

Updated July 16, 2004

Disclaimer: A number of organizational changes will be considered by the Board of Trustees and the Board of Regents. Please see your advisor. Updated information will be posted in the online catalog at the SUU website <http://www.suu.edu/academics/catalog/>.

## College of Education

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Effective July 1, 2004, Early Childhood Development was moved to the College of Education, department of Elementary Education  
<http://www.suu.edu/ed/elementary/>

Family and Consumer Sciences was moved to the College of Education, department of Secondary Education  
<http://www.suu.edu/ed/secondary/>

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The College of Education at Southern Utah University is composed of four departments.  
Department of Graduate Studies  
Department of Elementary Education  
Department of Physical Education  
Department of Secondary Education

### Mission

The College of Education views its primary mission to provide students a personalized learning environment which fosters meaningful experiences involving the mind, the heart, and the hands. We affirm our commitment to prepare informed, stimulating, and effective educators for service in Utah as well as far beyond Utah's borders. Typically, the College's graduates serve as teachers and administrators in elementary, middle and secondary schools. Those in the Physical Education Department pursue careers as teachers, coaches, athletic trainers or enter graduate school programs in sports medicine, physical therapy, etc. The teacher preparation programs are fully approved by the standards for the National Council for Accreditation of Teacher Education (NCATE) and by the Utah State Board of Education using national NASDTEC standards, INTASC standards, and NBPTS standards. The Athletic Training program in the Physical Education Department is in candidacy status for National Athletic Training Accreditation.

Throughout the four-year program in the College of Education, students are given a wealth of practical experience to supplement classroom education. A well planned, nationally recognized curriculum prepares teachers, school administrators, athletic trainers, and coaches. The College of Education is highly respected within the state of Utah, the region, and the nation for the quality of its graduates.

Students are encouraged to obtain information and assistance from their academic advisor or department head as they set goals and determine programs of study. Program requirements are subject to change, and personal attention is given to help students select appropriate course work.

## SUU College of Education Head Start and Early Intervention Programs

*Executive Director:* Virginia B. Higbee; *Assistant Head Start Director:* Roxanna C. Johnson; *Program Administrative Manager:* Shari Jones; *Family Partnerships Manager:* Dori Kanesta Crouch; *Child Development Coordinators:* Sheila Bowler, Debra Barker; *Zareanna Hersom, Marilyn Crandall;* *Community Involvement/ Enrollment Coordinator:* Darlene Storie; *Health Manager:* Cynthia Seipert; *Office Manager:* Amy LeFevre-Rice; *Facilities and Transportation Manager:* David Skougaard; *Child Care Family Specialist:* Gabrielle Strand; *Child Care Recruitment and Enrollment Specialist:* Stephanie Carpenter; *Administrative Specialist:* Christa Cardon; *Early Intervention Program Manager/Head Start Disability Specialist:* Vergeania Davenport; *Classroom Teacher:* Kay Heaton.

### Head Start

More than seventy Head Start Staff provide a broad range of services to approximately 420 pre- kindergarten children and their families through the SUU Head Start program. The overall goal of Head Start is to increase cognitive skills and social competence of young children in low income families. Social competence takes into account the social, emotional, cognitive and physical development of children and leads to effectiveness in dealing with the present environment and later responsibilities in school and life. SUU Head Start offers Preschool Services in Beaver, Garfield, Iron, Kane, Millard, and Washington counties. In addition, SUU Head Start offers Child Care collaborative services with providers in Cedar City, Hurricane and St. George. Besides preschool education and socialization experiences for Head Start children, Head Start families are offered assistance in health and nutrition, literacy, parenting skills and social services. Head Start individualizes services for each child and stresses strong parent and community involvement. SUU students receive hands on experience and, with other community volunteers, assist in carrying out Head Start activities. SUU Head Start Centers are located in Fillmore, Beaver, Milford, Parowan, Enoch, Cedar City, Delta, LaVerkin/Hurricane, Washington, St. George, Kanab, Escalante and Panguitch. Phone (435) 586-6070 for additional information.

### Early Intervention

The Early Intervention Center and Outreach program provides specialized therapy and educational services to children with disabilities from birth to age three in Iron, Beaver; Garfield and Kane counties. Children in Iron County attend twice weekly therapy and socialization groups, while staff serve children in Beaver; Garfield and Kane counties in individual home-based programs. Enrolled children receive therapy from licensed therapists as needed. This program, funded through the Utah State Health Department, operates from July through June. Referrals are through local health departments or directly from families. Call Vergeania Davenport at (435) 586-6070, ext. 205, for enrollment or volunteer information.

## Southern Utah University – Professional Education Unit/ Conceptual Framework

The College of Education at Southern Utah University, in collaboration with other Colleges and Departments on campus that promote teacher preparation and educator licensure, has developed the Southern Utah University – Professional Education Unit. This unit has the responsibility of ensuring that all teacher licensure programs at SUU meet or exceed NCATE, INTASC, ASCD, NBPTS and the professional standards of specialty organizations, and represent "best practices" in teaching.

### Professional Education Unit - Mission Statement

To direct the operation of a coherent teacher education program to produce teachers who possess the knowledge, skills, and dispositions to positively impact learning for all students in diverse classroom environments.

### Professional Education Unit - Vision

To be recognized as the premier teacher education institution in Utah and to establish a regional reputation for developing high quality teachers who can facilitate life long learning and positive change within diverse student populations and learning environments.

### PROFESSIONAL EDUCATION UNIT - CONCEPTUAL FRAMEWORK

Head, Hands, and Heart: Empowering Students and Teachers to Make Learning Live Forever Head, Hands and Heart (knowledge, skills and dispositions) provide the foundation which guides the professional educator who seeks to direct the development of these attributes in the students he or she teaches. Five Pillars of Professional Practice, grounded in unit, state and national standards describe the competencies (knowledge, skills and dispositions) essential to good teaching. Each of the five pillars represents a key area of professional competence and expertise.

A Model for Reflective Teaching, emphasizes a process of continuous improvement of professional practice through reflecting on teaching performance and using the results of reflection to improve teaching and learning. Life Long Learning for All Students and Teachers is the goal which under-girds all we seek to accomplish as educators. Both teacher and student are an integral part of a larger community of learners which recognizes the joy of learning and the importance of personal growth.

## The Five Pillars of Professional Practice

**Domain 1**, the first Pillar of Professional Practice, addresses the professional knowledge base an effective educator should possess. This knowledge base includes an in-depth understanding of content, pedagogy and content/pedagogy as well as knowledge of learner characteristics and the needs of diverse individuals in complex learning environments. Also emphasized is knowledge of research and professional standards and of the appropriate use of instructional technologies.

**Domain 2**, the second pillar, defines how teachers organize the content that students are to learn, that is, how the teacher plans and prepares for instruction. All aspects of instructional planning are covered including selecting appropriate instructional goals and outcomes, choosing appropriate technologies, resources and tools of inquiry and designing challenging, coherent and compelling instruction. Also emphasized is the design and implementation of appropriate assessment strategies and techniques.

**Domain 3**, the third pillar, focuses on the dimension of teaching which relates to interactions necessary to create and manage an effective learning environment. These interactions, though largely non- instructional, are necessary for effective instruction and include establishing a community of learners, managing classroom routines and procedures, maintaining records and monitoring the physical environment, motivating students and using research and technology to support, extend and improve student learning.

**Domain 4**, the fourth pillar, addresses the importance of effective communication and sound instructional practices. Elements of this domain include communicating clearly and accurately with students, parents and colleagues, and modeling appropriate uses of technology as a tool for enhancing communication. Effective communication practices during the instructional process include presenting content in challenging, clear and compelling ways, engaging all students in learning, providing effective feedback to students and responding to student feedback by adjusting instruction. Teachers also communicate effectively by employing appropriate questioning and discussion strategies.

**Domain 5**, the final pillar, reflects the importance of appropriate professional dispositions and responsibilities. The components of this domain focus on behaviors outside the traditional context of the classroom. They reflect the characteristics of a true professional educator and consist of a wide variety of professional responsibilities ranging from engaging in self-reflection to contributing to the profession as a whole. Components of this domain include reflecting on teaching and using reflection to improve professional practice, recognizing when attitudes and dispositions need changing and developing personal growth plans and engaging in other opportunities for professional growth. Other components include being an active participant in a community of learners and engaging in collaboration and group decision making and engaging in action research and other scholarly activity. Teachers who excel in Domain Five provide service to students, parents, colleagues, the school and community and to the profession as a whole. They are an advocate for all students, especially those traditionally under served by the educational community.

### Common Threads

Five common threads permeate the Pillars of Professional Practice and are reflected in the instructional cycle of the model of teaching and learning which they support. Common threads include diversity, developmental appropriateness, high expectations, reflection, and the appropriate use of technology. These common threads are described below and their connections to the different domains and components are explained.

### Diversity

Implicit in the Pillars of Professional Practice, particularly in those domains related to interaction with students (Domains 3 and 4), is a commitment to learner diversity. In an effective community of learners, all students feel valued and respected. When students are fully engaged, all are invited and encouraged to participate. When effective feedback is provided, it is provided to all students. Teachers should demonstrate an in-depth understanding of learner characteristics of diverse student populations (Domain 1) and be sensitive to the needs of students from different cultural backgrounds. Relevant information pertaining to cultural traditions, religious practices, and communication patterns of individual students should be taken into account when planning (Domain 2) and conducting instruction (Domains 3 and 4). In addition, they take particular care to insure that their communication with parents reflects respect for cultural differences.

### Developmental Appropriateness

Developmental appropriateness, another aspect of diversity, relates to many components of the framework, particularly to those

in Domains 1, 2, 3, and 4. Teachers who understand developmental differences choose instructional goals, resources, activities and assessment strategies (Domain 2) which are appropriate to the individual needs of diverse learners and insure that accommodations are made for students with special developmental, intellectual, physical and emotional needs. Teachers should also present instruction, communicate with students, ask questions and provide feedback in developmentally appropriate ways (Domain 4).

### High Expectations

High expectations for all learners is yet another dimension related to the concept of diversity. Effective professionals believe that all students are capable of extremely high standards of learning. At the same time, they recognize that, based on their unique characteristics, students may require varied instructional approaches and/or additional time to reach a given standard, objective or learning outcome. Expectations are based on the students' own unique history and reflect significant achievement for them. The Pillars of Professional Practice reflect an emphasis on high expectations in a number of domains including selecting appropriate instructional goals and outcomes (Domain 2); motivating students and inviting cooperation (Domain 3); presenting content in challenging, clear, and compelling ways and using discussion techniques and strategies (Domain 4); and providing effective feedback (Domain 4).

### Reflection

Reflection provides an opportunity for teachers to examine their own professional practice with the aim of improving it. Only through reflection is professional growth and progress toward excellence possible. All teachers, but especially beginning ones, need to cultivate the skill of accurate reflection after each instructional event. By reflecting on what went well and what needs to be strengthened, teachers at all levels of expertise can refine their approach to their next event and thus improve their practice. Reflection is relevant to all phases of the teaching and learning cycle but is especially important during lesson planning and assessment (Domains 1 and 2). Reflection is also critically important to the processes of responding to student feedback and adjusting instruction (Domain 4) and using reflection to improve professional practice and engage in professional growth (Domain 5).

### Appropriate Use of Technology

Using technological tools such as calculators, computers, CD-ROMs, video players and recorders, and digital cameras to enhance communication and learning is an important responsibility of today's teachers. Teachers must understand that these tools have their greatest impact on learning when used appropriately. In addition to learning "from" and "about" these tools, students need opportunities to learn "with" various technologies. When utilized in this fashion, technologies promote thinking and thus become "mind tools" which function as full partners in the learning process. The use of technologies by students and teachers relates to many of the Pillars of Professional practice including the planning, delivery, analysis and assessment of teaching and learning (Domain 1) and using technology to support, extend and improve student learning (Domain 3). The appropriate use of technology is also addressed in Domain 4 which emphasizes the use of various technologies in effective communication and instructional practice. The issue of diversity is also related to the use of technology in that teachers should be aware of inequities in access and ability levels among students of various cultures, socioeconomic groups and exceptionalities (Domains 1 and 3).

## SUU DEPARTMENTS OF GRADUATE STUDIES, ELEMENTARY AND SECONDARY EDUCATION, CONTINUUM OF TEACHER PREPARATION AND PROFESSIONAL PRACTICE

The Teacher Education program at Southern Utah University is committed to preparing high-quality, professional educators. The Departments of Elementary and Secondary Education have initiated a Continuum of Teacher Preparation and Professional Practice that will assist the teacher candidate in achieving graduation, teacher licensure, and eventually advanced professional educator status. The diagram of the Continuum of Teacher Preparation and Professional Practice can be found in the Elementary Education, Secondary Education and Graduate Studies sections of the catalog.

## VITAL COMPONENTS OF THE CONTINUUM OF TEACHER PREPARATION AND PROFESSIONAL PRACTICE

### THE PRAXIS STATE LICENSURE EXAMS

The Utah State Office of Education has adopted a series of tests for initial teacher licensure. The tests candidates are required to take depends upon the content area and grade level they are preparing to teach. Secondary education majors are required to take the PRAXIS II PLT (Principles of Learning and Teaching) Secondary 7-12 test and a PRAXIS II Subject Assessment for their major. If a content area test is not available in the major area of study, candidates may take the exam for their minor.

Elementary majors are required to take the Elementary (K-6) PLT and the Elementary Content Knowledge test. Special Education majors take the Special Education Knowledge-Based Core Principles test.

All candidates are required to complete an appropriate PRAXIS II Subject Assessment and take the PRAXIS II PLT prior to admission to clinical practice. Failure to take either test will result in rejection of the candidate's application for licensure.

Registration and testing dates will be published and announced. All tests will be offered on campus through the SUU Student Development and Testing Center. Candidates may also take the tests at any approved ETS test site. For registration forms and test dates and times consult the PRAXIS Bulletin.

The Utah Education Code requires that beginning teachers pass the PRAXIS II PLT in order to receive a Level II educator license. Teachers who fail to pass the test at the end of their Entry Year Experience (EYE) will be required to develop a professional growth plan in collaboration with their employing district and the Professional Education Unit which recommended them for licensure. Teachers have up to three years to complete the test and qualify for Level II educator licensure. Failing the PRAXIS II PLT will not prevent a candidate from completing the Professional Education Program or from graduating from SUU. The test is required primarily as an assessment tool to identify strengths and weaknesses of beginning teachers produced by the Unit. SUU faculty are committed to their candidates' success and will work collaboratively with those who fail the PRAXIS II PLT to develop a plan to guide their professional growth during the Entry Year Experience.

Candidates must pass the PRAXIS Content Assessment prior to admission to the clinical practice portion of the Professional Education Program. Minimum acceptable scores (see chart below) vary from test to test. Unit faculty will work with candidates who fail the content test to develop a professional growth plan aimed at addressing deficiencies identified by the assessment.

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Candidates who complete the plan may retake the content test and reapply for Clinical Practice the following semester.

### The Teacher Work Sample (TWS)

The Teacher Work Sample (TWS) Methodology emphasizes the alignment of achievement targets (outcomes), instruction, and assessment; provides for specific consideration of the context in which teaching and learning occur and requires the use of diverse instructional and assessment strategies. As such, the TWS serves as critical evidence of candidates' performance relative to the Unit's Core Standards for Beginning Teachers and provides a means of demonstrating a positive impact upon K-12 student learning.

All teacher candidates are required to submit to review committees for evaluation a total of four teacher work samples spaced throughout their teacher preparation experience. As candidates complete successive teacher work sample assignments, they receive intensive feedback and the mentoring necessary to assist them in acquiring the knowledge, skills and dispositions needed to successfully complete other, more rigorous samples.

While the four work samples vary in complexity and expected levels of performance, all require candidates to complete nine steps demonstrating their planning and implementation of a teaching/learning sequence and to documenting the impact of that sequence upon student learning.

For each of the four teacher work samples, candidates must submit a written product which includes the following components: (1) contextual factors, (2) learning goals, (3) assessment plan, (4) design for instruction, (5) analysis of instructional decision making, (6) analysis of student learning, and (7) self-evaluation and reflection. They are required to present the work sample for review by the candidate assessment committee composed of unit faculty, K-12 educators and peers. Scoring is on the basis of public rubrics included in the guidelines provided prior to undertaking the work sample.

### The Professional Portfolio

The Utah State Board of Education requires all state schools and colleges of education to adhere to national standards and to require all beginning teachers to produce a professional portfolio during their first year of teaching.

An important purpose of the portfolio is to provide evidence of teaching competency related to unit, state and national standards. To meet the requirements of the State Office of Education, the portfolio must be developed around principles established by the Interstate New Teacher Assessment and Support Consortium (INTASC).

These standards provide an organizational focus and help to facilitate candidate growth and achievement of the Professional Education Unit outcomes which are closely correlated to INTASC standards. Specific instructions for developing a professional portfolio will be provided when candidates establish their accounts on the Unit's Digital Portfolio Web server.

A pamphlet outlining INTASC standards and the Unit's conceptual framework and expected outcomes is available on the Professional Education Unit Website (<http://www.suu.edu/ed/peu/aa/archives/candidates.html>). A tutorial which addresses the use of the e-portfolio software is also available on the site.

## Admissions

### A. ADMISSION PROCEDURES

The Departments of Elementary and Secondary Education at Southern Utah University are committed to excellence in the preparation of public school educators. Admission to the elementary or secondary education program is a separate process from Southern Utah University admission. Admission is competitive with a specific number of applicants being admitted each semester. Admission is on a provisional basis until students demonstrate mastery of Teacher Education requirements, competencies, and skills. Upon completion of requirements and verification of competencies and skills, students become candidates for teacher licensure. Through its program, the departments prepare graduates to identify, describe, understand, apply, develop, and internalize the teaching skills necessary to meet the learning needs of students.

Students desiring provisional admission to SUU's Elementary or Secondary Education program must follow the process listed below. Applicants are evaluated using a 100 point system for the 2004-2005 academic year. A minimum score of 80 is needed for admission:

#### 1. Written application must be submitted to the Departments of Elementary or Secondary Education.

Application packets, forms, and admission criteria are available from the respective departments. Complete applications for admission must be submitted by the following schedule: Students must be willing to sign statements indicating compliance with the teacher education dress and behavior standards as well as Standards of Ethical Conduct for Utah Educators.

**Points = 0 or 25**

#### Admission Schedule and Deadlines

Admission packets, forms, and criteria are available in the Department of Elementary or Secondary Education, MC 212  
Spring Admission - October 15, 2004  
Summer Admission - February 15, 2005  
Fall Admission - July 15, 2005

#### 2. The Collegiate Assessment of Academic Proficiency (CAAP) must be taken with the following minimum test scores:

Writing Skills Test	60
Mathematics Test	55
Reading Test	55
Writing Essay Test	3.0
Testing is waived for applicants with an earned BA or BS degree.	

**Points = 0 - 25**

**3. Applicants must submit a copy of transcripts showing courses and GPA.** Grade Point Average's are assigned points based upon the chart below. No course with a "D" grade is accepted for licensure. This includes any transfer credit. (A minimum semester GPA of 3.0 is required from date of admission to Elementary or Secondary Education. Failure to maintain a 3.0 will result in probation. After two consecutive semesters of a GPA below 3.0, admission will be revoked. A formal appeal is required for reinstatement)

**Points = 0 - 25**

GPA	3.75 or above	25 pts
GPA	3.65 - 3.74	24 pts
GPA	3.55 - 3.64	23 pts
GPA	3.45 - 3.54	22 pts
GPA	3.35 - 3.44	21 pts

GPA	3.25 – 3.34	20 pts
GPA	3.15 – 3.24	19 pts
GPA	3.05 – 3.14	18 pts
GPA	2.95 – 3.04	17 pts
GPA	2.85 – 2.94	16 pts
GPA	2.75 – 2.84	15 pts
GPA	below 2.74	0 pts

**4. Applicants must complete a group interview during scheduled interviewing dates.** If the candidate scores below the minimum score, he/she is not eligible for admittance and may re-interview for a subsequent semester. If the second interview score is also below the minimum score, the candidate must wait a minimum of one (1) year to reapply. No candidate may re-interview more than three (3) times. For each application period the most recent score must be considered. (See scheduled dates) (Minimum score acceptable is 18.) Points = 0 - 25

**What Does The Group Interview Involve?**

The interview is scheduled for approximately 20-30 minutes. Eight to ten students will meet as a group with two or three interviewers. Students will be asked a variety of questions relating to education and teaching. Students will be assessed on their ability to orally communicate, critically think, organize thoughts, respond interpersonally, and share knowledge and understanding of teacher education. The interviewers will assess interviews using a predetermined rubric and assess quality points to the above areas.

**Finalizing Admission to Elementary or Secondary Education.** It is the responsibility of the student to make sure all components of the admission process are complete. Once completed, the admission packet is forwarded to departmental advisors by mid semester for review. Notification of admission status will be completed approximately three weeks after the packet and all necessary information are submitted. Students who are denied admission may appeal through the Professional Practices Committee or reapply in the future.

**B. POLICY FOR TRANSFER STUDENTS**

All transfer students must have their teacher education credit hours evaluated. They must meet the following conditions:

**1. Recency Requirement:** Professional education courses completed prior to the SUU Elementary or Secondary education program are evaluated for content and current educational standards. Courses older than five (5) years will not be accepted.

**2. Practicums and Clinical Practice:** Practicums and clinical practice experience will be permitted only when the following conditions have been satisfied:

- a. Time spent in practicums and student teaching is equivalent to SUU requirements.
- b. Evidence documenting successful participation and completion of such experiences.
- c. The student has completed all professional teacher education course work and content majors and minors (or approved equivalents) as required by the Departments of Elementary and Secondary Education.

**3. Course articulation:** transfer courses being considered must articulate with existing course work at Southern Utah University.

**C. PROFESSIONAL PRACTICES COMMITTEE**

The Southern Utah University Teacher Education Professional Practices Committee is responsible for insuring that all students admitted to Teacher Education programs are in compliance with all state of Utah licensure requirements as well as all Southern Utah University institutional requirements.

Students seeking educator licensure at Southern Utah University found to be in violation of the established Standards of Ethical Conduct for Utah Educators' will be referred to the Teacher Education Professional Practices Committee. Students not in compliance may be referred to the Utah Professional Practices Advisory Commission in Salt Lake City.

The Teacher Education Professional Practices Committee shall also have the authority to review students' appeals regarding such catalog requirements as admissions, completion of graduation and licensure requirements, student teaching evaluations, etc. The Teacher Education Professional Practices Committee will schedule monthly meetings or on an as needed basis.

**D. APPEALS PROCESS - DUE PROCESS PROCEDURE**

Students who have applied for and been denied admission to Elementary or Secondary Education may appeal the decision to the Teacher Education Professional Practices Committee (PPC). The Education Advisor will provide the students with an appeal form and a copy of this due process memorandum. Following consideration of the student appeal the Professional Practices Committee, through the Education Advisor, will inform the student in writing about the appeals decision and any stipulation/conditions attached to the decision. This written notice and the action of the committee will be noted on the copy of the appeals form returned to the student. If the student wishes to appeal the decision or stipulations/conditions attached to the committee decision, the student may appeal to the College of Education Professional Practices Committee chaired by the Dean, College of Education. The Education Advisor will provide the student with another copy of the appeal form and will notify the Dean of a possible appeal by noting such on the original appeal and forwarding a copy to the Dean, College of Education.

**E. PROBATION, REVOCATION AND REINSTATEMENT**

After being admitted to a teacher education program, a student's GPA may not fall below the 3.0 standard. Should it be necessary to place a student on probation or revoke the student's admission, the due process procedure will be followed. The definitions and procedures below will govern situations involving probation, revocation and reinstatement.

**Probation**

Students who have been admitted to a teacher education program must maintain a minimum 3.0 GPA each semester. Failure to maintain a 3.0 GPA for one semester will result in the Education Advisor sending a letter to the student informing him/her that he/she is on probation. Students on probation will be removed from probationary status by the Education Advisor if the student's GPA, the next semester, is a minimum 3.0. Students on probation may continue enrolling in Education courses.

**Revocation**

A student who fails to meet the 3.0 GPA two consecutive semesters will be informed that his/her admission to the elementary or secondary education program has been revoked. The student will not be allowed to enroll in education courses until he/she has been reinstated.

**Reinstatement**

A student whose admission has been revoked must apply through the Professional Practices Committee (PPC) for reinstatement to the elementary or secondary education program. After submitting an application for reinstatement, the student may be readmitted after 12 credit hours of 3.0 GPA with a cumulative GPA of 2.75 or better.

*Note: Students applying for reinstatement should be aware that the dates of registration and posting of grades may result in them not being reinstated in time to enroll in education classes they may*

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need. By the time their 3.0 GPA has been verified the class(es) needed may be closed.

### F. APPLICATION TO "BLOCK" PROGRAMS - REQUIREMENTS AND TIME LINE

The Elementary, Special Education (Mild/Moderate), and Secondary Education "Block" Programs at Southern Utah University are a unique combination of methods classes and field-based experience. Students need to be aware of the commitment and preparation required to be successful as a public school teacher. Prior to enrollment to these block programs, students must be admitted to the Elementary or Secondary Education program; all required Elementary, Secondary and/or Special Education (Mild/Moderate) education classes must be completed and 90–100% of secondary majors and secondary and elementary minors must be completed. A Criminal Background Check must also be completed and cleared by the UPPAC before a student will be able to enroll in "Block" courses.

In order for the departments to manage enrollment numbers in the Elementary, Secondary, and Special Education methods blocks, it is necessary for students to make advance application for entry into these "Blocks" one semester prior to enrollment. Application materials and further information regarding sign up dates and this program may be obtained by contacting the Departments of Elementary or Secondary Education.

### 2004-2005 Block Deadlines for Elementary, Secondary and Special Education

Spring 2005 - September 15

Summer 2005 - January 15

Fall 2005 - February 15

### Criminal Background Check Requirement

A criminal background check is required before a Teacher Education candidate can work in the public schools in extended practicums and student teaching. Background Check Materials are available from the College of Education Office, MC 212.

In compliance with the guidelines established by the Utah Professional Practices Advisory Commission for Standards of Ethical Conduct for Utah Educators, it is expected that any candidate for admission to the teacher education programs at all Utah teacher education institutions, will voluntarily indicate to the teacher education institution that he/she has been convicted of a misdemeanor or a felony, or has been denied admission to any other teacher education program.

Utah State Board of Education policy requires that teacher candidates' fingerprints (two cards) be submitted to the Utah Bureau of Criminal Identification (BCI), a state agency, and the Federal Bureau of Investigation (FBI), which will search regional and national files for criminal convictions. This submission must be done during ELED or SCED 3200 - Educational Psychology. Licensure cannot be obtained until the Background clearance is complete and approved. In some cases, sealed records may be accessed to determine the candidates' fitness for teaching. Background checks can take anywhere from ten to twelve weeks. They are valid for three years from the date they are completed.

### G. CLINICAL PRACTICE APPLICATION REQUIREMENTS AND TIME LINE

1. Clinical Practice Applications are available—online at <http://www.suu.edu/ed/te/fso/clinicalpractice>. Applications must be submitted to Elementary or Secondary Department Chairman by the date specified.

### Elementary, Secondary and Special Education Clinical Practice Application Deadlines for 2004-2005.

A late fee of \$50 will be assessed for late applications.

Spring 2005 - September 15

Summer 2005 - January 15

Fall 2005 - February 15

*\* Elementary Clinical Practice summer placements will only be available in Clark County School District in Las Vegas, Nevada. \*Secondary clinical practice summer placements are limited and done on an individual basis after consultation with the Field Service Coordinator.*

2. A review of all clinical practice applicants will take place. The following items will be reviewed:
  - a. All prerequisites, general, and professional education courses must be completed prior to approval. (Applicants approved for clinical practice must be within 12 hours of completing all course requirements for the degree and license being sought. These 12 hours can only be elective or support courses.)
  - b. Secondary applicants must submit evidence of a passing score on an appropriate PRAXIS Content Area test for the content area in which they seek license, along with the application for clinical practice.
  - c. Elementary Education applicants must provide evidence of a passing score on the PRAXIS Elementary Education Content Area Exercises test along with application for clinical practice.
  - d. Applicants for clinical practice must present a professional portfolio for review by the Elementary or Secondary Department Chairman. The portfolio must provide evidence of satisfactory progress toward mastery of all program outcomes identified in the Professional Education Unit's Conceptual Framework and meet INTASC Standards.
  - e. Applicants must meet GPA Standards (3.00 per semester after admission to the professional education program and a cumulative GPA of at least 2.75). Candidates who fail to maintain the required GPA will be placed on probation for one semester. If, at the end of the probationary period, the GPA requirements are not met, the candidate will be suspended from the professional education program. Reinstatement may be made at the discretion of the Professional Practices Committee when all requirements are met.
  - f. Criminal background check must be submitted and approved.
  - g. Students must receive a unanimous recommendation from all block professors to proceed to clinical practice.
  - h. All clinical practice application components must be completed in full before consideration for placement will be given.

3. Following the above review, applicants will be granted provisional admission to clinical practice. To teach in Utah, candidates must have a Level I or II license inscribed with the proper major/minor(s) and grade level(s). Utah law requires that all teacher candidates applying for Level II licensure successfully complete the PRAXIS II: Principles of Learning and Teaching (PLT), a state adopted teacher licensure exam. All SUU teacher candidates are required to satisfactorily complete this exam prior to applying for a state teaching license. SUU offers programs which qualify for a variety of licenses (see Section X. Licenses and Endorsements).

4. Once provisionally admitted to clinical practice, the Field Service Office will seek placement for the teacher candidate in a district and school approved by the department. Placement of teacher candidates will be done by the SUU Field Service Office in collaboration with cooperating districts. Once placed, the teacher candidate will be notified in writing and will be given 10 days upon the receipt of placement notification to accept the placement or make written appeal.

5. Upon acceptance of clinical practice placement, the student will be registered for the required number of clinical practice hours, and pay all required fees. Registration for clinical practice will be done by the Field Service Office and will be completed no later than the final day of registration for seniors. Any student

withdrawing from clinical practice after registration will forfeit clinical practice fees.

6. Students will be assigned to their clinical practice placement for the time needed to complete their licensure requirements. Students must successfully complete their clinical practice assignment and be evaluated by their mentor teacher(s) and university supervisor. These evaluations, and all other criteria are to be given to the Education Supervisor no later than one week prior to the last day of finals in any given semester.

7. Clinical practice accountability folders will be reviewed by the Field Service Office. Completed folders will be forwarded to the appropriate department for filing of permanent records and data collection.

8. Exit interviews will be calendared and conducted by Elementary and Secondary Departments.

9. A graduation and licensure check will be completed by the C.O.E. Licensure Office and recommendations for licensure will be forwarded to the Utah State Office of Education. **Incomplete student folders will not be forwarded to the licensure office until completed.**

#### Clinical Practice Placements and Locales

The College of Education and the Departments of Elementary and Secondary Education at SUU are committed to a high quality clinical practice experience that prepares educators for the job market. They are also committed to promoting and maintaining standards of excellence that meet College, Department, University, State, and National competencies. Clinical practice placements will be made based on the following information:

1. Collaborative agreements will be made with cooperating school districts to place a specified number of teacher candidates in their district. This is based upon the school district's needs and upon having sufficient numbers of mentor teachers and subject/grade availability. Each semester the Field Service Office will determine those districts that will be identified as cooperating school districts.
2. Placement requests for districts that are not identified as cooperating districts will be reviewed on a case by case basis. No placements will be made in such a district unless supervision requirements and arrangements are met.
3. Approximately 140 clinical practice placements are available each semester. Due to financial constraints and limited human resources for supervision, the Field Service Office will place the majority of clinical practice within 125 miles of Southern Utah University. Additional placements may be made in Clark and Lincoln Counties, Nevada and other locales. (Summer clinical practice is limited and reviewed on a year to year basis for available placements.) Any other out of state clinical practice placements are discouraged. Such placements are reviewed on a case by case basis.
4. Clinical practice placements will be made during summer semester as long as the following conditions can be met:
  - a. There are schools/districts on year-round schedules that can place teacher candidates. (Clinical Practice must be completed by the last day of summer second session.)
  - b. Schools and placements under consideration meet state licensure conditions.
  - c. The length of the clinical practice experience is comparable to other semesters (Sixty (60) teaching days).
  - d. Clinical practice supervision is available and meets departmental guidelines.
  - e. Teacher candidates are expected to be in the classroom the same hours as regular teachers. For example, from 8:30 a.m. to 4:30 p.m.

#### Internship Opportunities

Periodically the Field Service Office and Cooperating School Districts within the State of Utah collaborate and provide internship opportunities for qualified teacher candidates. Such internships can provide teacher candidates with valuable experiences that enhance their professional skills and development. Teacher candidates who are interested in an internship in a public school must have all course work completed including all of their professional education courses, with the exception of clinical practice. Teacher candidates must meet the same requirements necessary for clinical practice. Any student who is interested in an Internship must contact the Field Service Coordinator for admission requirements and application. (Forms are available online at <http://suu.edu/ed/te/fso/clinicalpractice>)

#### Waiver of Clinical Practice

Those requesting a waiver of clinical practice time in the classroom, must submit the completed application to the Field Service Office. The application is available online at [http://www.suu.edu/ed/fso/clinicalpractice/appwaiver\\_clinicalpractice.pdf](http://www.suu.edu/ed/fso/clinicalpractice/appwaiver_clinicalpractice.pdf).

The following criteria must be completed and documented for a waiver of clinical practice time to be granted:

- Documentation must be submitted verifying at least one year of successful teaching experience in the area of specialization in which certification is requested (**a minimum of 180 days of full-day instruction constitutes one year**). All teaching experience to be considered must be documented by former principals and/or supervisors acquainted with the quality of teaching done by the teacher candidate.
- The teaching experience should have occurred within the last six (6) years.
- The teaching experience must have been in an accredited public, private, or parochial school.
- The teacher candidate requesting a waiver of clinical practice must complete the professional portfolio based on INTASC standards required of all teacher candidates at Southern Utah University. For more information see: <http://www.suu.edu/ed/fso/clinicalpractice/Portfolio-rubric.pdf>
- The teacher candidate will complete a Teacher Work Sample as required of all teacher candidates at Southern Utah University. Teacher Work Sample guidelines and grading rubrics are available online at <http://www.suu.edu/ed/fso/pdf/TeacherWorkSample.pdf>. Evidence of passing scores on the PRAXIS II PLT Test must be included in the documentation.
- Even though actual clinical practice time in the classroom may be waived, the teacher candidate will still register and pay for the designated number of clinical practice credits being waived, along with any course and university fees associated with them.
- The Office of Graduate Studies and Field Service at Southern Utah University will make final approval of clinical practice waivers.

#### Fees for Clinical Practice

Utah District Mileages (one way)			
District	Miles	12 cr. Hrs	6 cr. Hrs.
Out of State*		\$400	\$200
Daggett	409	\$300	\$150
Uintah	381		
Rich	362		
Cache	354		
San Juan	343		
Logan	339		
Duchesne	327		

## Chapter 1 - An Introduction to Southern Utah University Academic Colleges and Schools

Box Elder	331		
Grand	312		
Weber	309		
Morgan	300		
Ogden	296		
Tooele	290		
Clark County, NV			
Davis	285		
N. Summit	278		
S. Summit	277		
SLC	265		
Granite	253		
Wasatch	251		
Carbon	251		
Murray	249		
Jordan	249		
Emery	236		
Alpine	231		
Provo	216		
Nebo	210		
Tintic	188		
N. Sanpete	186		
Juab	185		
Wayne	182-255		
Caliente, NV			
S. Sanpete	175		
Millard	150		
Sevier	144		
Kane	121		
Piute	117		
Garfield	96-134		
Beaver	Local		
Iron	Local		
Washington	Local		
		<b>\$250</b>	<b>\$125</b>
		<b>\$200</b>	<b>\$100</b>

\*Two exceptions are made to the out of state fees charged—Clark County, and Caliente, Nevada.

### DEGREES

#### Graduate Degree

Effective July 1, 2004, Early Childhood Development was moved to the College of Education, department of Elementary Education <http://www.suu.edu/ed/elementary/>

Family and Consumer Sciences was moved to the College of Education, department of Secondary Education <http://www.suu.edu/ed/secondary/>

Masters of Education

#### Undergraduate Degrees and Majors

Bachelor of Arts and Bachelor of Science  
Elementary Education  
Family and Consumer Sciences  
(emphases - Early Childhood Development and Interior Design)  
Family and Consumer Sciences Education  
(Composite Degree)

#### LICENSES/ENDORSEMENTS

To teach in Utah, students must have a level I or II license inscribed with the proper major/minor(s) and grade level. SUU offers courses leading to the following Licenses or Endorsements:

#### Early Childhood Education License

(Licensure grades K-3 only)

Requires a bachelor's degree in Elementary Education and completion of 23 semester credit hours in the Early Childhood Education Program: ECED 3910, 3920, 3930; ECD 1500, 2610, 2620, 3610, 3620, 3900; and FCS 3700. Two blocks of clinical

practice are required (one in a kindergarten; one in a primary grade 1-3 if placement is available.)

#### Elementary Teaching License

Valid in grades one through eight. Bachelor's degree with an elementary education major and one area of concentration is required. To teach outside of core classes in grades 7 and 8, a secondary teaching minor is required. Course work must include two blocks of clinical practice (one in grades 1-3 and the second in grades 4-6).

#### Elementary License for a Secondary School Teacher

Students must complete academic training with a major and/or minor in at least one subject commonly taught in most elementary schools; complete the following courses in elementary education: EDGR 3520, 4010, 4040; ELED 3400; ART 3900/MUSC 3900 and TA 3900/DANC 3900; PE 3900; SPED 3030; Math 2010 and 2020; the following courses in the Elementary Block: ELED 3460, 3470, 3480, 3490, 3570, 4500 (must be completed prior to clinical practice). ELED 4980 (6 credit hours - clinical practice).

#### English as a Second Language (ESL) Endorsement

Valid in grades K-12. Student must complete the requirements for an elementary or secondary teaching license with the 16 hour minor/ endorsement in ESL.

#### K-12 Library Media License

Valid in grades K-12. Designed for students desiring to work in library media centers in public schools. Licensure requires that students also complete a Bachelor's degree in Elementary Education or Licensure requirements in Secondary Education Teaching.

#### K-12 Music Endorsement

Valid in grades K-12. Student must complete the **secondary teaching license with a music composite**, additional course work includes DANC 3900, ELED 4500, MUSC 4900, PSY 3210.

#### K-12 Physical Education Endorsement

Valid in grades K-12. Student must complete the **secondary teaching license with a Physical Education major** and licensure minor, additional course work includes: ELED 4500, PE 3900, 3090, 3050; PSY 3210, DANC 3900.

#### Secondary License for an Elementary Teacher

Must complete a teaching major and minor, or composite major, in subjects taught in secondary schools and approved by the Utah State Board of Education; complete the following professional course work in secondary education: 4900 course in academic area; SCED 3720, 3570, 3590, 4520, and 6 hours of secondary clinical practice, SCED 4980.

#### Secondary Teaching License

Valid in grades 6 through 12. Students must complete a composite teaching major or a teaching major and a teaching minor in one or more of the University's academic colleges. In addition, professional education course work must be completed in the department of secondary education. Course work must include clinical practice.

#### Special Education Mild/Moderate License

Bachelor's degree and special education mild/moderate resource major are required with Licensure in elementary or secondary education. Valid in grades K-12. This license permits the holder to teach mildly and moderately handicapped students with intellectual or behavioral handicaps or learning disabilities.

\*See Graduate Educator Licensure Program