

ARTS, LETTERS, AND LEARNING DIVISION

Contact Information

Division Chair: Amanda Van Lanen, Ph. D.

E-mail: alvanlanen@lcsc.edu

Office: SPH 104

Phone: 208-792-2297

FAX: 208-792-2324

Web: <https://www.lcsc.edu/arts-letters-learning> (<https://www.lcsc.edu/arts-letters-learning/>)

Introduction to the Arts, Letters, and Learning Division

Students in Arts, Letters, and Learning programs and courses receive rich exposure to theoretical and practical knowledge, preparing them for professional success in a wide variety of careers and graduate programs. The division brings together the humanities and teacher education, offering a broad foundation in the liberal arts alongside focused professional preparation for careers in education.

Humanities

Humanities students have many opportunities for hands-on learning experiences through student music, film, and theater performances, *Talking River Review* (a literary journal), speech and debate, internships, peer tutoring in the Writing Center and Spanish Lab, art exhibits, and regular open mic events. The division is deeply engaged in delivering General Education Core, as well as foreign and heritage language and professional preparation courses that help students achieve their educational and professional objectives. Faculty invigorate their teaching and service with scholarly and creative endeavors, often in collaborative partnerships with students.

Teacher Education

Arts, Letters and Learning provides access to high-quality baccalaureate degree programs in Elementary Education, Secondary Education, General Studies, and Interdisciplinary Studies, as well as an Associate's in Early Childhood and a variety of certificates and endorsements. These programs prepare knowledgeable, reflective educators ready to meet the needs of Idaho's classrooms and young learners, combining rigorous coursework with hands-on field and clinical experience. Courses can be taken traditionally or through virtual delivery.

The Teacher Education Program is accredited by the Council for Accreditation of Educator Preparation (CAEP), and by the State of Idaho.

Majors Offered

The Arts, Letters, and Learning Division offers the following baccalaureate degrees:

- Business & Communication (BA/BS),
- Communication Arts (BA/BS)
- Creative Writing (BFA)
- Elementary Education (BA/BS) with endorsements in
 - Literacy K-12
 - Special Education: Exceptional Child, Generalist K-12
 - Middle School English Language Arts
 - Middle School Math 5-9
 - Middle School Science 5-9
- English (BA)
- English Publishing Arts (BA)
- General Studies Education (BA/BS)
- General Studies Humanities (BA/BS)
- Interdisciplinary Studies (BA/BS)
- Secondary Education (BA/BS) with endorsements in
 - Biology
 - Chemistry
 - Communication Arts
 - Earth Science
 - English
 - History
 - History/Social Studies

- Math
- Natural Science
- PE/Health
- Psychology
- Special Education (BA/BS)

The division offers the following 2-year degrees:

- Early Childhood Development (AAS)
- Graphic Communications (AAS)
- Liberal Arts (AA)
- Paraprofessional Education (AA)

Program Outcomes

Communication Arts Programs

Upon completion of the program, students majoring in Communication Arts (including Business & Communication, General Studies: Humanities, Interdisciplinary Studies, and Sports Media Studies) will learn and demonstrate the following abilities:

1. Communicate effectively and professionally in writing.
2. Communicate effectively and professionally in speech.
3. Demonstrate critical thinking, analysis, and problem-solving skills through original research.
4. Acquire marketable skills through practical learning (internship, practicum, field school) experiences.

Education Programs

All Educators will:

1. Understand how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and be able to design and implement developmentally appropriate and challenging learning experiences.
2. Use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Work 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. Understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and will know how to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Understand 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. Understand and use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the decision making of both teacher and learner.
7. Know how to plan 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. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, as well as build skills to apply knowledge in meaningful ways.
9. Know how to engage in ongoing professional learning and use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others (learners, families, other professionals, and the community) and adapt practice to meet the needs of each learner.
10. Develop a desire to seek 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.
11. Be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. They will build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.
12. Understand the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
13. Know how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

English Programs

Upon completion of the program, students majoring in English (including the BFA in Creative Writing and English: Publishing Arts) are expected to learn and demonstrate the following abilities:

1. Communicate effectively and professionally in writing.
2. Communicate effectively and professionally in speech.
3. Demonstrate critical thinking, analysis, and problem-solving skills through original research.
4. Acquire marketable skills through practical learning (internship, practicum, field school) experiences.

Literacy Program

1. Understand the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension.
2. Understand the benefit of incorporating writing in the content areas. They will know how to incorporate ethical and credible research practices into instruction.
3. Understand how reading and writing difficulties vary in presentation and degree. You will understand the characteristics of struggling readers and writers, know how to identify appropriate accommodations, and adapt instruction to meet student needs.

In addition to the above, Elementary Educators will also:

1. Gain knowledge of the foundational concepts of literacy instruction and their typical developmental progression. You will understand that learners with reading difficulties require code-based explicit, systematic, sequential, and diagnostic instruction with many repetitions.
2. Understand formative literacy assessment concepts, strategies, and measures. You will know how to use assessment data to inform and design differentiated literacy instruction.

Special Education Program

1. Know how to develop individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.
2. Know how to select, adapt, modify, and use a repertoire of evidence-based instructional strategies, including universal design for learning to advance learning, self-advocacy, and independence of individuals with exceptionalities.
3. Know how to design strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.
4. Know how to administer, interpret, and explain technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.
5. Gain the knowledge in the guidance and direction to paraeducators and other student support staff.

Assessment

Communication Arts and English

All Communication and English program graduates are required to complete:

1. An exit interview,
2. A senior capstone written project, and
3. An oral presentation of senior project.

Faculty use the above information to conduct an evaluation of student performance with regard to program goals and outcomes. This data is then incorporated into the yearly College assessment reporting process (UARs).

Teacher Education Program

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 & Mathematics Division.

IDAHO COMPREHENSIVE LITERACY Standards (ICLS)

All teacher education candidates must show competency in the Idaho Comprehensive Literacy Standards, which are as follows:

- ICLS 1: Foundational Literacy Concepts
- ICLS 2: Fluency, Vocabulary Development, and Comprehension
- ICLS 3: Literacy Assessment Concepts

- ICLS 4: Writing Processes
- ICLS 5: Diverse Reading and Writing Profiles

Teacher candidates show competency in these standards through passing the appropriate ICLS exams in their coursework. Each exam is embedded within a course and must be passed with a score of at least 70%. Teacher candidates in the following programs must pass the following exams:

- Elementary Education candidates must pass the exams for ICLS 1-5.
- Secondary Education candidates must pass the exams for ICLS 2, 4, and 5.

We also offer testing to those who need them but are not students at LC State. If you would like to take the exams, and are not a student at LC State, please contact the Testing Center to make arrangements to take the exams.

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 #7001 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 #7001. 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 LC State 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 Program will also participate in the exit interview.

Advising

Academic advising is mandatory for all 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.

Minors, Certifications, Transfer Programs

Minors are an excellent way to add marketable skills to a degree. The division offers minors in

- Art
- Communication Arts
- Creative Writing
- Early Childhood Special Education
- English
- Music
- Nez Perce Language
- Professional Writing
- Publishing Arts
- Spanish
- Theatre

The division offers certificates in

- Early Childhood Development (ATC)
- Early Childhood Development (BTC)
- Early Childhood Development (ITC)
- Packaging Design (ITC)

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.

Latin American Culture Club

The Spanish Club promotes the language and culture of Spanish-speaking countries as it organizes academic, social, and service activities on campus and within the local community.

LC State STUDENT CHAPTER, IDAHO COUNCIL FOR EXCEPTIONAL CHILDREN

Idaho Council for Exceptional Children (CEC), LC State 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, setting professional standards, providing continuing professional development, advocating for newly and historically underserved individuals with exceptionalities, and helping professionals achieve the conditions and resources necessary for effective professional practice.

LC State 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 LC State, 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 LC State or recent graduates of LC State.

Lewis-Clark Warrior Radio (LCWR)

Student operated and managed, Lewis-Clark Warrior Radio (LCWR) features Alternative music, specialty music shows, news, sports, and more 24 hours a day, seven days a week, 365 days a year. Students in all academic disciplines are encouraged to join LCWR to gain professional experience in radio.

The Pathfinder

The Pathfinder is the student-run newspaper. Students write, edit, and publish articles on the Pathfinder website.

Secondary Education Exploration Club

The Secondary Education Exploration Club provides a lively forum for the discussion and exchange of ideas among Secondary English Education majors, as well as with other Secondary Education majors, English majors, minors, and those interested in education. The club elects its own officers and schedules annual conferences, social activities, and community service projects.

Speech and Debate Club

Speech and Debate is a place for students to develop and polish their performance, critical thinking, and research skills. Students with no prior experience are welcome. With a wide range of speech formats, a student can find their niche or try many different ways of communication. Tournaments are held in person and virtually, meaning students can participate in ways most conducive to their schedule and class load. The club will typically attend two tournaments a semester.

Talking River Review

LCSC's literary journal, *Talking River Review*, publishes original work ranging from poetry to short stories, in both fiction and creative nonfiction. This national publication has featured work by some of the country's best contemporary writers as well as students. The journal is published biannually by the Associated Students of Lewis-Clark State College, and students enrolled in the Publishing Arts course.

Theatre and Music Programs

Theatrical and musical productions are important co-curricular activities and linked to the minors. With on-campus productions each semester, all students, regardless of previous experience, are encouraged to audition. The LC State Jazz Band, LC State Rock Band, and LC State Choir provide concert and recital opportunities for students interested in showcasing and developing their performing skills.

Teacher Certification Process

LC State 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 LC State'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 LC State 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. LC State does not issue teaching certificates. The LC State Teacher Education Program provides an institutional recommendation of approved program completion for students who have successfully completed the program. The Idaho State Department of Education evaluates for certification 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 who fail 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 LC State Institutional Recommendation for the State of Idaho¹ that indicates the completion of an approved Teacher Education Program, the graduate must submit the following to the LC State Teacher Education Program:
 - a. A completed "Idaho Educator Certification Application" form;
 - b. Official transcripts from higher education institutions (except LC State) if a degree was awarded;
 - 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 Program 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.

MASTERY-BASED PATHWAY

This program is designed to prepare individuals with a bachelor's degree to become fully certified teachers. The program is completed online 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 seeking 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:

- Five-module core program
- Weekly optional virtual seminar/conference
- Quarterly optional professional development (As requested)
- Literacy proficiency exams (ICLS), or courses – if applicable
- Math proficiency exams (MTI/TMT) – if applicable
- Additional content coursework – if applicable
- Two-year mentoring program at the school where employed.

Those who are interested in the Mastery-Based Pathway can find more information here (<https://www.lcsc.edu/education/mastery-based-pathway/>) and should request a transcript evaluation by the Teacher Education & Mathematics Division's Program Assistant. Follow the link to the "Mastery-Based Pathway Application (<https://lcsc-12411.app451.sites.451.io/>)".

Teacher Education Program 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.

Expectation of Students

Candidates for the baccalaureate degree in the Teacher Education Program must meet the LC State baccalaureate degree requirements, maintain an overall GPA of 3.0, and pass the Praxis (<https://praxis.ets.org/state-requirements/idaho-tests.html>) II subject specialty exam(s) in their area as required by the State of Idaho. In addition, all 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 Program 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.

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 & Mathematics Division office or online at www.lcsc.edu/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 Teacher Education Program 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 incomplete courses, and moral turpitude).

Students must apply for admission into the Teacher Education Program no later than the first Friday 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 Friday 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 Friday of the previous fall semester (mid-August).

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 LC State 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. Background Check: Students will be required to submit results from a name-based background check.

TRANSFER STUDENT ENTRANCE INTO THE TEACHER EDUCATION PROGRAM REQUIRES:

1. A transfer credit evaluation by the Teacher Education Program Assistant immediately following admission to LC State.
2. Completion of steps noted above in "Entrance/Admission into the Teacher Education Program Requires".
3. Completion of a minimum of 32 LC State credits before graduation (see baccalaureate degree requirements).

POST-BACCALAUREATE STUDENT ENTRANCE INTO THE TEACHER EDUCATION PROGRAM REQUIRES:

1. A transfer credit evaluation by the Teacher Education Program Assistant immediately following admission to LC State.
2. Completion of steps noted above in "Entrance/Admission into the Teacher Education Program Requires."

CERTIFIED TEACHERS SHOULD:

1. Consult with the Teacher Education Program Assistant directly after being admitted to LC State.
2. Complete the Teacher Education Program's Special Permission Form to take certain upper-division course work.

BACKGROUND CHECKS

All students will be responsible for the cost of a name-based background check in the state in which they reside. These are processed through the student's state police and the cost varies by state. Proof of the background check should be submitted to the Teacher Education Program office. The background check is due before entering schools for any field experience associated with the student's teacher education program.

In addition, students will complete a fingerprint-based background check before entering their final internship. This background check is required for student teaching and for certification through the state of Idaho. The cost is \$32.00 and paid to State Department of Education.

ELEMENTARY EDUCATION FEES

- Name-Based Background Check (\$11-\$20; cost varies by state)
- Praxis II Exam: #7001 Elementary Ed: Multiple Subjects \$180
 - Praxis II exam subtests: #7002, #7003, #7004, and #7005 are \$64 each
- Praxis II exam in second teaching content area \$130 - \$156
- Fingerprint Background Check \$32.00
- Idaho State Teacher Certification \$75

SECONDARY EDUCATION FEES

- Name-Based Background Check (\$11-\$20; cost varies by state)
- Praxis II Content Specific Exams \$130 - \$156 (a separate Praxis exam is required for each content area teaching field)
- Fingerprint Background Check \$32.00
- Idaho State Teacher Certification \$75

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 semester(s), 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 Program director 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 LC State 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 Programs

STATE ALTERNATIVE AUTHORIZATION: CONTENT SPECIALIST

The Teacher Education Program 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.