

## College of Education and Human Development

**Interim Dean:** ~~Bruce Barker~~ Prent Klag  
Multipurpose Center 212A ~ (435) 865-8329 586-7803  
barker@suu.edu klag@suu.edu

**Education Licensure Coordinator/Secretary:** Suzanne Brinkerhoff  
Multipurpose Center 212 ~ (435) 865-8320  
brinkerhoffs@suu.edu

**Associate Dean:**  
Multipurpose Center 212E ~ (435)  
Email:

**Academic Adviser:** Barbara Allred  
Multipurpose Center 212D ~ (435) 865-8529  
allred@suu.edu

**College Website:** <http://www.suu.edu/ed/>  
**College Fax:** (435) 865-8046

The College of Education and Human Development at Southern Utah University is composed of three departments and an office of Graduate Studies in Education.

- Department of Elementary Education and Family Services
- Department of Physical Education
- Department of Secondary Education

### Mission

The College of Education and Human Development 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.

Throughout the four-year program in the College of Education and Human Development, 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 and Human Development 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 adviser 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.

### DEGREES

**Graduate Degree**  
Masters of Education

#### Undergraduate Degrees and Majors

**Bachelor of Arts and Bachelor of Science**  
Athletic Training  
Elementary Education

Family and Consumer Science

- Early Childhood Development
  - Interior Design
  - Nutrition
  - Family and Consumer Sciences Education Composite
- Physical Education  
Special Education

#### Associate Degrees

Early Childhood

#### Accreditation

Undergraduate and graduate teacher preparation programs at Southern Utah University are fully accredited by NCATE – the National Council for Accreditation of Teacher Education. Of the approximately 1,300 teacher preparation programs in the United States, 562 are NCATE accredited. In addition to NCATE accreditation, all teacher preparation programs are aligned with INTACS (Interstate New Teacher Assessment and Support Consortium) and NBPTS (National Board Professional Teaching Standards) standards.

The Physical Education Department's Athletic Training major is fully accredited by National Athletic Training Association (NATA). The Athletic Training program in the Physical Education Department is in candidacy status for National Athletic Training Accreditation (NATA).

#### 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: EDRG 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 endorsement in ESL.

### **K-12 Library Media Endorsement**

Valid in grades K-12. Designed for students desiring to work in library media centers in public schools. Endorsement requires that students must hold a state approved educator license.

### **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.

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

The College of Education and Human Development at Southern Utah University, in collaboration with other Colleges and Departments on campus that promotes 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

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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

A high expectation 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).

## 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 depend 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 take the PRAXIS Content Assessment and the PRAXIS PLT test to be recommended by the College of Education and Human Development for a Utah Educator License Level I to be issued by the Utah State Office of Education.

### 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 components of the 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 teacher work sample components 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 sample components, 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. 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 national standards. Specific instructions for developing a professional

portfolio will be provided when candidates establish their accounts on the Unit's Digital Portfolio Web server.

Information outlining national standards and the Unit's conceptual framework and expected outcomes are 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. Students must complete ELED 2010/SCED 2010 for admissions to the Elementary or Secondary Education program. 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.

- For information on admissions to the Graduate Studies program go to the Graduate Studies section in this catalog.

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 - 25**

#### Admission Schedule and Deadlines

Admission packets, forms, and criteria are available in the Department of Elementary, MC 209 or Secondary Education, MC 212.  
Spring Admission - October 15, 2006  
Summer Admission - February 15, 2007  
Fall Admission - July 15, 2007

#### 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.	

**3. Applicants must submit a copy of transcripts showing courses and GPA.** Grade Point Averages 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

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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 40-50 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 advisers 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 ten (10) years will not be accepted.**
- 2. Practicum:** Practicum experience will be permitted only when the following conditions have been satisfied:
  - a. Time spent in practicum 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 Adviser 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 Adviser, 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 **and Human Development** Professional Practices Committee chaired by the Dean of the College of Education **and Human Development**. The Education Adviser 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 of the College of Education **and Human Development**.

### 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 Adviser 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 Adviser 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 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 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 and Secondary 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 and Secondary 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.

#### 2006-2007 Block Deadlines for Elementary and Secondary

Spring 2007- September 15

Summer 2007- January 15

Fall 2007- 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 practicum and student teaching. Background Check Materials are available from the Field Service Office, MC 205H.

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 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. 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 are valid for three years from the date they are completed.

#### Field Service Office

##### Field Service Coordinator:

Mark Marriott  
MC 205J  
(435)865-8339

#### Field Service Placement and Records Specialist:

Sandy Ward  
MC 205H  
(435)586-1950

### 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 the Elementary Department, Secondary Department or Graduate Studies Office by the date specified.

#### Elementary, Secondary and Special Education Clinical Practice Application Deadlines for 2006-2007

A late fee will be assessed for late applications.

Spring 2007- September 15

Summer 2007- January 15

Fall 2007- February 15

\* *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:
- 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.)
  - Secondary applicants must submit evidence of a score on an appropriate PRAXIS Content Area test for the content area in which they seek license, along with the application for clinical practice.
  - Elementary Education applicants must provide evidence of a score on the PRAXIS Elementary Education Content Area Exercises test along with application for clinical practice.
  - Applicants for clinical practice must present a professional portfolio for review by the appropriate Department. 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 national standards.
  - Applicants must meet GPA Standards (3.0 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.
  - Criminal background check must be submitted and approved.
  - Students must receive a unanimous recommendation from all block professors to proceed to clinical practice.
  - 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

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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 the appropriate program office.
9. A graduation and licensure check will be completed by the College of Education **and Human Development**. 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 Human Development** 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 is discouraged. Such placements are reviewed on a case by case basis.

### Summer Clinical Practice

Students **should not** plan on Summer Clinical Practice. Summer clinical practice is very limited and reviewed on a year to year basis for available placements. Clinical practice placements will be made during summer semester as long as the following conditions can be met:

- 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.)
- Schools and placements under consideration meet state licensure conditions.
- The length of the clinical practice experience is comparable to other semesters (Sixty (60) teaching days).

- Clinical practice supervision is available and meets departmental guidelines.
- 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.

Students should check with the Field Service Office prior to January 15 to see if summer placements will be available.

### Clinical Practice - Out of Utah

Any out of State Clinical Practice placements are discouraged. Since the College of Education **and Human Development** at SUU licenses teachers in Utah and follows guidelines established by the USOE and accreditation agencies. Out of state placements must meet rigorous standards and conditions. They are as follows:

- All Out of State Clinical Practice placements are reviewed on a case by case basis by the field Service Coordinator. A maximum of six (6) Out of State Placements can be made per semester. (Summer is excluded except for those areas stated previously.)
- Individuals requesting an Out of State Placement must be in good standing and present a compelling reason for such a placement. This is to be submitted in writing to the Field Service Coordinator six (6) months prior to the deadline for the semester they desire to do their Clinical Practice. They must also include a letter of acceptance from the school/district for which they are requesting placement.
- All candidates, as well as schools/districts outside of Utah where placement is requested, must agree to follow all policies and procedures established by SUU's College of Education **and Human Development** for Clinical Practice.
- Candidates seeking Out of State Clinical Practice Placement must be willing to pay Out of State Fees and all other fees related to supervision and the successful completion of Clinical Practice. Candidates will be expected to cover all other expenses related to relocation based upon the placement.
- In the event a Candidate must be removed from an Out of State Placement, action will follow current procedures as identified in the College of Education **and Human Development**

### 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://www.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 national 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/Teacher-Work-Sample.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**

	12 credit hours	6 credit hours
In State Clinical Practice Fee	\$250	\$125
Out of State Clinical Practice Fee	\$500	\$250

\*Exceptions are made to the out of state fees charged in Clark County and Lincoln County, Nevada

**Educator Licensure**

College of Education and Human Development teacher candidates seeking educator licensure must complete a graduation/licensure packet. Packets are available in the College of Education and Human Development Office, MC 212, (435) 865-8320.

Requirements for educator licensure:

- A minimum cumulative GPA of 2.75
- BCI (Bureau of Criminal Investigation) and FBI (Federal Bureau of Investigation) Criminal Background check submitted to the Utah State Office of Education. The background clearance is valid for three years.
- Praxis Content Scores
- Praxis PLT Scores
- All major, minor and education courses completed
- Completed graduation licensure application with required signatures
- Official transcripts from colleges/universities attended other than SUU
- Educator Licensure Fee: \$50 Money Order payable to Utah State Office of Education
- The Utah State Office of Education will mail the Utah Educator Level 1 license directly to the teacher candidate to the address listed on the licensure application. Processing time approximately six to eight weeks.

**Student Advising**

Students are assisted in selecting appropriate courses through the efforts of the College of Education and Human Development adviser. All undergraduate education majors should contact the College of Education and Human Development in the Multipurpose Building, Room 212, (435) 865-8529, or e-mail the college at: [allred@suu.edu](mailto:allred@suu.edu).

Graduate education students contact Ruth Billhimer, Hunter Conference Center, Room 111, (435) 865-8083, [billhimer@suu.edu](mailto:billhimer@suu.edu).

**Student Scholarships**

Scholarships are available to students demonstrating potential for excellence in education studies. Students must submit the appropriate applications by February 1 (March 31 for Terrel H. Bell Teaching Incentive Loan). Interested students should contact Elementary Education, Multipurpose Center 209, (435) 586-7802 or Secondary Education, Multipurpose Center 212, (435) 586-7812 for additional information on scholarship possibilities. Contact should be made to the College of Education and Human Development for the Terrel H. Bell Teaching Incentive Loan, Multipurpose Center 212, (435) 865-8320.

**Student Organizations**

The way to get the best experience is to participate in one of the excellent college student organizations. Among the many student organizations of interest to education majors are the following:

- Education Club
- Phi Delta Kappa
- Student Council for Exceptional Children (SCEC)
- International Reading Association (IRA)
- Kappa Omicron Nu (FCS Honor Society)

**SUU College of Education and Human Development Head Start and Early Intervention Programs**

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

**Head Start**

More than seventy Head Start Staff provide a broad range of services to 408 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. 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 serves children in Beaver, Garfield and Kane counties in individual home-based programs. Enrolled children receive therapy from licensed therapists as needed. This