

TEACHER EDUCATION DIVISION

Contact Information

Chair: Mark Haynal, EdD
E-mail: mthaynal@lcsc.edu (hivanmullum@lcsc.edu)
Office: SPH 110
Phone: 208-792-2260
FAX: 208-792-2820
Web: <http://www.lcsc.edu/education> (<http://www.lcsc.edu/education/>)

Introduction of Teacher Education Division

The Division of Teacher Education provides access to high-quality baccalaureate degree programs in Elementary Education, Secondary 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.

Specialized Accreditation

The Teacher Education Program: National Council for Accreditation of Teacher Education (NCATE), an affiliate of the Council for Accreditation of Educator Preparation (CAEP). NCATE consolidated with TEAC in 2013 to form CAEP. The Teacher Education program is also accredited by the State of Idaho.

Majors Offered

Elementary Education with minor endorsements in:

- Literacy K-12
- Special Education: Exceptional Child Generalist K-12
- Online Teacher/ Instructional Technologies K-12
- Middle School Math 5-9
- Middle School Science 5-9
- Middle School Social Studies

Secondary Education with endorsements in:

- Biology
- Chemistry
- Communication Arts
- Earth Science
- English
- Math
- Natural Science
- PE/Health
- Psychology
- Social Studies

General Studies: Education

Program Outcomes

1. The program completer understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The program completer uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The program completer works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
4. The program completer understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. The program completer understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The program completer understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. The program completer plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The program completer understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The program completer engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The program completer seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teacher Certification Process

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.

Candidates who satisfactorily complete a Teacher Education program at LCSC are eligible to apply for a State of Idaho Standard Instructional certificate (K-12) with endorsement(s) in their chosen field of study.

This certificate is issued by the State of Idaho Department of Education and is 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 an institutional recommendation 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 Idaho¹ indicating completion of an approved Teacher Education Program, the graduate must submit the following to the LCSC Teacher 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. Any additional documents required by the Idaho State Department of Education Teacher Certification Office.
3. The Teacher Education Division will only process, endorse, and mail to the Idaho State Department of Education Teacher Certification office complete applications. Incomplete applications will not be processed.
4. The applicant must supply all data requested on the application form(s).

¹ 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.

PACE Program - PATHWAY FOR ACCELERATED CERTIFICATION AND ENDORSEMENT

Using a distance learning format, the PACE program offers a nontraditional path to Teacher Certification. Candidates who decide to enter the PACE program must initially apply for admission to Lewis-Clark State College.

ELEMENTARY PACE – ONLINE OPTION

This online Elementary PACE program requires candidates to have completed high school and be admitted to Lewis-Clark State College. Candidates take online classes to fulfill the requirements for a Bachelor of Science degree in Elementary Education, a Standard Instructional Teaching Certificate, and an All Subjects, K-8 endorsement. Ideally, candidates should begin this program fall semester. All coursework except the clinical internship is taken online. Clinical internships will be completed at an elementary school near the candidate's home.

ELEMENTARY PACE – COUER D'ALENE CAMPUS

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, a Standard Instructional Teaching Certificate, and an All Subjects, K-8 endorsement 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.

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.

See requirements for Entrance/Admission into the Teacher Education Program.

PACE MASTERY-BASED PATHWAY

This program is designed to prepare individuals with a bachelor's degree to become fully certified teachers. The program is completed on-line with support from mentors and instructors while working full-time in the classroom. Additional professional development is also provided in your region. Courses can be completed in as little as two weeks or take as long as one calendar year depending on your needs. This program is also available for teachers who are seeing to add an additional endorsement area to an existing license.

The program is designed around the needs of the applicant and includes an individualized learning plan. The plan consists of the following elements:

- 5 Module Core Program
- Weekly virtual seminar/conference
- Quarterly professional development
- Literacy Proficiency Exams (ICLS), or courses – if applicable
- Math Proficiency Exams (MTI/TMT) – if applicable
- Additional content coursework – if applicable

Those who are interested in the PACE Mastery-Based Pathway should request a transcript evaluation by the Teacher Education Division Program Assistant at alporquis@lcsc.edu. Forms are available in our resource library, here (<https://www.lcsc.edu/education/student-resources/>). Follow the link to "Request for Transcript Evaluation".

PACE PROGRAM CONTACT INFORMATION

- o Dr. Teresa Carmack, Online Elementary Education PACE Program Coordinator, tacarmack@lcsc.edu; 208-792-2891
- o Dr. Melinda Tompkins, Coeur d'Alene Campus Elementary Education PACE Coordinator, mktompkins@lcsc.edu; 208-292-2530
- o Dr. Royal Toy, Secondary Education PACE Coordinator, retoy@lcsc.edu; 208-792-2730

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 3.0, 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 Teacher 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 Teacher 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. 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.

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.

THE PERFORMANCE-BASED TEACHER EDUCATION PROGRAM FOR ELEMENTARY EDUCATION IS COMPOSED OF THE FOLLOWING FOUR PHASES:

1. Pre-professional Studies
2. Professional Studies

3. Professional Internship I
4. Professional Internship II

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 Teacher Education Division office or online at www.lcsc.edu/education/teacher-education/program-application. 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 Teacher 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/ADMISSION 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 ENGL-101 to advance to ENGL-102. Note: At the time of application, students should be completing the last of these required courses. Also see Item #3.
2. Entrance Examination: For elementary undergraduate candidates: Passing scores in math, reading, and writing on the ACT exam or the SAT exam. This exam is not required for students seeking Elementary or Secondary Education Certification who already have a baccalaureate degree.
3. Scholarship: A minimum LCSC cumulative grade point average (GPA) of 3.0; 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 Teacher 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 Teacher 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 Teacher Education Division Program Assistant directly after being admitted to LCSC.
2. Complete the Teacher Education Division Special Permission Form to take certain upper division course work.

SPECIAL FEES

(all fees are subject to change)

ELEMENTARY EDUCATION

- Application to the Teacher Education Program \$32
- Praxis II Exam: #5001 Elementary Ed: Multiple Subjects \$170
 - Praxis II exam subtests: #5002, #5003, #5004, and #5005 are \$60 each
- Praxis II exam in second teaching content area \$120 - \$146
- Idaho State Teacher Certification \$75

SECONDARY EDUCATION

- Application to the Teacher Education Program \$32
- Praxis II Content Specific Exams \$120 - \$146 (a separate Praxis exam is required for each content area teaching field)
- Idaho State Teacher Certification \$75

SPECIAL EDUCATION

- Praxis II exam: Special Education Core Knowledge and Mild to Moderate Application \$146
- Praxis II exam: Elementary Ed: Multiple Subjects \$170

Assessment

ACT or SAT Placement Exam

To demonstrate acquisition of basic skills, undergraduate students seeking admittance into either Elementary or Secondary teacher education programs must pass math, reading, and writing sections of the ACT or SAT exam at a level determined appropriate by the Teacher 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 must pass the Praxis II exam #5001 Elementary Education Multiple Subjects. Passing scores on this exam may be used for entrance into the program, but the elementary candidate must pass all four subtests of #5001. Elementary candidates are also required to take a second Praxis II content test in an additional endorsement/teaching field. Students are required to meet the qualifying scores set by the Idaho State Department of Education to enter into the internship experience.

Portfolio

The portfolio is a form of performance assessment requiring 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 Teacher Education Division will also participate in the exit interview.

Advising

Academic advising is mandatory for all Teacher 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 must have two advisors. See specific majors for additional information.

Special Policies

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 endorsement 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, III & IV course work in the Elementary Education program, and a grade of "B-" or better is required in all 300 & 400-level education courses in the Secondary Education program.

During the internship, candidates are expected to fulfill additional responsibilities both on campus and at their assigned school site. Interns shall 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 Teacher 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 at least two semesters prior to the internship. 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.

Additional Division Programs

State Alternative Authorization: Content Specialist

The Division of Teacher 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.

Clubs, Honor Societies, other Activities

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. 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.

LCSC IDAHO LITERACY COUNCIL FOR YOUNG PROFESSIONALS

The purpose of the Idaho Literacy Council for Young Professionals is to promote literacy and connect with literacy educators at LCSC, in the Lewis-Clark Valley, across the state of Idaho, and beyond. This is a professional service organization affiliated with the Idaho State Council and the International Literacy Association and is open to college-aged literacy students at LCSC or recent graduates of LCSC.

ED-214 PRINCIPLES OF EDUCATION 3.00 Credits

An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.

ED-216 PHYSICAL EDUCATION FOR THE ELEMENTARY TEACHER 2.00 Credits

Designed to aid the classroom teacher in developing and implementing physical education programs in elementary and middle schools. Cross-listed with KIN-216.

ED-222 BEGINNING SIGN LANGUAGE 3.00 Credits

Students will learn a sign language and finger spelling system consistent with English, used in educating hearing impaired individuals.

ED-224 MEDIA & TECH FOR DIGITAL WORLD 2.00 Credits

Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.

ED-250 PRAXIS PREPARATION FOR ELEMENTARY TEACHER CANDIDATES 1.00 Credit

Preparation for the State-required Praxis subject tests for elementary teaching candidates. The required subject area tests are either 5001 - Elementary Education: Multiple Subjects or 7811 - Elementary Education: Content Knowledge for Teaching. Both of these consist of tests in Reading & Language Arts, Mathematics, Social Studies, and Science. The structure of this course is to focus upon a different one of these subject areas in each semester on a rotating basis.

ED-290 DIRECTED STUDY IN EDUCATION 1.00-12.00 Credits**ED-291 WORKSHOP IN EDUCATION 1.00-3.00 Credits****ED-292 SPECIAL TOPICS IN EDUCATION 1.00-3.00 Credits****ED-295 PRACTICUM IN EDUCATION 1.00-12.00 Credits****ED-299 RESEARCH ASSISTANTSHIP 1.00-12.00 Credits**

Graded P/F only.

ED-310 PROFESSIONAL FOUNDATIONS OF EDUCATION 3.00 Credits

Designed for post bachelors DLT teacher candidates, this course is a systematic survey of the philosophical foundations and historical development of public education, the legal, financial, and organizational principles associated with schooling, and certain social issues that have helped to shape, guide, and/or impact contemporary education. Twenty hours of field experience required. ED-214 meets the same requirement.

ED-318 ASSESSMENT OF LEARNING 3.00 Credits

An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive. Pre-requisite: Elementary Education Majors must be admitted to the teacher education program. Cross-listed with PSYC-318.

ED-321 EDUCATIONAL PSYCHOLOGY 3.00 Credits

Psychology directly applicable to teaching and learning: Basics of our thinking physiology; basics of interpreting relevant research; development theories and their relation to learning; motivation theories and means to motivate students; behaviorism as applied and misapplied to classroom management and instruction; differentiating based upon receptive/perceptive modes, intelligences, and learning styles; memory and cognition paths; and the personally and socially constructed nature of knowing. Cross-listed with PSYC-321.

ED-328 MATH METHODS K-8 3.00 Credits

Based on NCTM standards, students will plan, deliver, assess, and reflect upon math lessons presented to elementary school children. Pre-requisites: MATH-157 and MATH-257; Admission to the Elementary Teacher Education Program.

ED-345 CULTURALLY RELEVANT TEACHING 3.00 Credits

The course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific teaching strategies for students whose first language is not English.

ED-390 DIRECTED STUDY IN EDUCATION 1.00-12.00 Credits**ED-392 SPECIAL TOPICS IN EDUCATION 1.00-3.00 Credits****ED-394 INTERNSHIP IN EDUCATION 1.00-12.00 Credits**

Graded P/F only.

ED-395 PRACTICUM IN EDUCATION 1.00-12.00 Credits**ED-399 RESEARCH ASSISTANTSHIP 1.00-3.00 Credits**

Graded P/F only.

ED-411 DIGITAL CITIZENSHIP/MOBILE/REMOTE TECH 3.00 Credits

This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge, skills, and dispositions supporting the strategic integration of mobile and remote technologies into teaching and learning and the related issues and responsibilities of digital citizenship that accompany these practices. Students enrolling in this course should have completed at least one course delivered online or be concurrently enrolled in an online course. It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

ED-413 DESIGNING ONLINE INSTRUCTION 3.00 Credits

This course is designed to give you, the teacher candidate, formal experiences in the development of pedagogical knowledge, skills, and attitudes necessary to design and develop effective, online learning experiences. It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software. Previous experience participating in coursework implementing an online learning management system is also expected.

ED-414 PROFESSIONAL INTERN ONLINE TEACHING 7.00 Credits

This course is designed to give you, the teacher candidate, formal experiences in the practice of skills to design, develop, implement, and evaluate effective teaching in an authentic, online instructional environment. Through a field-based, practicum experience, you will demonstrate your capacity to design, facilitate, and evaluate one or more online courses to designated students within the Kindergarten to Twelfth Grade range. Pre-requisites: ED-411, ED-413, ED-423, admission to the Elementary or Secondary Teacher Education Program, and has met all requirements to start an internship. Co-requisite: ED-415.

ED-415 TEACHING ONLINE 1.00 Credit

This course is designed to give you, the teacher candidate, opportunities to engage in productive reflective practices about the design, development, implementation, and evaluation activities of your professional internship in online teaching. In this seminar, you and your colleagues will reflect on your internship experiences and the development of your skills to design, facilitate, and evaluate instruction of an online course. Pre-requisite: Admission to the Elementary or Secondary Teacher Education Program. Co-requisite: ED-414.

ED-422 INTERMEDIATE SIGN LANGUAGE 3.00 Credits

Continuation of ED-222.

ED-423 INSTRUCTIONAL TECHNOLOGY STRATEGIES, K-12 2.00 Credits

Instructional Technology Strategies, K-12 is designed to give students formal experiences in the development of the knowledge, skills, and dispositions supporting the strategic integration of technologies into the teaching and learning process. This includes an exploration of best practices in instructional methods and strategies for technology-enriched learning environments. Through literature review and discussion/exploration activities, you will develop your knowledge and skills in the variety of strategies and facilitation techniques that best serve teachers and learners in technology-enriched and digital learning environments. Special attention will be given to the instructional functions of current technologies and their relation to the primary models of instruction and their implementation. Pre-requisite: Admission to the Elementary or Secondary Teacher Education Program.

ED-424 MEDIA & TECHNOLOGIES FOR TEACHING, K-12 2.00 Credits

Media & Technologies for Teaching, K-12 is a course to address the strategic integration of current media and technologies into teaching and learning. Through participation in this course, students, as teacher candidates, will recognize the accepted professional standards regarding the roles and responsibilities that teachers serve to create and maintain learning environments best served by current technologies. Students will develop the knowledge and skills necessary to effectively design, develop, select, and implement a variety of types of instructional media and to implement a variety of current technologies as enhancements to teaching and learning processes. Students will also become prepared to foster sound principles of digital citizenship and digital literacy in teaching and learning environments. Pre-requisite: ED-224 and admission to the Elementary or Secondary Teacher Education Program.

ED-425 INSTRUCTIONAL METHODS AND CLASSROOM MANAGEMENT, K-8 2.00 Credits

This course is designed with a focus upon the exploration, understanding, implementation and integration of a repertoire of pedagogical knowledge, skills and dispositions related to K-8 instructional design, facilitation and evaluation, along with an examination of classroom management theories and strategies. This course will afford students the opportunities to become familiar with various instructional methods, models and practices, classroom management and relationship building to enhance educational relevance for K-8th grade students. Through various activities, including micro-teaching and other forms of presentation, students will demonstrate knowledge and skill acquisition in the development of instructional design, facilitation and evaluation. Additional projects will focus on research and product development to demonstrate understanding of key aspects related to classroom management, discipline and motivation through creating relevant and healthy relationships within the context of the classroom community. Pre-requisite: Students must be formally admitted to the Elementary Teacher Education Program.

ED-426 PROFESSIONAL INTERNSHIP IN EDUCATION K-8, I 7.00-14.00 Credits

A performance-based experience where interns have opportunities to develop and refine instructional materials and practices based on researched best practices for reading, language arts, math, science, health, social studies, physical education, visual and performing arts and multicultural issues to be utilized in K-8 classroom settings. The importance of effective communication strategies, including appropriate technology, will be emphasized. Interns will have numerous opportunities to interact with classroom teachers and elementary students during this first semester of a year-long internship. Pre-requisite: Admission to the Elementary Teacher Education Program. Co-requisites: ED-427 and SE-428.

ED-427 PROF SEMINAR: ISSUES IN EDUCATION I 1.00 Credit

Promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon contemporary and perennial issues that affect and inform their praxis. Includes questions of instructional philosophies and orientations, classroom management, professional conduct, ethics and legal considerations, interpersonal communications, steps toward securing employment, efficient time management, and proposals for educational reform and innovation. Fee required. Pre-requisite: Admission to the Elementary Teacher Education Program. Co-requisites: ED 426 and SE 428.

ED-429 PROFESSIONAL INTERNSHIP IN EDUCATION K-8, II 7.00-14.00 Credits

A continuation of ED-426. As the internship experience proceeds the intern will continually assume more responsibility for classroom instruction and management. This is a writing integrated course. Pre-requisite: Admission to the Elementary Teacher Education Program Co-requisites: ED-430 and SE-431. Graded P/F only.

ED-430 PROF SEMINAR:ISSUES IN EDUCATION II 1.00 Credit

A continuation of ED-427. LCSC faculty as well as occasional guests including teachers and school administrators will conduct the seminar. Pre-requisite: Admission to the Elementary Teacher Education Program. Co-requisites: ED-429 and SE-431.

ED-432 PACE SEMINAR 1.00 Credit

This seminar provides opportunities for PACE candidates to investigate and share techniques for the development of a personal folio evidencing their abilities to meet State of Idaho Content Area Standards in their chosen teaching field, to begin preparation of their professional portfolios, and to make arrangements for their internship experience under the direction and guidance of a Division of Education faculty supervisor. Pre-requisite: Admission to the PACE Teacher Education Program or permission of the instructor.

ED-433 LINGUISTICS, SOCIETY, AND LANGUAGE EDUCATION 3.00 Credits

This course will explore language in its social context for English language learning, with an introduction to linguistics and language and its relation to teaching and learning. The course is designed to provide participants, as current or future teachers of English Language Learners (ELL) with an introduction to the role of language in constructing and preserving identity. Topics will include the evolution, research, and current federal and state legal mandates for English language education. Participants will discuss language variation, language shift, language policy, language discrimination, standard language and the construction of identity through language learning. The course will also discuss the function of language in social groups; the acquisition of language, the relationship between language, culture, bilingualism and language teaching. The course will investigate social identity which will include not only examining how individuals construct their identities but also how language is implicated in the formation of social groups such as class, ethnicity, gender, and regional affiliations.

ED-434 ESL FIELD EXPERIENCE 1.00 Credit

The ESL/ENL/TESOL field experience is one of several courses designed to meet the requirements for an ENL endorsement in the state of Idaho. It moves students into an environment where theory and practice can be applied. Students will work one on one with English language learners and classroom teachers who understand the challenges of language acquisition in the classroom setting. It offers you an opportunity to analyze and reflect upon your own professional knowledge in the field of ESL/ENL and TESOL with the help of the instructor and practicum participants. You will be required to observe, assist and teach in an approved ESL setting. Pre-requisites: ED-435 and ED-436.

ED-435 TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS 3.00 Credits

This course acquaints students with issues surrounding diversity in education from a classroom perspective by conducting an overview of theories, principles, practices and issues in instruction to meet the needs of diverse learners. It examines the historical development of multicultural education and its efforts to help students understand social and educational issues faced by our diverse nation. An examination of cultural and linguistic diversity in classrooms. Students develop a broader perspective concerning culture and its influence on schooling and students' successful negotiation of the educational system.

ED-436 ISSUES TEACHING ENGLISH AS SECOND LANG 3.00 Credits

This course examines the unique challenges and opportunities afforded teachers when their community of learners consists of culturally and linguistically diverse students. The course will include discussion of issues and methodology in ESL and bilingual approaches for teaching students whose second language is English.

ED-437 ADVANCED TEACHING METHODOLOGIES: ENL/TESOL/SPANISH 3.00 Credits

Acquaints students and teachers with methodology issues in Second Language Acquisition, including bilingual approaches to teaching students whose second language is English. Pre-requisite: ED-436 or SPAN-202. Cross-listed with SPAN-437.

ED-439 ASSESSMENT AND SPECIALIZED INSTRUCTION FOR INDIVIDUAL NEEDS: ENL/TESOL CLASS 3.00 Credits

The purpose of this course is to provide the tools for testing/identifying language dominance and proficiency levels in students for whom English is a new language (ENL). It is designed to teach the process of selecting and administering assessments suited to the student's culture, literacy, and communication skill. Assessment issues will be discussed in detail. In addition, the course covers topics of authentic assessment, pre-instructional and post-instructional assessment, assessment of acculturation, assessment of language proficiency and content areas. Pre-requisites: ED-435 and ED-436.

ED-445 INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT, 6-12 3.00 Credits

This course familiarizes students with a variety of instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions. Students develop products that demonstrate understanding of key aspects of classroom environment, instruction, management, and motivation. Includes significant clinical experience hours in area secondary schools. Pre-requisite: ED-214, ED-318, ED-321, and admission into Secondary Teacher Education Program. ED-447 must be taken concurrently.

ED-447 TEACHING METHODS IN THE CONTENT AREA 2.00 Credits

This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans. Special emphasis is placed on teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship clinical experience in the content area for students. Course can be taken within one academic year of Clinical Internship. Pre-requisites: ED-214, ED-318, ED-321 or ED-310, and admission into secondary education program. Must take ED-445 concurrently.

ED-452 INTERNSHIP SEMINAR 1.00 Credit

This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis. Pre-requisite: Admission into the Secondary Education Program. Co-requisites: ED-460 and ED-461.

ED-454 PROFESSIONAL TEACHING STRATEGIES 6-12 3.00 Credits

This course in instructional design focuses on the acquisition and integration of basic pedagogical knowledge, skills and dispositions related to secondary teaching methods necessary to design, develop, deliver and evaluate effective instruction. Teacher candidates will become familiar with a variety of traditional and contemporary teaching models to meet the needs of a culturally and intellectually diverse classroom population. Includes a demonstration of requisite knowledge, skills, and dispositions through authorship of a course rationale and syllabus and unit plan templates, completing videotaped mini-teaching lessons and passing quizzes and the course examination Pre-requisite: Admission to the Secondary Teacher Education Program. This course is not available to students who have successfully completed ED 454 prior to Fall 2003.

ED-460 PROFESSIONAL INTERNSHIP IN EDUCATION 6-12 3.00-12.00 Credits

The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities. The intern should have a means of transportation to the internship school. Pre-requisite: Successful completion of all Phase I and Phase II requirements. Pre-requisite: Admission into the Secondary Education Program. Co-requisites: ED-452 and SE-407. Graded P/F only.

ED-461 PROFESSIONAL INTERNSHIP IN EDUCATION K-12 3.00-12.00 Credits

For candidates seeking K-12 teaching certificates, the integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with on-site K-12 teacher educators. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities. The intern should have a means of transportation to the internship school. Pre-requisite: Successful completion of all Phase I and Phase II requirements. Pre-requisite: Admission into the Secondary Education Program. Co-requisites: ED-452 and SE-407. Graded P/F only.

ED-471 ACTION RESEARCH FOR TEACHERS 3.00 Credits

This course is to help familiarize teachers with fundamental concepts of classroom-based action research, an alternative to traditional research that aims to improve some aspect of classroom instruction. Includes a series of reflective exercises and concludes with an action research activity. May be repeated in order to continue or conclude the activity or engage in a second action research activity. Pre-requisite: Instructor's approval.

ED-476 LEARNER DEVELOPMENT & DIFFERENTIATION (MODULE A) 3.00 Credits

Builds pedagogical knowledge for the candidates about students: development, individual learning differences, learning environments, and uses understanding of individual differences and diverse cultures and communities.

ED-477 CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS (MODULE B) 3.00 Credits

Builds pedagogical knowledge for the candidates in creating supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation in students. With a focus specifically on the development of the skills necessary for college and career readiness. Acceptance into the PACE Mastery-Based Pathway Program required.

ED-478 CREATING AN ENVIRONMENT FOR ALL LEARNERS (MODULE C) 3.00 Credits

Builds pedagogical knowledge for the candidates in creating supportive environments that encourage individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation in students, With a focus specifically on understanding diversity. Acceptance into the PACE Mastery-Based Pathway Program required.

ED-479 DIFFERENTIATION AND APPLICATION OF CONTENT (MODULE D) 3.00 Credits

Builds pedagogical knowledge for the candidates in their content area(s) to make the content accessible to students. Specific focus will be in the development of engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues that leads toward mastery of content. Acceptance into the PACE Mastery-Based Pathway Program required.

ED-480 DESIGNING INSTRUCTION AND ASSESSMENT LITERACY (MODULE E) 3.00 Credits

Builds pedagogical knowledge for the candidates in methodologies of assessment, planning, and instruction. Specific attention is given to the impact of assessment on learning, instruction for learning, student's application of knowledge, community context, and decision making for curriculum. Acceptance into the PACE Mastery-Based Pathway Program required.

ED-485 GRANT WRITING 1.00 Credit**ED-490 DIRECTED STUDY IN EDUCATION 1.00-14.00 Credits****ED-491 WORKSHOP IN EDUCATION 1.00-3.00 Credits**

Graded P/F only.

ED-491A WORKSHOP IN EDUCATION 1.00-12.00 Credits**ED-492 SPECIAL TOPICS IN EDUCATION 1.00-3.00 Credits****ED-494 INTERNSHIP IN EDUCATION 1.00-12.00 Credits****ED-495 PRACTICUM IN EDUCATION 1.00-12.00 Credits****ED-499 RESEARCH PROJECT AND SEMINAR IN EDUCATION 1.00-12.00 Credits****EDGT-410 FOUND GIFTED/TALENTED EDUCATION 3.00 Credits**

This online course will familiarize the student with the broad subject of education for gifted and talented (GT) students. The course, designed to be completed on an individual study basis, is appropriate for parents, home schooled students, and classroom teachers. It is an activity-based course and includes fourteen lessons that correspond to the textbook chapters. Students will complete an assigned activity in each lesson and correlate the activity to the Idaho Standards for Gifted and Talented Education so that students' performance and products in this course serve as evidence of their attainment of the standards. Occasionally students will be asked to make contributions to a bulletin board discussion. This is the entry course for the sequence of courses that lead to GT endorsement.

EDGT-420 CREATIVITY AND CRITICAL THINKING SKILLS FOR GIFTED AND TALENTED STUDENTS 3.00 Credits

This online course, intended for parents, teachers, home schooled students, coordinators and supervisors of GT learners, is activity-based and designed to be completed on an individual basis. The course will help familiarize students with the general theoretical basis for creativity and critical thinking, specific teaching exercises and lesson plans, and sources for additional materials for developing creativity and critical thinking with GT learners. Efforts will be directed toward the completion of a notebook of ideas, exercises, and resources that the student may wish to reference in future work with GT learners. Studies include reading text chapters and surfing the web in search of additional information. Students will be asked to make contributions to a bulletin board discussion. The final examination will take the form of a reflective essay. Pre/Co-requisite: EDGT-410.

EDGT-430 SOCIAL AND EMOTIONAL NEEDS OF GIFTED AND TALENTED STUDENTS 3.00 Credits

This online course, intended for parents, teachers, home schooled students, coordinators and supervisors of GT learners, is activity-based and designed to be completed on an individual basis. The course will help familiarize students with the social and emotional needs of GT children and adolescents. The content includes identifying special problems and issues, techniques for individual and group adjustment, academic and career counseling, identification and assessment tools, counseling learning disabled GT students, multicultural counseling, and consideration of social development, leadership, and gender issues. In completing the course, students will read assigned text chapters and answer review questions about the chapter's contents. Each chapter includes either one or more questions for discussion or an application activity. The final examination will take the form of essay questions. Pre/Co-requisite: EDGT-410.

EDGT-440 CURRICULUM AND INSTRUCTION FOR GIFTED AND TALENTED STUDENTS 3.00 Credits

This online course, intended for parents, teachers, home schooled students, coordinators and supervisors of GT learners, is activity-based and designed to be completed on an individual basis. The course will familiarize students with curricula for GT learners through identification of appropriate programs and resources as well as the adaptation of traditional content areas. Efforts will be directed toward the completion of a notebook of curricula information and resources that the students may wish to reference in future work with GT learners. Studies will include reading text chapters and surfing the web in search of additional information. Students will be asked to make contributions to a bulletin board discussion. The final examination will take the form of a reflective essay. Pre/Co-requisite: EDGT-410.

EDGT-450 INTERNSHIP AND PROGRAM DESIGN FOR GIFTED AND TALENTED EDUCATION 3.00 Credits

This online course is activity-based and designed to be completed on an individual study basis. The course will provide the student with opportunities to design and complete a professional internship in a school during which he/she works with GT students, assesses needs, and design instructional activities appropriate for these students. Students must accrue 90 clock hours of supervised on-site field experience to meet internship requirements. Students will be provided wide latitude in designing experiences that reflect their unique needs, situation, and teaching experience. Pre/Co-requisites: Instructor's approval, EDGT-410, EDGT-420, and EDGT-440.

EDGT-460 CRITICAL ISSUES IN GIFTED AND TALENTED EDUCATION: MERITOCRACY, ELITISM AND EQUALITARIANISM 3.00 Credits

This online course, intended for parents, teachers, home schooled students, coordinators and supervisors of GT learners, is activity-based and designed to be completed on an individual basis. The course will help familiarize students with the apparently contradictory yet complimentary concepts of meritocracy, elitism and equalitarianism. Efforts will be directed toward the completion of a research paper in which students attempt to synthesize these concepts together with an exposition of their personal beliefs and values regarding GT education. The course is intended to be informative and to stretch thinking in the tradition of creativity and critical thinking associated with GT education. Pre/Co-requisites: EDGT-410, EDGT-420, and EDGT-440.

EDGT-470 READINGS IN GIFTED AND TALENTED EDUCATION 2.00 Credits

This online course, intended for parents, teachers, home schooled students, coordinators and supervisors of GT learners, is activity-based and designed to be completed on an individual basis. The course will provide the student with an opportunity to select and pursue a topic of personal interest related to GT education through a structured program of readings and reflections. Pre/Co-requisites: EDGT-410, EDGT-420, and EDGT-440.

RE-217 CHILDREN'S LITERATURE AND STORYTELLING 3.00 Credits

Acquaints students with the wide range of literature for children and with criteria for judging quality in making book selections for classroom use. Students will demonstrate abilities in using a variety of effective methods for sharing and responding to literature and for integrating literature throughout the curriculum. Includes a technology component and an emphasis on integrating the use of multiethnic literature throughout the curriculum.

RE-290 DIRECTED STUDY IN READING 1.00-12.00 Credits**RE-291 WORKSHOP IN READING 1.00-12.00 Credits****RE-292 SPECIAL TOPICS IN READING 1.00-3.00 Credits****RE-295 PRACTICUM IN READING 1.00-12.00 Credits****RE-299 RESEARCH ASSISTANTSHIP 1.00-12.00 Credits**

Graded P/F only.

RE-301 PSYCHOLINGUISTICS, LITERACY, AND LANGUAGE ACQUISITION 3.00 Credits

The purpose of this course is to develop students' understanding of language structure and language acquisition, to raise students' awareness of children's and young adults knowledge of language and their ability to use language, and to spark students' recognition of ways in which learning to talk and developing literate behaviors are similar. In this course we will explore the socio-psycholinguistic dimensions of language, literacy and culture. Models of theories of language acquisition will be examined including both oral and written language. Additionally, different types of discourse will be analyzed as to how they might impact literacy and language development for both first and second language learners. The course will also stress the importance of language learning as a social activity, and the possibilities of language acquisition as a means for transformative learning.

RE-303 EMERGENT LITERACY 3.00 Credits

Examines methods of literacy instruction appropriate for use with young children at various developmental stages. Methods examined reflect current theory and research and emphasize the importance of graphophonic, syntactic, and semantic cueing systems in the reading process. Students will have direct involvement with children in elementary classrooms as they observe and practice a variety of instructional methods.

RE-307 LITERACY LEADERSHIP 3.00 Credits

Develops students' theoretical and practical understandings of the following: designing and implementing literacy initiatives in elementary environments; supporting elementary teacher's literacy instruction; assessment and diagnosis of struggling readers and writers; leading literacy-oriented professional development for elementary teachers. This course includes a 20 hour field experience. Admission to the Elementary Teacher Education Program or permission of instructor. Pre-requisite: RE-340/SE-340 and RE-342/SE-342.

RE-309 DISCIPLINARY LITERACY 3.00 Credits

This course provides the background, issues, and strategies for future teachers to help intermediate, middle, and secondary students increase their literacy comprehension across disciplines. The course is designed to support content instruction using research-based literacy strategies for all learners. Topic areas include increasing comprehension of content in informational and narrative text, writing to persuade and inform, and using digital resources appropriately to engage in critical thinking, creativity, and collaborative problem solving.

RE-335 YOUNG ADULT LITERATURE 2.00 Credits

Acquaints students with criteria for selecting quality literature for adolescents, and ways of promoting and incorporating quality literature into school curriculum. Review literary elements such as characterization, plot, point of view, etc. Also addresses issues such as censorship, multicultural perspectives, bias, etc. Cross-listed with ENGL-335.

RE-340 FOUNDATIONAL LITERACY 4.00 Credits

Letter knowledge, phonological awareness, and an understanding of speech-sound correspondences are essential for all children to learn how to become readers and writers. However, it is also critical for children to learn how to use these tools to better their thinking and reasoning. In this course students will develop and demonstrate knowledge of written and oral language used in literacy development through classroom lecture, research assignments, activities, and field experiences. This course includes a 24-hour field experience in a K-2 grade classroom and it aligns with the Idaho Comprehensive Literacy Coursework (ICLC). Pre-requisite: Admission to the Elementary Teacher Education Program or permission of instructor. Crosslisted with SE-340.

RE-342 INTERMEDIATE LITERACY 4.00 Credits

Develops and applies students' theoretical understandings of the processes of literacy learning from grades 3-8. Includes focus on instruction and assessment of: reading comprehension, vocabulary, fluency, and writing. Includes implications for meaningful instruction for academically and culturally diverse learners. This course includes a 25-hour field experience in a 3-8 grade classroom and it aligns with the Idaho Comprehensive Literacy Coursework (ICLC). Pre-requisite: Admission to the Elementary Teacher Education Program. Crosslisted with SE-342.

RE-390 DIRECTED STUDY IN READING 1.00-12.00 Credits**RE-392 SPECIAL TOPICS IN READING 1.00-12.00 Credits****RE-399 RESEARCH ASSISTANTSHIP 1.00-12.00 Credits**

Graded P/F only.

RE-490 DIRECTED STUDY IN READING 1.00-12.00 Credits**RE-491 WORKSHOP IN READING 1.00-12.00 Credits****RE-492 SPECIAL TOPICS IN READING 1.00-12.00 Credits****RE-495 PRACTICUM IN READING 1.00-12.00 Credits****RE-499 RESEARCH ASSISTANTSHIP 1.00-12.00 Credits**

Graded P/F only.

SE-322 INCLUSION STRATEGIES K-12 3.00 Credits

Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs. Pre-requisite: Admission to Teacher Education Program or permission of instructor.

SE-332 INDIVIDUALIZED ASSESSMENT 3.00 Credits

The study and application of models and techniques of diagnosis and educational assessment used in identifying, classifying, planning for, monitoring, and evaluating individuals with disabilities and educational programs. Co-requisite: SE-335.

SE-333 INDIVIDUALIZED INSTRUCTION 3.00 Credits

Instructional design and planning for teaching individuals with disabilities or learning needs. Emphasizes standards of instructional practice for motor, cognitive, academic and functional life skills.

SE-334 INDIVIDUALIZED MOTIVATION 3.00 Credits

Motivational planning for teaching individuals with disabilities or special needs. Emphasizes standards of practice related to planning and managing the teaching learning environment, and managing student behavior and social interaction skills.

SE-335 SPECIAL EDUCATION FIELD EXPERIENCE 1.00 Credit

Individualized and small group instruction experiences involving students with disabilities. Emphasizes standards of performance related to basic, social interaction, motor and functional skills development. Graded P/F only.

SE-340 FOUNDATIONAL LITERACY 4.00 Credits

Letter knowledge, phonological awareness, and an understanding of speech-sound correspondences are essential for all children to learn how to become readers and writers. However, it is also critical for children to learn how to use these tools to better their thinking and reasoning. In this course students will develop and demonstrate knowledge of written and oral language used in literacy development through classroom lecture, research assignments, activities, and field experiences. This course includes a 24-hour field experience in a K-2 grade classroom and it aligns with the Idaho Comprehensive Literacy Coursework (ICLC). Pre-requisite: Admission to the Elementary Teacher Education Program or permission of instructor. Crosslisted with RE-340.

SE-342 INTERMEDIATE LITERACY 4.00 Credits

Develops and applies students' theoretical understandings of the processes of literacy learning from grades 3-8. Includes focus on instruction and assessment of: reading comprehension, vocabulary, fluency, and writing. Includes implications for meaningful instruction for academically and culturally diverse learners. This course includes a 25-hour field experience in a 3-8 grade classroom and it aligns with the Idaho Comprehensive Literacy Coursework (ICLC). Pre-requisite: Admission to the Elementary Teacher Education Program. Cross-listed with RE-342.

SE-390 DIRECTED STUDY IN SPECIAL EDUCATION 1.00-12.00 Credits**SE-394 INTERNSHIP IN SPECIAL EDUCATION 1.00-12.00 Credits****SE-399 RESEARCH ASSISTANTSHIP 1.00-3.00 Credits****SE-407 ADAPTIVE TEACHING 6-12 2.00 Credits**

Approaches to adapting curriculum, instruction and evaluation for students with learning difficulties in the secondary schools. Emphasis will be on motivation and alternative learning environments. Practical experiences are integrated into the course. Pre-requisite: Admission to the Secondary Teacher Education Program.

SE-428 ADAPTIVE TEACHING I 1.00 Credit

Approaches to adapting learning environments and motivation for students with learning differences or disabilities. Emphasizes standards of performance related to learning differences and adapting environments. Pre-requisite: Admission to the Elementary Teacher Education Program.

SE-431 ADAPTIVE TEACHING II 1.00 Credit

Approaches to adapting curriculum, instruction and assessments for students with learning differences or disabilities. Emphasizes standards of practices related to disabilities and adaptive instruction. Pre-requisite: Admission to the Elementary Teacher Education Program.

SE-467 PHYSICAL ACTIVITY AND RECREATION FOR INDIVIDUALS WITH SPECIAL NEEDS 3.00 Credits

Study of the categories of exceptionality. Socio-cultural dimensions of learning and teaching are examined. Strategies for teaching and assisting individuals with special needs and a wide variety of abilities in sport and physical activity. Includes field experiences with Special Olympics, physical and occupational therapists, and adapted physical educators in schools. Cross-listed with KIN-467.

SE-477 CONSULTING WITH PARENTS AND PROFESSIONALS 2.00 Credits

Theory and practice of consulting with parents of students with disabilities. Emphasizes standards of performance related to communication, collaborative partnerships, professional and ethical practices.

SE-484 SPECIAL EDUCATION INTERNSHIP 6.00 Credits

Individualized planning and instruction in resource or inclusion programs for students with disabilities. Emphasizes standards of performance integrating knowledge and skills required for the CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers. Fee required. Pre-requisite: Admission to the Elementary or Secondary Teacher Education Program. Graded P/F only.

SE-490 DIRECTED STUDY IN SPECIAL EDUCATION 1.00-12.00 Credits**SE-491 WORKSHOP IN SPECIAL EDUCATION 1.00-12.00 Credits****SE-492 SPECIAL TOPICS IN SPECIAL EDUCATION 1.00-12.00 Credits****SE-494 INTERNSHIP IN SPECIAL EDUCATION 1.00-12.00 Credits****SE-495 PRACTICUM IN SPECIAL EDUCATION 1.00-12.00 Credits****SPED-301 SPECIAL EDUCATION LAW 3.00 Credits**

This online course is designed to provide a basic understanding of the legal issues related to the delivery of special education services. The course examines current legal frameworks used to address questions in this area and the principles that undergrid the procedural requirements of delivering special education services. The provisions of federal and state special education mandates, judicial interpretations, and Idaho state guidelines regulating the delivery of educational and vocational services to students with disabilities will be covered.

SPED-310 BEHAVIOR MANAGEMENT 3.00 Credits

This online course provides students with the fundamental knowledge for identifying instructional and behavioral needs, measuring and analyzing information, designing effective instructional and behavioral interventions, managing classroom behavior using positive strategies through applied behavior analysis. Principles of effective teaching are introduced along with a variety of "best practice" strategies.

SPED-320 ACCESS TO GENERAL EDUCATION 3.00 Credits

The purpose of this course is to develop the knowledge and skills necessary for special educators to assist students with disabilities in participating in the general education curriculum.

SPED-330 FORMAL ASSESSMENT AND PROGRAM PLANNING 3.00 Credits

This online course provides special educators with the skills necessary to plan, conduct, and use assessment information to assist determining eligibility of students for special education services and planning services for students with disabilities.

SPED-340 COLLABORATION AND CONSULTATION 3.00 Credits

This online course discusses theory and practice of consulting with parents of students with disabilities. Emphasizes standards of performance related to communication, collaborative partnerships, and professional and ethical practices.

SPED-400 READING INSTRUCTION FOR STUDENTS WITH DISABILITIES 3.00 Credits

This online course focuses on reading instruction that meets the needs of low-performing students in special education and regular education and provides an overview of a variety of reading approaches that special education teachers may encounter in school settings. Students learn how to systematically teach basic decoding and reading comprehension skills to children with mild/moderate disabilities and to children at risk for school failure. Students learn about and practice teaching the following children: (a) phonemic awareness, (b) phonic analysis, (c) vocabulary, and (d) reading comprehension. Students also learn to systematically create their own lessons and to modify reading basals and trade books. This course teaches direct instruction procedures as one method of instruction that has been successful in remediating reading failure.

SPED-410 LANGUAGE AND COMMUNICATION INSTRUCTION FOR STUDENTS WITH DISABILITIES 3.00 Credits

This online course will focus on effective, scientifically-based instructional strategies that can be used to improve the language skills of children with disabilities. Strategies for improving expressive communication (oral language, alternatives to oral language-such as sign language and picture systems, as well as written language-such as spelling and writing) and receptive language skills will be addressed. The importance of using a total communication approach will be stressed.

SPED-420 MATHEMATICS INSTRUCTION FOR STUDENTS WITH DISABILITIES 3.00 Credits

This online course overviews the direct instruction of mathematics, including objective research and evaluation, instructional design, presentation techniques, scope and sequence, and organizing instruction (selection and modification of commercial programs, and initial student assessment and placement). Particular emphasis will be placed on teacher candidates acquiring basic mathematical knowledge, skills, and concepts: 1) mathematics vocabulary and prerequisite language skills, 2) counting, 3) symbol identification and place value, 4) addition, 5) subtraction, 6) multiplication, 7) division, 8) basic facts, 9) problem solving (story problems), 10) fractions, 11) decimals, 12) percents and ratios, 13) telling time, 14) money, 15) measurement, 16) geometry, and 18) study skills.

SPED-430 INTRODUCTION TO ASSISTIVE TECHNOLOGY 1.00 Credit

This online course will provide students with an undertaking of assistive technology and its application in instructional programs, career tasks, and life skills for persons with disabilities. Presentation and demonstration experiences will enable students to better utilize assistive technology in education, work, community, and home environments.

SPED-440 SECONDARY SPECIAL EDUCATION AND TRANSITION PLANNING 2.00 Credits

This online course emphasizes the assessment of current trends in secondary transition services for students with disabilities and the design and implementation of appropriate transition services. Students will go through the training modules on the Secondary Transition Learning Community on the Idaho Training Clearinghouse. Students will critically analyze their current philosophical beliefs and practices about transitioning services available to students.

SPED-450 INSTRUCTION FOR STUDENTS WITH SEVERE DISABILITIES 3.00 Credits

The purpose of this online course is to provide skills necessary to develop/adapt, implement, and evaluate instructional programs for learners with severe cognitive, physical, or multiple disabilities. An emphasis will be placed on the adaptations necessary for successful participation in school and community environments. Students will learn about methodologies and research, and will examine examples or exemplary practices in the field.

SPED-494 INTERNSHIP IN SPECIAL EDUCATION 1.00-12.00 Credits