

LCSC Approved Teaching Fields

The undergraduate course of study for teacher certification is intended for students earning their bachelor degrees and attending on-campus classes. Courses of study that lead to secondary teaching (grades 6-12), K-12 certification and teaching endorsement for undergraduates include the following major fields: English, Kinesiology– Physical Education (K-12) and Health (6-12), Mathematics, Natural Sciences, and Social Sciences. You may pursue minors in a wide range of subject matter including Kinesiology, Health, Coaching, and Psychology as well as grades K-12 endorsement in Special Education, Reading, Art, Music, English As A Second Language, Communications, and Gifted-Talented Education. State of Idaho teaching certification requirements specify that you must acquire no less than 30 semester credits of course work in a content teaching major and 20 semester credits in a teaching minor or 45 semester credits in a single, comprehensive teaching field. For most teaching areas, specific courses are required.

The Undergraduate Plan of Studies

The undergraduate plan of studies in Secondary Teacher Education is organized into three phases: Phase I – General Education Core, Content Major, and Professional Foundations of Education; Phase II – Content Major and Professional Studies in Education; Phase III – Professional Internship. You should consult the LCSC Catalog and your major advisor for specific information about general education core, elective, major and minor course requirements in your chosen field(s) of study.

Phase I – General Education Core, Content Major and Professional Foundations of Education

This phase is divided between study of general education core requirements and your major and minor courses - the teaching areas in which you want to specialize. You also need to complete two foundational education courses which include *ED 214: Principles of Education* and *ED327: Theories of Learning*. In ED 214, you will participate in a short practicum in the schools. No grade lower than a "C-" will be accepted in ED 214 and ED 327.

<u>Phase I. Professional Foundations Coursework</u>	<u>Credits</u>
ED 214: Principles of Education	3
ED 327: Theories of Learning	3

Phase I courses are taken prior to full admission into the Teacher Education Program. You should not take any education coursework from Phase II until you have successfully completed Phase I and have been formally accepted into the Secondary Teacher Education Program.

During Phase I, you are expected to declare your major as soon as you know the area(s) in which you want to major and/or minor in preparation for teaching. Complete the *Program Information Form* (PIF) and select your major with the *Secondary Education Teaching* option. Usually, this will occur before or during enrollment in *ED 214: Principles of Education*.

As you approach the successful completion of Phase I requirements, you will apply for admission into the program. All application forms are located on the LCSC Division of Education Website: <<http://edudev.lcsc.edu/application>>. **You should apply for admission no later than the first day of the semester in which you complete Phase I. This is one full semester before you intend to begin Phase II coursework.** The requirements for full admission status are as follows.

Admission to the Secondary Education Certification Program

The process for application and acceptance into the secondary teacher education program includes:

1. Declaration of major and intent to certify in secondary education no later than during ED 214: Principles of Education by completing the PIF
2. Application for full admission into the Secondary Education Teacher Certification Program, submitted no later than the first day of the semester before Phase II coursework is to begin

Requirements for Full Admission Status

1. Submission of a complete application to the Secondary Teacher Education program, including a signed *Statement of Release* and payment of application fees
2. Satisfactory professional recommendations from two confidential references
3. Satisfactory completion of Phase I courses with grades of "C-" or higher in both courses
4. A minimum overall GPA of 2.75 [3.00 or higher in the courses of the teaching area(s)]
5. Evidence by letters of verification of successful work with adolescents in various formal and informal settings
6. Passing scores on the Teacher Education Program Entrance Interview, essay, and exams (COMPASS) along with official transcripts from all higher education institutions attended other than LCSC

Transfer Students

For transfer students, in addition to all procedures listed above, admission to the Teacher Education Program also requires:

1. Admission to Lewis-Clark State College,
2. A transfer credit evaluation by the Education Division Program Assistant immediately following admission to LCSC, and
3. Completion of a minimum of 32 LCSC credits before program completion.

Phase II – Content Major and Professional Studies in Education

Registration into Phase II courses requires successful completion of Phase I coursework and provisional or full admission to the Secondary Teacher Education Program. Professional studies in this phase include the following courses: *ED 329: The Culturally-Responsive Classroom*, *RE 422: Reading in the Content Area*, *ED 453: Media & Technology for Teaching*, *ED 454: Professional Strategies for Teaching*, and, *ED 456: Content Methods** (specific to your chosen teaching field). In some circumstances, on-line coursework may be available. However, you must have permission from your Secondary Education advisor before enrolling in on-line versions of courses. No grade lower than a "B-" will be accepted in Phase II Professional Studies education courses.

<u>Phase II. Professional Studies Coursework</u>	<u>Credits</u>
ED 329: The Culturally-Responsive Classroom	1
ED 453: Media & Technology for Teaching (6-12)	3
RE 422: Reading in the Content Area	3
ED 454: Professional Strategies for Teaching (6-12)	3
ED 456: Content Methods*	2

*Note: Kinesiology majors must take both *ED 456: Content Methods in Physical Education* and *ED 456: Content Methods in Health*. See your kinesiology advisor for details.

Before entering Phase III, you are required to demonstrate knowledge in your endorsement area(s) by earning a passing score on the state-mandated Praxis II Exam(s). No one is admitted into Phase III until all PRAXIS requirements are met.

You should plan to take your PRAXIS exams two semesters before you intend to intern in the field. Contact your education advisor for assistance in registering for the PRAXIS II exams. In addition, you must pass a Progress Conference which occurs at the end of Phase II. See your Education advisor for details.

Entry into Phase III requires the following criteria.

Application for Internship

If for some reason you did not apply for intent to internship when applying to the program, you must do so before being accepted into Phase III. If you intend to intern during a fall semester, you must apply for internship no later than September 30 the previous fall semester (i.e., if you intend to intern Fall 2009, you will apply for internship Fall 2008 by September 30). If you intend to intern during a spring semester, you must apply for internship no later than January 30 the previous spring semester (i.e., if you intend to intern Spring 2010, you will apply for internship Spring 2009 by January 30).

Phase III – Professional Internship

Registration into Phase III courses requires successful completion of all Phase II requirements: grades of "B-" or higher in all Phase II Professional Studies courses, full admission to the Teacher Education Program, successful completion of all required PRAXIS exams and the Progress Conference, and formal acceptance into internship.

During Phase III Internship, you will become a member of a close-knit cadre of teacher interns, professors, and on-site teacher educators (OSTEs) as you study educational design, facilitation, and assessment. Throughout most of the sixteen weeks of this semester, you will work as a team member with your experienced, on-site teacher educator (OSTE) to plan, deliver, and evaluate secondary school instruction daily. You will be enrolled in *ED 460/461: Professional Internship*, *ED 452: Professional Seminar*, and *SE 407: Adaptive Teaching*. Your college supervisor and OSTE(s) will evaluate you in a variety of ways throughout your internship. In special situations, some distant site internships may be available; you may wish to visit with your education advisor regarding your circumstances, the requirements, and process.

<u>Phase III. Professional Internship Coursework</u>	<u>Credits</u>
ED 452: Internship Seminar	1
ED 460: Professional Internship (6-12)	
or ED 461: Professional Internship (K-12)	12
SE 407: Adaptive Teaching	2

Professional Portfolio and Exit Interview

At the end of your internship experience, you will present a professional portfolio demonstrating attainment of all competencies of a highly-qualified teacher, as defined by the knowledge, skills, and dispositions of the LCSC Professional Standards for Teachers. In addition, you will be required to pass an Exit Interview in which your competencies will be reviewed. ED 452 and SE 407 must be passed with a "B-" or higher. ED 460/461 require a Passing (P) grade.

Upon exiting the program, the Education Division will process your application for Idaho teacher certification with forms you will have completed. Your materials and fee payment will be sent by LCSC to the State of Idaho Department of Education where the materials will be reviewed. Once approved, the Department of Education will mail the certificate to you.

You may place your résumé and credentials on file with the LCSC Career Development Office. This resource can also be used to obtain regular job vacancy announcements. With your permission, your name can be released to prospective employers who contact the office to recruit teachers.

THE CODE OF ETHICS OF THE IDAHO TEACHING PROFESSION

PREAMBLE

Believing in the worth and dignity of each human being, the educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach, while guaranteeing equal educational opportunity for all. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The Code of Ethics of the Idaho Teaching Profession symbolizes the commitment of all Idaho educators and provides standards by which to judge conduct.

PRINCIPLE I – COMMITMENT TO THE STUDENT

The educator measures success by the progress each student makes toward the realization of his/her potential as an affective citizen. The educator, therefore, works to stimulate the spirit of inquiry, acquisition of knowledge and understanding, and thoughtful formulation of goals.

In fulfilling these obligations to the student, the Idaho educator:

- Shall not, without just cause, deny the student access to varying points of view.
- Shall protect the student from conditions detrimental to learning or to physiological or psychological well-being.
- Shall not procure, distribute, or in any way make available any of the substances recognized as harmful to learning, well-being of the student, or to advocate the use of any such substances.
- Shall respect the constitutional rights of students.
- Shall provide professional educational services in a nondiscriminatory manner.
- Shall refrain from using professional relationships with students for personal advantage.
- Shall keep in confidence information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not tutor students assigned to one’s classes for remuneration, except when specifically approved by the board of trustees.
- Shall assess and report student achievement and ability as required by the employing educational agency.

PRINCIPLE II – COMMITMENT TO THE PUBLIC

The educator believes that education should preserve and promote the principles of democracy. Thus, the educator shares with all other citizens the responsibility for the development of sound educational policy.

In fulfilling these obligations to the public, the Idaho educator:

- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not distort or misrepresent the facts concerning educational matters.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall present only factual information on the application for certification and employment.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for political activities.
- Shall accept no gratuities, gifts, or favors that impair, or appear to impair, professional judgment, nor offer any such to obtain special advantage.

PRINCIPLE III – COMMITMENT TO THE PROFESSION

The educator believes the quality of the services of the education profession directly influences the nation and its citizens. Therefore, the educator strives to establish and maintain professional standards, to improve, service, and achieve conditions which attract highly qualified persons to the profession.

In fulfilling these obligations to the profession, the Idaho educator:

- Shall provide professional educational services in a nondiscriminatory manner and not interfere with the free participation of colleagues in their professional associations.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Shall use no coercive means nor give special treatment in order to influence professional decisions of colleagues.

- Shall withhold and safeguard information acquired about colleagues in the course of employment unless disclosure serves professional purposes or is required by law.
- Shall present one’s professional qualifications accurately and completely.
- Shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally.
- Shall cooperate with the Professional Standards Commission in inquiries and hearings.
- Shall not engage in conduct which is offensive to the ordinary dignity, decency, and morality of others.

PRINCIPLE IV – COMMITMENT TO PROFESSIONAL EMPLOYMENT PRACTICES

The educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. The educator believes sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of the profession by unqualified persons.

In fulfilling these obligations to professional employment practices, the Idaho educator:

- Shall apply for, accept, offer, or assign a position or responsibility after due consideration of professional preparation and legal qualifications.
- Shall apply for a specific position only when it is known to the educator to be vacant and shall refrain from underbidding or commenting adversely about other candidates.
- Shall present only factual information regarding the assignment or conditions of employment to an applicant.
- Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employment agency.
- Shall conduct professional business through appropriate channels.
- Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- Shall use time granted for the purpose for which it is intended.
- Shall not delegate assigned tasks to unqualified personnel.

VIOLATION OF THE CODE OF ETHICS OF THE IDAHO TEACHING PROFESSION

Under Idaho Code 33-1208, a violation of the Code of Ethics is grounds for suspension or revocation of one’s teaching certificate. An allegation of ethical misconduct may be brought by an Idaho local board of trustees or by any individual – other than a student of an Idaho public school – who has substantial interest in the matter.

Upon receipt of an allegation, the Executive Committee of the Professional Standards Commission reviews the circumstances of the case and determines whether sufficient grounds exist to warrant filing a complaint against the individual accused of misconduct. *If sufficient grounds are determined to exist, the chief certification officer of the Professional Standards Commission files a formal complaint against the accused.* Upon receipt, a hearing will be held, and a recommendation will be made to the Professional Standards Commission. The final decision of the Professional Standards Commission shall be subject to judicial review. Such hearings are held in compliance with Idaho Code 33-1209.

For More Information

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Undergraduate Program Information: Secondary Teacher Education and Certification

***"Preparing Caring Professionals
Who Teach for Understanding in
Communities of Learning"***



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Division of Education**

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