courses	12	<input type="text"/>
Electives to total 120 credits	0-2	<input type="text"/>

\*Language equivalency required by the history department will be determined by the department of modern languages or the history department.

† Talk to your advisor to see if you qualify to take UF 300 instead of UF 100 and UF 200.

**ADMISSION TO TEACHER EDUCATION IS REQUIRED BEFORE ENROLLING IN THE FOLLOWING BLOCK I EDUCATION COURSES.**

**Block I** The following courses constitute Block I and must be taken together.

ED-CIFS 301	Teaching Experience (50 hrs)	1	<input type="text"/>
ED-CIFS 302	Learning and Instruction	4	<input type="text"/>
ED-SPED 350	Teaching students with Exceptional Needs	3	<input type="text"/>

**ADMISSION TO PROFESSIONAL YEAR IS REQUIRED BEFORE ENROLLING IN THE FOLLOWING BLOCK II & III EDUCATION COURSES.**

**Block II** The following courses constitute Block II and must be taken together.

ED-CIFS 401	Professional Year – Teaching Experience (100 hrs)	2	<input type="text"/>
ED-CIFS 405	Teaching Secondary Social Studies	3	<input type="text"/>
ED- LTCY 444	Content Literacy for Secondary Education	3	<input type="text"/>

**Block III** (All coursework and required Praxis II exams MUST be completed prior to Block III. ED-CIFS 484 is for a Junior High setting and ED-CIFS 485 is for a High School setting.)

ED-CIFS 484/485	Professional Year – Teaching Experience	16	<input type="text"/>
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**\*\*\*Note: All of the previous information can also be found in the 2012-2013 Undergraduate Catalog.**

**The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Educators believe that all children, adolescents, and adults can learn and to dedicate themselves to supporting that learning. Using developmentally, technologically, and educationally effective approaches that promote high levels of student achievement and guided by state and national standards, educators create environments that prepare learners to contribute to a democratic society within a global context. Regardless of their area of specialization, all educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Standards for Initial Certification in Idaho**

**Standard #1: Knowledge of Subject Matter** The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

**Standard #2: Knowledge of Human Development and Learning** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard #3: Adapting Instruction for Individual Needs** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

**Standard #4: Multiple Instructional Strategies** The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

**Standard #5: Classroom Motivation and Management Skills** The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

**Standard #6: Communication Skills** The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Standard #7: Instructional Planning Skills** The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard #8: Assessment of Student Learning** The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Standard #9: Professional Commitment and Responsibility** The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard #10: Partnerships** The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

The teacher candidate must also meet "Enhancement" standards in order to become certified in a specific content area. The Core Teacher Standards outline what every teacher needs to know and be able to do. The Enhancement Standards outline what teachers need to know and be able to do in their content areas (such as Math, Science, Language Arts, etc.).