Dr. Cliff Matousek  
Division of Education  
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Credit Hours: 3  
Time & Location: Tues- Thurs 1:30-2:45 RCH 211  
Prerequisite: None

TEXTBOOK: None Required

COURSE DESCRIPTION:  
This course is intended to assist your decision-making process for entering the education profession as a career, as well as providing an opportunity to become more familiar with the issues and challenges of the education field and the teacher education program at Lewis-Clark State College. The course includes a twenty-hour ‘field experience’ during which you will become participant observers in elementary and/or secondary settings. Personal examination in light of historical and philosophical developments in education will help you in deciding your future. You will gain an understanding of issues that affect education at the classroom level such as the status of contemporary students, families and communities, and legal and ethical issues. You will comprehend the effect of the present era of accountability and change. Against this backdrop you will see how teachers can be agents of resiliency for students.

Global Goals/Standards  
1. Interns will demonstrate the appropriate level of professional dedication. They are to display concern for students, exhibit high ethical and professional standards, relate well with the school districts and community and exhibit commitment to the education profession.

2. Interns will demonstrate that they are knowledgeable professionals. They understand how children learn, how to create appropriate learning opportunities for a diverse population of learners and are aware of laws and norms, which guide the operation of schools.

3. Interns will demonstrate thorough knowledge of all the content required to teach children grades K-8.

4. Interns will demonstrate that they are effective educational designers. The Interns shall be able to create a variety of learning experiences that fit both the content and diverse students with which they must work.

5. Interns will demonstrate that they are effective educational facilitators because they can perform a variety of instructional methods and procedures designed to maximize the engagement of a diverse population of students. They will have the management and communication skills necessary to ensure a positive learning environment.
6. Interns will demonstrate that they are **effective educational evaluators** as they use appropriate formal and informal assessment strategies to evaluate intellectual, social, and physical development of learners. Interns will use their evaluations to inform their future instruction.

7. Interns will demonstrate that they are **reflective professionals** as they evaluate the effects of their choices and actions on others—students, parents, other professionals, the community, and themselves. Interns will maintain their own well being in the context of their professional lives.

**Content Objectives:**

Students will demonstrate ability to:

Evaluate their own suitability for the teaching profession and their own motivations for pursuing the career. (Assessed by "Teaching and Me" Report interpreting survey results)

Understand the major historical developments in American Education and the relationship between them and major philosophical approaches to and purposes of education. (Assessed by examination and Education philosophy paper and brochure)

Understand the status of contemporary students, their families, and communities and how this impacts the classroom. (Assessed through examination, journal entries, and power point presentation)

Comprehend the concept of resiliency and how teachers can be agents that foster student resiliency. (Assessed through examination and power point presentation)

Understand the impact of legal and ethical issues on classroom life (Assessed by examination)

Understand the Conceptual Framework as related to this course and their individual development as a teaching professional. (Assessed by examination)

Responsibly accomplish expectations placed upon them by the field experience and analyze and evaluate their classroom field experience. (Written field experience reaction, and Cooperating Teacher evaluation)

**General Attendance Policy:**

Your daily attendance is needed, wanted, and expected. Attendance is rewarded and absenteeism is penalized as outlined below.

You are each given a maximum of 2 class periods of leave from this class. Leave is intended to be used for serious illness, family emergencies, or bad road conditions. It may also be used for lesser personal reasons, but read on to see the warning concerning this. You are free to use these days without penalty unless it is an exam day. I do request that you phone or e-mail in advance if at all possible. **Be warned however, if you use leave days for personal reasons and later encounter an emergency situation, you may not have sufficient leave days to cover the emergency absence and you will be penalized.**
Attendance on Exam Days

Only a medically documented illness, documented family emergency, or severely hazardous driving conditions can excuse an absence on an exam day. Absence for any lesser reason will result in a failing grade on the exam.

Attendance Rewards and Penalties

Each day of unused leave will add 10 points to your total earned points at the end of the semester. (not 10 points to your average- 10 points to your total)

Each absence beyond allowable leave will deduct 10 points from your total earned points in the class at the end of the semester. (not 10 points from your average- 10 points from your total)

Policy about Assignments:

Written assignments are to be done in hard copy format and turned in either at class time or to my mailbox before 5:00 pm on the due date. Late papers receive no credit unless a documented illness or emergency is presented.

If you will not be in class on the day an assignment is due, you must see to it that it reaches my mailbox. Assignments turned in via e-mail are only acceptable in emergency conditions.

Summary of Assignments, Due Dates Chronologically

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Profession Assignment</td>
<td>1-Sep</td>
<td>75</td>
</tr>
<tr>
<td>Teaching and Me Paper</td>
<td>8-Sep</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1</td>
<td>22-Sep</td>
<td>50</td>
</tr>
<tr>
<td>Philosophy Brochure</td>
<td>29-Sep</td>
<td>75</td>
</tr>
<tr>
<td>Exam 2</td>
<td>11-Oct</td>
<td>50</td>
</tr>
<tr>
<td>Issues Power Point</td>
<td>25-Oct</td>
<td>150</td>
</tr>
<tr>
<td>Exam 3</td>
<td>1-Nov</td>
<td>50</td>
</tr>
<tr>
<td>Educational Philosophy Paper</td>
<td>10-Nov</td>
<td>150</td>
</tr>
<tr>
<td>Student Characteristics Assignment</td>
<td>15-Nov</td>
<td>75</td>
</tr>
<tr>
<td>Exam 4</td>
<td>29-Nov</td>
<td>50</td>
</tr>
<tr>
<td>Concept Map</td>
<td>8-Dec</td>
<td>75</td>
</tr>
<tr>
<td>Final Exam</td>
<td>13-Dec</td>
<td>100</td>
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</tbody>
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Total 1000

Grading Policy:

Grades are given according to the total points earned in the course including rewards and penalties for attendance. The scale below determines the letter grade earned.
Grading Scale Equivalency

<table>
<thead>
<tr>
<th>Grade</th>
<th>1000 Point Scale</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>950-1000</td>
</tr>
<tr>
<td>A-</td>
<td>900-949</td>
</tr>
<tr>
<td>B+</td>
<td>876-899</td>
</tr>
<tr>
<td>B</td>
<td>850-875</td>
</tr>
<tr>
<td>B-</td>
<td>800-849</td>
</tr>
<tr>
<td>C+</td>
<td>776-779</td>
</tr>
<tr>
<td>C</td>
<td>750-775</td>
</tr>
<tr>
<td>C-</td>
<td>700-749</td>
</tr>
<tr>
<td>D+</td>
<td>676-699</td>
</tr>
<tr>
<td>D</td>
<td>650-675</td>
</tr>
<tr>
<td>D-</td>
<td>600-649</td>
</tr>
<tr>
<td>F</td>
<td>&lt;600</td>
</tr>
</tbody>
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The Field Experience

During the semester you are provided with the opportunity to explore ‘real life’ experiences with K-12 students through the completion of 20 hours of Field Experience activities. Throughout the Field Experience, you will complete a **school climate survey**, **observe** students and teachers, and **assist** teachers in their work. You will in all ways, reflect positively on LCSC and, consequently, upon yourself. The Field Experience will include a series of activities designed to deepen and broaden your awareness and understanding of current education issues. Failure to meet a school appointment without notifying the cooperating teacher and course instructor in advance and/or for no valid reason may be grounds for removal from the Field Experience and the course. While in schools, you must wear identifying LCSC badges to assist each school with their safety precautions. You have an option to complete the Field Experience at one site or two sites. You may request assignment to an elementary, middle school, or high school - or a combination of any two.

Suggested activities at each school site:

- √ Interview With Teacher
- √ Complete Class Climate Survey
- √ Help with grading
- √ Complete a Bulletin Board
- √ Playground Observation
- √ Shadow/Observe A Teacher
- √ Lead a Small Group Discussion/Tutor 1-on-1
- √ Lunch with Students

**Cooperating Teacher Evaluation** will rate each you on six performance criteria. These include:

- a) Made and kept appointments
- b) Arrived and departed on time
- c) Dressed appropriately
- d) Exhibited professional behavior when working
- e) Behaved responsibly
- f) Fulfilled obligations

Note: Failure to pass the Practicum portion of the course will result in failure of the course on the whole.
Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/.

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

Illegal File Sharing

Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services’ web page (http://www.lcsc.edu/studentservices/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/