

Education Division

CONTACT PERSON

Chair: Jannette Hill, PhD

e-mail: jhill@lcsc.edu

Division Office: SPH 103 Phone: 792-2260 Fax: 792-2820

Web: <http://www.lcsc.edu/education>

FACULTY

- Marika Botha, PED, ACW 118 mbotha@lcsc.edu 792-2346: Kinesiology, Health
- Melinda Butler, PhD, mkbutter@lcsc.edu, 292-1288: Education
- Michael Collins, PhD, ACC 179 mcollins@lcsc.edu 792-2308: Kinesiology, Health
- Shauna Castellaw, M Ed, SPH 275 scastell@lcsc.edu 792-2891: Literacy, Elementary Teacher Education
- Linda Coursey, PhD, SPH 207 lkcoursey@lcsc.edu 792-2078: Literacy, Elementary Teacher Education
- Michelle Doty, MS, SPH 302 mddoty@lcsc.edu 792-2265: Special Education
- Bob Hayes, MA, SPH 301 bhayes@lcsc.edu 792-2827: Addiction Studies, Psychology
- William Hayne, MS, SPH 210D bhayne@lcsc.edu 792-2080: Elementary Teacher Education, Director of Field Experience
- David Massaro, PhD, SPH 102 damassaro@lcsc.edu 792-2730: Elementary Teacher Education
- Gary Mayton, PhD, SPH 304A gmayton@lcsc.edu 792-2844: Technologies for Teaching and Learning, Teacher Education
- Cliff Matousek, EdD, SPH 209 clmatousek@lcsc.edu 792-2836: Math/Science, Elementary Teacher Education
- Carol Nelson, EdD, SPH 272 cjnelson@lcsc.edu 792-2285: Literacy, Elementary Teacher Education
- Clay Robinson, PhD, ACW 119 crobinso@lcsc.edu 792-2382: Kinesiology, Health
- Gwen Taylor, EdD, SPH 312 gtaylor@lcsc.edu 792-2263: Literacy, Elementary Teacher Education
- Holly Tower, PhD, SPH 219 htower@lcsc.edu 792-2286: Literacy, Special Education, Elementary Teacher Education
- Elizabeth Van Clief, PED, ACW 117 vanclief@lcsc.edu 792-2277: Kinesiology, Health, Secondary Teacher Education
- Heather Van Mullem, PhD, ACW 116 hivanmullem@lcsc.edu 792-2781: Kinesiology, Health
- Kenneth Wareham, PhD, SPH 206 klwareham@lcsc.edu 792-2625: Secondary Teacher Education

ADJUNCT FACULTY

- Kathy Baker, MS, kbaker@lcsc.edu 773-1508: Education
- Tracy Collins, BS, tcollins@lcsc.edu 792-2000: Kinesiology
- Ann Cunningham, MS, amcunningham@lcsc.edu 509-448-9410: Education
- Emily Donaldson, BA, eroda12@hotmail.com 816-1510: Education
- Kai Fong, MS, LCSC Tennis Center, kfong@lcsc.edu 792-2309: Kinesiology
- Janet Goodheart, MA, jrgoodheart@lcsc.edu 758-3169: Special Education
- Jennifer Greeny, BA, jagreeny@lcsc.edu 792-2258: Kinesiology
- Jessica Hammond, PhD, jahammond@lcmail.lcsc.edu 755-8256: Education
- Austin Johnson, MS, abjohnson@lcsc.edu 792-2271: Kinesiology
- Gudrun Leonard, MS glhiggins@lcsc.edu 748-3400: Special Education
- Linda Kazda, EdD, lkazda@clearwire.net 748-3432: Literacy
- Rebecca Kramasz, MS, rekramasz@lcsc.edu 748-3842: Education
- Julie Rendall, MS, jjrendall@lcsc.edu 995-5833: Education

- Ron Simpson, BS, rsimpson@sd273.com 457-0772: Education
- Doug Steele, MA, RCH 111 dlsteele@lcsc.edu 792-2086: Addiction Studies
- Kristine Stensrude, MS, krisstensrude@co.nezperce.id.us 305-1316: Addiction Studies
- Lee Ann Wiggin, MS, ACW 120 lawiggin@lcsc.edu 743-6153: Kinesiology, Health

OVERVIEW

The Division of Education provides access to high-quality baccalaureate degree programs in Health, Kinesiology, Sport Administration, Elementary Education, Secondary Education, Special Education, General Studies and Interdisciplinary Studies, as well as a variety of certificates and endorsements, using both traditional and non-traditional means of delivery for a diverse population.

SPECIAL ACCREDITATION

The Teacher Education Program:

- National Council for Accreditation of Teacher Education (NCATE) and approved by the State of Idaho

TEACHING ENDORSEMENTS

- Gifted/Talented Learner K-12
- Health 6-12
- Literacy K-12
- Physical Education K-12 or 6-12
- Standard Exceptional Child Certificate with a Generalist K-12
- Teaching English as a Second Language K-12

ADVISING

Academic advising is mandatory for all Education Division majors. An advisor is assigned when a student declares a major within the Division. Students with academic advising questions or concerns should meet with their advisors during posted office hours or by appointment. Students are required to meet and personally obtain their assigned advisor's approval on course selections. Students should come to advising appointments with a tentative class schedule prepared. Secondary Education majors and Sport Administration majors must have two advisors. See specific majors for additional information.

MAJORS AND MINORS OFFERED

MAJORS

GENERAL STUDIES

The General Studies major serves a number of student's needs: for strong liberal arts programs; for thorough pre-professional coursework; as preparation for many graduate programs. See the Academic Programs section for additional information on this major.

INTERDISCIPLINARY STUDIES

The Interdisciplinary Studies major permits students the opportunity to design a course of study to satisfy personal and career goals. Students interested in an academic area within the Interdisciplinary option MUST contact the Division office of the discipline they intend to pursue as their primary area of study. See the Academic Programs section for additional information on this major.

KINESIOLOGY AND HEALTH

The discipline of Kinesiology explores the art and science of human movement. In the Health and Kinesiology program, students develop an appreciation of the human body and its tremendous potential, as well as an understanding of the relationship between positive lifestyle choices and long-term improvements in health and well-being. According to the Bureau of Labor Statistics, leisure, fitness and recreation services rank just behind health care and high technology as expanding career fields for the 21st century. Education, therapeutic exercise, geriatric wellness, health and fitness leadership, sports training, coaching, athletic medicine, sports and fitness communication, and commercial fitness are areas in which most graduates in Kinesiology seek career opportunities. Additional avenues open to graduates include positions in service agencies, private athletic and recreation clubs, recreation organizations, corporate fitness programs, commercial and summer camps, and sporting goods companies. Many students choose to go to graduate school in a variety of fields including exercise science, public health, sport administration, athletic training, physical and occupational therapy.

Students seeking a Bachelor of Science in Kinesiology will complete a program of study with either:

1. Course work leading to K-12 Physical Education and Secondary School Health Teaching Endorsements (see Secondary Teacher Certification section) or
2. Course work in one of four emphases:
 - Health Promotion/Personal Training/Corporate Fitness
 - Exercise Science/Sports Medicine
 - Sports Administration/Coaching
 - Youth Sports/Recreation

SPORT ADMINISTRATION

This major prepares students to integrate principles relating to business, kinesiology, and health to the administration and management of athletic programs and organizations, fitness and health clubs, sport recreation services, and related activities. This major focuses on planning and development; promotion, marketing, and recruitment; management of events, facilities, and personnel; and financial management principles. Sport Administration candidates must have two advisors, one from Kinesiology and one from Business.

KINESIOLOGY & HEALTH MINORS

COACHING

Students interested in coaching in schools, youth organizations or recreation departments will find the 21 credit coaching minor will enhance their employability. Students completing the coaching minor will be able to demonstrate skills and knowledge related to:

1. Injury prevention, care and management
2. Risk management
3. Growth, development and learning
4. Training, conditioning and nutrition
5. Social/psychological aspects of coaching
6. Sport specific skills, tactics and strategies
7. Teaching/coaching and continued professional development
8. Administration

HEALTH

This minor is designed for individuals interested in health promotion and/or teaching health/wellness in allied health organizations, fitness/wellness programs, recreation programs, and schools. Upon completion of this minor, teacher education students will

qualify for teacher certification in health in Idaho secondary schools.

KINESIOLOGY

The Kinesiology minor is designed for:

- 1.** An individual interested in motor skill development and physical activity in a variety of related careers including sports administration, sales, recreation, social services, and journalism.
- 2.** The prospective teacher with another subject major, but who may wish employment with K-12 or 6-12 physical education or coaching as part of the teaching load.

KINESIOLOGY PROGRAM STANDARDS

Graduates from the Kinesiology program will meet the following program standards:

Standard 1: Knowledge of Subject Matter

Understand the central concepts, tools of inquiry, and structures of the discipline taught and create experiences for individuals that make these aspects of subject matter meaningful.

Standard 2: Knowledge of Human Development and Learning

Understand how individuals learn and develop, and provide opportunities that support their physical, cognitive, social and emotional development.

Standard 3: Adapting Instruction for Individual Needs

Understand how individuals differ in their approaches to learning and create instruction and programs adapted to individuals with diverse needs.

Standard 4: Multiple Strategies for Instruction and Participation

Understand and use a variety of instructional strategies to develop critical thinking, problem solving and performance skills.

Standard 5: Motivation and Management Skills

Understand individual and group motivation and behavior to create programs and learning environments that encourage positive social interaction, active engagement, and self-motivation.

Standard 6: Communication Skills

Use a variety of communication techniques to foster inquiry, collaboration and supportive interaction in a variety of settings.

Standard 7: Planning Skills

Plan instruction and programs based on knowledge of the subject matter, participants, the community, and program goals.

Standard 8: Assessment Strategies

Understand, use, and interpret formal and informal assessment strategies to advance individual performance and to determine program effectiveness.

Standard 9: Professional Commitment

Be a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the profession.

Standard 10: Partnerships

Interact in a professional, effective manner with colleagues, families, and community agencies to support growth and well-being of programs and the participants.

Standard 11: Safety

Provide for a safe environment for learning and participating in physical activity.

KINESIOLOGY ASSESSMENT: SECONDARY CERTIFICATION

Students seeking Physical Education K-12/Health 6-12 certification must complete the following in addition:

- 1. Praxis Exams:** Candidates must pass Praxis II exams #0091 and #0550 prior to beginning their internship.
- 2. Candidates** must successfully demonstrate competency in using technology to enhance instruction
- 3. Portfolio:** Teacher certification candidates must demonstrate that they have the knowledge, skills and dispositions needed to be effective classroom teachers and to positively impact student learning. Development of the portfolio is a yearlong endeavor. During a candidate's internship experience, he/she collects, organizes, and displays evidence that he/she is able to meet the standards required for completion of the LCSC Teacher Education Program.
- 4. Exit Interview:** As a final evaluation on an intern's ability to demonstrate the professional competencies required by the program, she/he must pass an exit interview. An on-site teacher-educator who is familiar with the intern's capabilities and a second representative from the Education Division also participates in the exit interview.

KINESIOLOGY (NON-TEACHING)

Students graduating with a degree in Kinesiology (non-teaching) must complete the following:

- 1. Senior Exit Exam:** As a culminating activity prior to graduation, seniors must take a comprehensive oral content knowledge exam.
- 2. Senior Research Project:** Seniors must complete an independent research project that includes a review of the related literature, collection and analysis of data, and a final oral presentation.
- 3. Portfolio:** Seniors must complete a portfolio documenting competency in the field.

KINESIOLOGY CLUB

The Kinesiology Club welcomes all students majoring or minoring in Kinesiology, Health or related fields. The club plays a campus wide leadership role in promoting lifespan physical activity, sports and other health enhancing behaviors. For example, club members assist in the campus Fitness and Wellness program, supervise campus facilities and special events, and host guest speakers. Club fundraisers help members attend state, regional and national conferences. The club's social functions include group meetings and a year-end barbeque.

TEACHER CERTIFICATION

LCSC continues to draw regional recognition for its excellence in preparing teachers. The College offers innovative programs in elementary and secondary education that are integrated and competency-based. It promotes high quality in teaching through a unique combination of course coherence, collaborative instruction, community partnerships, and performance assessment. The programs are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to effectively help all students learn. Quality field experiences are the cornerstone of LCSC's Teacher Education Programs. Students participate in multiple school-based experiences with teachers who demonstrate "best practices." Field experiences begin with a twenty-hour practicum and

culminate with an internship. These experiences provide teacher candidates with opportunities to explore the connection between theory and practice, as well as to work with students from culturally diverse and exceptional populations. Students gain confidence through reflective practice and competence through frequent interaction with a community of skilled practitioners. Students in teacher education will provide evidence through performance that they 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 teacher certification.

ADMISSION REQUIREMENTS

Students seeking admission to the Teacher Education Program must comply with admission requirements as stated in this catalog. Teacher Education program requirements may change to comply with accreditation requirements, professional certification requirements, etc. Students may be required to meet College graduation requirements under a different catalog than that used to obtain admission to the Teacher Education program.

Admission to the Teacher Education program

The performance-based Teacher Education program for Elementary Education is composed of the following three phases:

- I. Pre-professional Studies
- II. Professional Studies
- III. Professional Internship

After completing the General Education Core and pre-professional studies courses, Phase I, students who meet entry requirements may apply for admission into the Teacher Education program. Application information is available from the Education Division office or online at <http://edudev.lcsc.edu/application.htm>. It is the responsibility of the student to secure admission to the Teacher Education program and maintain that status. Students must be formally admitted to the program prior to participation in Phase II. The Division of Education admission procedure addresses three areas:

- 1.** scholarship
- 2.** a qualifying entrance examination and interview
- 3.** professional experience

Adverse factors will also be considered in the admissions decision. Those adverse factors include para-competencies (i.e.-personal characteristics/attitudes inconsistent with the teaching profession exhibited by the student such as racism, intolerance, chronic lateness, patterns of course withdrawals, patterns of course incompletes, and moral turpitude).

Students must apply for admission into the Teacher Education program no later than the first day of the semester prior to the semester in which they plan to begin Phase II course work. Students who plan to begin Phase II course work in the fall should apply no later than the first day of the previous spring semester (mid-January). Students who plan to begin Phase II course work in the spring should apply no later than the first day of the previous fall semester (mid-August). **PLEASE NOTE:** *Admission to the Teacher Education Program will be based on the predetermined number of available, quality internship sites.*

Entrance into the Teacher Education program requires:

- 1.** Course work: Satisfactory completion of all Phase I course work with a grade of "C-" or better in each course. Exception: Must have "C" or better in English 101 to advance to English 102. Note: At the time of application, students should be completing the last of

these required courses.

- 2. Entrance Examination:** Passing scores in math, reading, and writing on the COMPASS Placement Exam or the ACT exam or the SAT exam for undergraduates. This exam is not required for students who already have a baccalaureate degree.
- 3. Scholarship:** A minimum LCSC cumulative grade point average (GPA) of 2.75; in addition, secondary candidates must maintain a minimum grade point average of 3.0 in their major teaching field.
- 4. Professional Experience:** Evidence of successful work with children or adolescents and a short reflective essay.
- 5. Interview and Writing Sample:** Students compose an extemporaneous essay followed by a formal interview with a panel of professionals from the education field.
- 6. Official transcripts:** Required from all higher education institutions attended, other than LCSC.

Transfer Students, entrance into the Teacher Education program requires:

- 1.** A transfer credit evaluation by the Education Division Program Assistant immediately following admission to LCSC.
- 2.** Admission to the Teacher Education Program (see above).
- 3.** Completion of a minimum of 32 LCSC credits before graduation (see baccalaureate degree requirements).

Post-Baccalaureate Students, entrance into the Teacher Education program requires:

- 1.** A transfer credit evaluation by the Education Division Program Assistant immediately following admission to LCSC.
- 2.** Admission to the Teacher Education program (see above).

Certified Teachers should:

- 1.** Consult with the Education Division Program Assistant directly after being admitted to LCSC.
- 2.** Complete the Education Division Special Permission Form to take certain upper division course work.

ELEMENTARY EDUCATION MAJOR

Students enrolled in the Elementary Teacher Education program (grades K-8) will complete 62 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. 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, in content areas taught to elementary students. Students in Elementary Education will provide evidence through performance that they 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. In accordance with state certification requirements, students will complete coursework for a minor and endorsement in a second teaching area. It is the student's responsibility to work closely with his/her advisor to ensure compliance with certification requirements.

SECONDARY TEACHER CERTIFICATION

The Secondary Teacher Education program prepares teacher candidates for certification in grades 6-12. It requires 24 credits of Education course work in professional foundations and studies and 13 credits during internship. Students apply for admission to the program after successfully completing nine credits of Education course work in professional foundations. During the course of the studies, candidates may be asked to reapply to the program if their GPA falls below 2.75 in general course work and 3.0 in their selected content area(s) of endorsement such as biology, chemistry, earth science, English, math, natural sciences, physical education/health, or social studies. There are separate degree requirements for each major and minor endorsement area.

Secondary Teaching Certificates (grades 6-12) are endorsed for subject areas according to Idaho Teacher Certification standards. All certificates require a minimum of 30 semester credits for a teaching field major and 20 semester credits for a teaching minor. For a single teaching field major, a minimum of 45 semester credits is required. The following LCSC areas are approved for teaching field majors: Biology, Chemistry, Earth Science, English; Kinesiology-Physical Education K-12 and Health 6-12; Mathematics; Natural Sciences; and Social Science with a History emphasis (see degree requirements for each major). For marketability purposes, students are encouraged to pursue endorsements and minors in a second teaching field; consult with an advisor for the proper procedure. Secondary Education majors must have a content area advisor and a Secondary Education advisor.

Graduates from other colleges or universities seeking secondary teacher certification must fulfill all Secondary Education professional course work requirements in addition to meeting all academic major or minor teaching field requirements for subject area endorsement.

Students in the Secondary Education Certification program are expected to provide evidence through performance that they 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 secondary teacher certification.

ADVISING

Secondary Teacher Certification candidates must have two advisors; one for their academic major and one for secondary certification.

PACE PROGRAM - PATHWAY FOR ACCELERATED CERTIFICATION AND ENDORSEMENT

Using a distance learning format, the PACE program offers a nontraditional path to Teacher Certification for students in rural areas. PACE is intended for mature, responsible nontraditional students who want to change careers to teaching. Paraprofessionals and those with previous classroom experience find that the PACE program affords a smooth transition to Teacher Certification. Candidates who decide to enter the PACE program must initially apply for admission to Lewis-Clark State College.

ELEMENTARY PACE

The PACE Elementary program requires candidates to hold an associate or higher degree from an accredited college or university. Candidates will fulfill the requirements for a Bachelor of Science degree in Elementary Education and teacher certification at the conclusion of the program. Candidates officially begin the program in the summer, so they must plan to attend two consecutive summer sessions. The remaining coursework is

accomplished in two semesters utilizing distance learning technology, and a final semester of on-site internship (near the candidate's home).

Candidates should apply to the PACE Elementary program prior to the beginning of the first summer session. To be guaranteed a summer position, Phase I coursework must be complete. There are a fixed number of openings in the PACE program, so qualified candidates will be admitted as positions open. When candidates are offered admission, they must accept within two weeks or forfeit their position on the list. Candidates must enroll in at least one course per semester and complete the two summer sessions. Candidates are allowed up to four years to complete the program; those who do not complete the program within four years will have to reapply for admission to PACE.

The procedures for admission to the Teacher Education program help assure that teacher candidates are prepared academically and well motivated to complete the intensive teacher education coursework and internship field experiences.

1. Submission of a complete application to the Teacher Education program including signed "Statement of Release" and payment of application fees. (Application can be found at <http://edudiv.lcsc.edu/forms/>)
2. Satisfactory completion of Phase I courses with grades of "C-" or better in each course.
3. Completion of Academic Program Information Form (PIF).
4. A minimum 2.75 GPA.
5. Passing scores on the Teacher Education Program Entrance Interview and exams.
6. Evidence of successful work with children in various formal and informal settings.
7. Official transcripts from all higher education institutions attended other than LCSC.

SECONDARY PACE

The PACE Secondary Program requires candidates to already hold a bachelor's degree or higher from an accredited college or university. Candidates will fulfill the requirements to receive secondary teacher certification with specific content area endorsements to teach grades 6-12 at the conclusion of the program. Candidates are required to attend a 3-day orientation in the summer. The remaining coursework is accomplished utilizing distance learning technology, and a final semester of on-site internship (near the candidate's home).

Candidates of the PACE Secondary Program follow the same admission requirements to the Teacher Education Program as outlined above. Those who are interested in the PACE Program should request a transcript evaluation by the PACE program assistant. Forms are available at <http://edudiv.lcsc.edu/forms/>. Follow the link to "Request for Transcript Evaluation".

For more information, contact:

- Dr. David Massaro, Elementary Education PACE Coordinator, damassaro@lcsc.edu; 792-2730
- Secondary Teacher Education PACE Coordinator; 792-2487
- Dawn Byers, PACE Program Assistant, dbyers@lcsc.edu; 792-2553

EXPECTATIONS OF STUDENTS

Candidates for the baccalaureate degree in the Teacher Education programs must meet the LCSC baccalaureate degree requirements, maintain an overall GPA of 2.75, and pass the Praxis II subject specialty exam(s) in their area as required by the state of Idaho. In addition, Elementary Education candidates must pass the State of Idaho Comprehensive Literacy Assessment. It is the student's responsibility to ensure that his/her program of

study fulfills the General Education, major, minor, certification, and endorsement requirements. Requirements for graduation and requirements for teacher certification differ. The Office of Admission/Registrar has authority over graduation requirements. Therefore, the Education Division does not substitute or waive any institutional General Education requirements. Further, such a substitution or waiver may jeopardize teacher certification. Students desiring to substitute or waive General Education requirements should consult with their Education advisor before petitioning.

PROFESSIONAL STANDARDS FOR THE K-12 TEACHER

Teacher Education faculty in the Division of Education believe that in order to ensure the continuous intellectual, social, and physical development of all learners, the qualified teacher must perform several roles. In serving these roles, teachers demonstrate knowledge, skills, and dispositions related to eight main areas of professional competence. Successful teacher candidates must consistently exhibit:

1. Appropriate conduct as a professional
2. Knowledge of the foundations of the profession
3. Expertise in all subjects taught
4. Skills as an educational designer
5. Skills as an educational facilitator
6. Skills as an educational evaluator
7. Capacity for reflective practice
8. The ability to embrace the ideas of a culturally responsive educator.

Through participation in each of the Teacher Education programs at LCSC, teacher candidates have opportunities to develop, nurture, and demonstrate their professional competence in each of these eight areas.

The Dedicated Professional. The teacher conducts herself/himself in a manner which shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Knowledgeable Professional. The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

The Content Specialist. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

The Educational Designer. The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

The Educational Facilitator. The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective classroom

organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The Educational Evaluator. The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

The Reflective Professional. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

The Culturally Responsive Educator. The teacher is a culturally responsive educator who understands and embraces the ideas of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions, and experiences of students from diverse experiences.

The curriculum for Teacher Education at LCSC promotes the development and practice of these qualities through performance based courses and field experiences.

TEACHING INTERNSHIP INFORMATION

For Elementary Education majors, the Teaching Internship is a two semester sequence of integrated course work and field experiences.

For teacher candidates seeking certification in Secondary Education (6-12), the Teaching Internship consists of one semester in the field. Over the course of the semesters, the candidate engages in field-based opportunities to apply the knowledge, skills, and dispositions developed in course work. The internship provides the teacher candidate with mentored experiences in all areas of teacher performance.

Students must be admitted to the Teacher Education program and pass their required Praxis examination(s) before an internship placement is considered. A grade of "B-" or better is required for all professional education Phase II and Phase III course work.

During the internship, candidates are expected to fulfill additional responsibilities both on campus and at their assigned school site. Interns are to complete course assignments as well as duties assigned at their school. They should perform professionally according to public school policies and procedures. Failure to successfully progress through the internship may result in an extended internship, inability to continue with the internship experience, or withdrawal from the Teacher Education program.

The internship involves a candidate's total commitment for the entire term of assignment. For this reason the Education Division chairperson must approve any additional course work. Extracurricular college activities, coaching, and outside employment are not to

interfere with achieving a successful internship experience.

Candidates' requests for college and school supervision in long distance internship sites (outside the LCSC service area) must be made in writing. Candidates will be assessed a fee to assist in paying the added expense of supervision at a long distance site. The instructional teams must approve all requests for distant internships. No guarantee is made that a long distance site will be available or approved.

ASSESSMENT

COMPASS, ACT, or SAT PLACEMENT EXAM

To demonstrate acquisition of basic skills, undergraduate students seeking admittance into the teacher education programs must pass math, reading, and writing sections of the COMPASS, ACT, or SAT exam at a level determined appropriate by the Education Division.

IDAHO COMPREHENSIVE LITERACY ASSESSMENT (ICLA)

All teacher education candidates whose teaching responsibilities will include elementary education, special education, and/or reading must pass the Idaho Comprehensive Literacy Assessment. The ICLA consists of three areas: language structure, comprehension, and assessment.

PRAXIS SERIES ASSESSMENTS

Students seeking teacher certification in the state of Idaho must take Praxis II exams in their content areas; elementary candidates are also required to take a second Praxis II test – either the Principles of Learning & Teaching test or the content test in their 2nd teaching field. Students are required to meet the qualifying score set by the Idaho State Department of Education to enter into an internship experience.

PORTFOLIO

The portfolio is a form of performance assessment that requires teacher certification candidates to demonstrate that they have the knowledge, skills, and dispositions needed to be effective classroom teachers and to positively impact student learning. Development of the portfolio is a yearlong endeavor. During a candidate's internship experience, he/she will collect, organize, and display evidence that he/she is able to meet the standards required for completion of the LCSC Teacher Education Program.

EXIT INTERVIEW

As a final evaluation of an intern's ability to demonstrate the professional competencies required by the program, she/he will pass an exit interview conducted during the final phase of the internship experience. The intern's faculty mentor will chair the exit interview. An on-site-teacher-educator who is familiar with the intern's capabilities and a second representative from the Education Division will also participate in the exit interview.

ADDITIONAL FEES

(all fees are subject to change)

Transfer Credit Evaluation Fee \$35

Elementary Education

COMPASS Test (undergraduates only) \$15 (only required if placement scores do not meet entrance requirements)

- Application to the Teacher Education Program \$30
- Praxis II Exam: Elementary Ed: CK \$130 (\$50 registration + \$80 test)

- Praxis II Exam: PLT: Grades K-6 or 5-9 \$140 (\$50 registration + \$90 test) or Praxis II exam in second teaching content area (\$50 registration + \$80-\$90 test)
- Idaho State Teacher Certification \$115 (\$75 application + \$40 fingerprinting)

Secondary Education

- COMPASS Test (undergraduates only) \$15
- Application to the Teacher Education Program \$30
- Praxis II Content Specific Exams \$130 (\$50 registration + \$80 test) (a separate Praxis exam is required for each content area teaching field)
- Idaho State Teacher Certification \$115 (\$75 application/\$40 fingerprinting)

Special Education

- Praxis II exam: Ed of Exceptional Students: Core Content Knowledge \$140 (\$50 registration + \$90 test) Special Education: Core Knowledge and Mild to Moderate Applications
- Praxis II exam: Elementary Ed: CK \$130 (\$50 registration + \$80 test)

TEACHER CERTIFICATION INFORMATION

Candidates who satisfactorily complete a Teacher Education program at LCSC are eligible to apply for one of the following State of Idaho teaching certificates:

1. Standard Elementary K-8
2. Standard Secondary 6-12

These certificates are issued by the State of Idaho Department of Education and are recognized in all 50 member states of the NASDTEC Interstate Contract (see Idaho Department of Education Professional School Personnel Certification Standards). Teacher certification requirements vary among all states, and applicants should address any questions concerning teacher certification requirements to the individual state teacher certification agencies.

LCSC does not issue teaching certificates. The LCSC Teacher Education Program does provide a statement of approved program completion only for students who have successfully completed the program. The Idaho State Department of Education evaluates for certification only after the applicant completes the application process. A certificate or notation of deficiencies generally takes 30-45 days.

Prior to being recommended to the state for certification, candidates must pass a final review of their work. This consists of a formal oral evaluation by at least two faculty members and one on-site teacher educator. The candidate presents, at that review, a portfolio that reflects mastery of the concepts and skills required to enter the teaching profession. Candidates failing this final oral review are given a remediation plan and sit for the final review again.

1. Application for teacher certification is the sole responsibility of the graduate. Idaho certification procedures and forms will be provided following student teaching.
2. To obtain an official LCSC Institutional Recommendation for the State of Idaho indicating completion of an approved Teacher Education Program, the graduate must submit the following to the LCSC Education Division:
 - a. A completed "Application for an Idaho Professional Education Credential" form;
 - b. Official transcripts from ALL higher education institutions attended except LCSC;
 - c. A check or money order for the appropriate State of Idaho application fee;
 - d. Completed State of Idaho fingerprint cards; and,
 - e. Any additional documents required by the Idaho State Department of Education

Teacher Certification Office.

Note: Official LCSC Institutional Recommendations may be required for other states. Please follow that state certification agency's procedures. It is the responsibility of the graduate to meet those requirements.

3. The Education Division will process, endorse, and mail to the Idaho State Department of Education Teacher Certification office complete applications only. Incomplete applications will not be processed.

4. The applicant must supply all data requested on the application form(s).

ENDORSEMENTS AND MINORS

GIFTED AND TALENTED MINOR AND ENDORSEMENT, GRADES K-12

The Gifted & Talented Education minor prepares individuals for a State of Idaho endorsement with either an Elementary or Secondary Certification. This endorsement enables a teacher to work with gifted and talented students in grades K-12. It also allows teachers to work as a G/T Facilitator or a G/T Director/Coordinator. Students interested in this endorsement must integrate the Gifted and Talented Education courses into their Elementary or Secondary Teacher Education program. Teacher candidates must also complete certification in either Elementary Education or Secondary Education. Courses should be taken in the order listed on the Gifted/Talented Education minor Program Plan. Currently, there is no Praxis II exam required for the Gifted/Talented Education endorsement.

LITERACY MINOR AND TEACHING ENDORSEMENT, GRADES K-12

The K-12 Literacy Endorsement is recognized by the State of Idaho as authorization to teach reading at any grade level, K-12. Completion of this endorsement enables a graduate to perform the duties of a reading teacher at K-12 levels, and to act as a reading resource teacher and consultant on reading improvement in his/her own buildings. This endorsement is a valuable addition to all teaching majors at both the elementary and secondary levels, helping prospective teachers learn to deal more effectively with problem readers in their own classrooms, as well as to encourage reading development and enrichment among all students. A strength of the program is the inclusion of several supervised practicum's that provide candidates opportunities to work with a wide variety of readers. Students should see an advisor for assistance with course selections for a Literacy Endorsement. Students must pass the Praxis II exam #0300 "Reading Specialist".

SPECIAL EDUCATION MINOR AND STANDARD EXCEPTIONAL CHILD CERTIFICATE WITH GENERALIST ENDORSEMENT, GRADES K-12

The Special Education program prepares generalists rather than specialists in any one area of special education. The Exceptional Child certificate enables a special education teacher to work with students with special and individual needs in grades K-12. This certificate allows teachers to work in a resource program or through inclusion in a regular classroom.

Students interested in the Exceptional Child certificate must integrate the special education courses and internship into their Elementary or Secondary Teacher Education program. Teacher candidates must also complete certification in either Elementary or Secondary Education. The Special Education program may be integrated with a Literacy minor. Students must pass the Praxis II exams for special education: #0543-Special Education: Content Knowledge and Mild to Moderate Application. Students must also pass the Praxis II exam #0014 "Elementary Education: Content Knowledge" for the Exceptional Child Certificate.

TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) TEACHING MINOR AND

ENDORSEMENT, GRADES K-12

Teaching ESL is an endorsement granted by the State of Idaho. Twenty credits are required, with work in each of the following three areas: foreign language, English as a Second Language methods or bilingual methods, and cultural diversity or multicultural topics. This endorsement does not require institutional recommendation; the Idaho Teacher Certification office will evaluate each case. Students must pass the Praxis II exam #0360 "English to Speakers of Other Languages."

OTHER PROGRAMS

TECHNOLOGY FOR TEACHERS PROGRAM

The Education Division's Technology for Teachers Program started in 1994 in response to the Idaho State Board's request that LCSC help both future and practicing teachers learn to use technology effectively in their teaching. The Division's model technology classroom and technology development lab in Reid Centennial Hall are maintained as a part of this program. Technology skill development for pre-service and practicing K-12 teachers, as well as technical support for the Division's students and teachers, is provided by the program's technologists, instructors, and director.

SPECIAL EDUCATION: PARAPROFESSIONAL TO TEACHER

The Special Education Paraeducator to Teacher Alternate Route is designed for paraeducators who possess an AA/AS and who wish to become certified special education teachers. The program culminates in a Bachelor of Science in Special Education and a recommendation for the Exceptional Child Certificate, K-12 Generalist Endorsement.

STATE ALTERNATIVE AUTHORIZATION: CONTENT SPECIALIST

The Division of Education supports the State of Idaho Alternative Authorization: Content Specialist Teaching Certification option. This option permits highly qualified candidates to be offered teaching positions in Idaho schools while completing certification requirements based on a formal pre-assessment of their content area and pedagogical knowledge, skills, and dispositions.

ASSOCIATE OF ARTS DEGREE IN PARAPROFESSIONAL EDUCATION

The Paraprofessional Education program prepares teaching assistants to work in K-12 schools in Special Education, Reading, ESL, or Gifted/Talented programs. The program articulates with the core requirements of the Elementary Teacher Education program while providing needed coursework to improve the learning of students. This degree is designed to meet the No Child Left Behind legislation requirements for teaching assistants and early childhood care providers.

MINORS

ADDICTION STUDIES

This minor prepares students for Chemical Dependency certification by meeting the twelve counselor core functions as outlined by the Idaho Board of Alcoholism/Drug Counselor Certification, as well as related issues.

The counselor core functions are:

- 1.** Treatment planning
- 2.** Counseling
- 3.** Crisis intervention
- 4.** Case management

5. Assessment
6. Screening
7. Client education
8. Referral
9. Reports/record keeping
10. Intake
11. Orientation
12. Consultation with other professionals

Students who major in Psychology need to be aware that some elective psychology courses may require a discussion or disclosure of personal information, such as relationships with parents or significant others. This also includes courses students must take for the Addiction Studies minor.

EARLY CHILDHOOD DEVELOPMENT (joint minor program with Business Technology & Service Division). See Business Technology & Service section of catalog.

EARLY CHILDHOOD SPECIAL EDUCATION (joint minor program with Business Technology & Service Division). See Business Technology & Service section of catalog.

CLUBS

CHI KAPPA CHAPTER OF KAPPA DELTA PI HONOR SOCIETY

Kappa Delta Pi, an International Honor Society in Education, was founded March 8, 1911 at the University of Illinois. The Chi Kappa Chapter of Lewis-Clark State College was installed in 1996 (and was the first Idaho chapter); it became the last chapter necessary to complete membership in all fifty states. The Chi Kappa Chapter promotes better teaching and learning through identification and recognition of both outstanding teacher candidates and practicing educators. Teacher candidates must possess a grade point average of no less than 3.5 and be nominated on the basis of demonstrated potential to become strong leaders in education. Practicing educators are nominated by a committee of their peers as individuals who have demonstrated high academic ideals and made significant contributions to the education profession. The chapter sponsors several annual social and professional activities, and members have the opportunity to represent the chapter at the biennial national conference.

LCSC STUDENT CHAPTER, IDAHO COUNCIL FOR EXCEPTIONAL CHILDREN

Idaho Council for Exceptional Children (CEC), LCSC Student Chapter welcomes new members seeking a special education minor or a gifted and talented endorsement. The student chapter actively participates in professional development activities that align to the state unit and shares the following mission statement: "to improve educational outcomes for individuals with exceptionalities." CEC, a non-profit association, accomplishes its mission which is carried out in support of special education professionals and others working on behalf of individuals with exceptionalities, by advocating for appropriate governmental policies, by setting professional standards, by providing continuing professional development, by advocating for newly and historically underserved individuals with exceptionalities, and by helping professionals achieve the conditions and resources necessary for effective professional practice.

KINDERCOLLEGE

CONTACT PERSON

Manager: Sarah Wimer, BS

e-mail: swimer@lcsc.edu
Office: 805 Fourth St.
Phone: 792-2254
Fax: 792-2588
Web: <http://www.lcsc.edu/kindercollege>

OVERVIEW

The goal of our childcare program is to encourage and support the social, cognitive, emotional, and physical development of each child and to provide opportunities for self-exploration and discovery. Learning experiences are designed and implemented to enhance the child's positive self-image.

Hours of Operation
6:30 a.m. to 6:30 p.m.
Annual Registration Fee: \$25

Students (taking 6 credits or more)

Infants Toddlers Preschool

Daily \$25.00 \$23.00 \$21.00

Monthly \$475.00 \$425.00 \$390.00

Kindergarten ½ days = \$285

Community

Infants Toddlers Preschool

Monthly \$575.00 \$525.00 \$490.00

Kindergarten ½ days = \$345

10% discount to families with 2 or more children.

AGES OF CHILDREN

KinderCollege accepts children from 6 weeks of age through kindergarten. Children are considered infants through 18 months of age. Children are considered toddlers from 18 months to 3 years of age. Children are considered preschool from 3 years of age until they begin kindergarten.