

Beverley Taylor Sorenson College of Education and Human Development

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The College of Education and Human Development at Southern Utah University is composed of three departments.

- Department of Teacher Education and Family Development
- Department of Physical Education and Human Performance
- Department of Graduate Studies in Education

Mission Statement

The Beverley Taylor Sorenson College of Education and Human Development views its primary mission as advancing education, human performance, and family development through knowledge compassion, and action. The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.

The Beverley Taylor Sorenson College of Education and Human Development is proud of its rich heritage and tradition of excellence at Southern Utah University. For over 110 years the College has provided the very best in educational programming and opportunities for students.

Throughout the dynamic and innovative programs in the College of Education and Human Development, students are given a variety of practical field experiences and internship opportunities to supplement classroom education. A well-trained, highly qualified teaching faculty, relevant, practical, and cutting edge curriculum, and a focus on the individual prepares teachers, school administrators, athletic trainers, coaches and other educational specialists and practitioners. 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 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.

DEGREES

Degrees	Graduate Degrees Master's of Education
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	Master's of Sports Conditioning & Performance Undergraduate Degrees Bachelor of Arts & Bachelor of Science Athletic Training Elementary Education Family Life & Human Development (Emphasis in Early Childhood Development) Family Life & Human Development (emphasis in Family Services) Family Life & Human Development (Education Composite Major) Outdoor Recreation in Parks & Tourism Physical Education
Licensure	Early Childhood Education Elementary Education Secondary Education Special Education – Mild/Moderate Utah Administrative/Supervisory
Endorsements	Reading English as a Second Language (ESL) Elementary Mathematics Technology Education K-12 Library Media K-12 Music K-12 Physical Education
Accreditation	Undergraduate and graduate teacher preparation programs at Southern Utah University are fully accredited by NCATE- the National Council for Accreditation of Teacher Education. In addition to NCATE accreditation, all teacher preparation programs are aligned with INTASC (Interstate New Teacher Assessment and Support Consortium) and NBPTS (National Board Professional Teaching Standards) standards. Currently the COEHD is seeking accreditation through TEAC (Teacher Education Accreditation Council). They Physical Education Department's Athletic Training major and program is fully accredited by National Athletic Training Association (NATA).

Overview of the Professional Teacher Education Program (PTEP)

Historically, professional education programs have been at the vanguard of Southern Utah University's public service mission. In the Fall of 2000, the Professional Teacher Education Program (PTEP) under the direction of the Dean of the College of Education was granted authority and assumed the responsibility for university programs involved in the preparation of teachers and other professional educators.

The Professional Teacher Education Program at Southern Utah University is comprised of all Professional Education Faculty (PEF) located within the College of Education and Human Development, other colleges, and in K-12 institutions in the University's service area who are stakeholders in the preparation of teachers and other professional educators.

The Professional Education Coordinating Council (PECC) serves as the PTEP's advising body and the Dean of the College of Education and Human Development (COEHD), as the officially designated head of the Professional Teacher Education Program, has the responsibility and authority to provide direction and leadership. In addition to providing leadership for the PTEP, the Dean of the

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College of Education represents faculty, departmental, and college interests in the process of developing and evaluating policies and programs related to professional education. It is the responsibility of the PTEP to ensure that all of the professional education programs housed within the various colleges and departments are quality programs which comply with the standards of TEAC and other professional accrediting agencies including the Utah State Office of Education.

The SUU Professional Teacher Education Program Mission

The mission of the Professional Teacher Education Program (PTEP) at SUU is:

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

Distinguishing Features of the Professional Teacher Education Program

The Beverley Taylor Sorenson College of Education and Human Development provides students with an exceptionally unique professional experience that offers a distinctive Southern Utah University touch that includes:

- A Focus on the Individual
- A Model of Reflective Practice
- A Standards-Based Programs
- Personalized, High-quality Instruction
- A Well-trained, Highly-qualified Teaching Faculty
- Relevant, Practical, and Cutting-edge Curriculum
- Collaboration between PTEP and School Partners
- Multiple Hands-on, Field Experience Opportunities
- Multiple Internship Opportunities
- State of the Art Educational Facilities and Equipment
- Personalized Advisement and Program Counseling
- Academic Support for Athletes
- Student Success Center
- Testing Services
- The First-Year Experience
- Multiple Scholarships Opportunities
- Service Learning and Student Leadership Opportunities
- Undergraduate Research Opportunities
- Educational Clubs/Professional Organization Affiliations
- Access and Involvement in the Hispanic Center for Academic Excellence
- Career Placement and Advisement
- Distance Learning Programs

Professional Teacher Education Program – Success Model To Create Caring, Competent, and Knowledgeable Professional Educators

*The Beverley Taylor Sorenson College
of Education and Human Development*



*Advancing Education, Human Performance,
and Family Development Through,
Knowledge, Compassion, and Action*

The Beverley Taylor Sorenson College of Education and Human Development stands unique among Utah's System of Higher Education Colleges of Education. For 110 years the College of Education has been the Flagship College at Southern Utah University. The College has a rich heritage and foundation of excellence in Teacher Education. It has a reputation for both academic rigor and solid connections to educational practice in the public schools. The Goals of the Beverley Taylor Sorenson College of Education and Human Development's Nationally accredited Teacher Education Program is to prepare professional educators who are:

Caring Educators

We believe that the ability to "make learning live forever" demands that the professional educator adopt an ethic of caring. This includes the development of a kind, thoughtful, and compassionate approach to teaching and learning. It also includes the development of an attitude that invites success and brings out the best possible self in both student and teacher.

Teachers demonstrate an ethic of caring through thoughtfulness, through sensitivity to diversity and through being ethically committed to understanding the value of all students. The caring teacher takes the time to help all students discover their individual inclinations and capitalize on them. Caring teachers are also "cooperative educators" who understand that they can't practice personal confirmation and honest dialogue unless they work cooperatively with students, parents and other educators. Caring teachers think of themselves as facilitators of learning; they act as counselors and advisors in their subject fields and not just as dispensers of knowledge. As a professional education faculty we believe that our teacher education candidates will be able to demonstrate the following outcomes.

Caring Educators will:

- 1.1. Reflect on teaching and using reflection to improve professional practice
- 1.2. Engage in opportunities for professional growth
- 1.3. Recognize when personal dispositions need changing and developing growth plans for doing so
- 1.4. Engage in collaboration and group decision making
- 1.5. Be an active participant in a community of learners
- 1.6. Provide service to students, parents, colleagues, school and community
- 1.7. Be an advocate for all students
- 1.8. Motivate students and invite cooperation in diverse classroom
- 1.9. Communicate with parents and families

Competent Educators

We believe that the ability to "make learning live forever" requires professional educators who are competent and reflective practitioners and decision makers.

A critical feature of the shared beliefs of PTEP faculty and staff is that successful educators are, among other things, competent, reflective decision makers. In general, reflective decision-making involves: (1) finding clear and creative ways of characterizing problems and opportunities, (2) careful, well-informed consideration of possibilities or alternatives for action, and (3) thoughtful assessment of choices made and implemented. As a professional education faculty we believe that our teacher education candidates will be able to demonstrate the following outcomes.

Competent Educators will

- 2.1. Select appropriate instructional goals and outcomes for all learners
- 2.2. Select appropriate strategies, resources and tools of

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- 2.3. inquiry for all learners
- 2.3. Design challenging, coherent and compelling learning activities
- 2.4. Establish and maintain a community of learners
- 2.5. Engage all students in learning
- 2.6. Manage classroom procedures, records and the physical environment
- 2.7. Communicate clearly, and accurately with students, parents and colleagues
- 2.8. Present content to students in challenging, clear and compelling ways
- 2.9. Provide effective feedback to students and parents
- 2.10. Use appropriate questioning and discussion techniques and strategies

Knowledgeable Educators

We believe that the ability to “make learning live forever” demands that professional educators construct in-depth knowledge of content and pedagogy and acquire the skills and dispositions necessary to transform knowledge and theory into instructional practices which actively engage students in the learning process.

We believe that a common foundation of academic and professional knowledge provides an anchor for reflective practice. Pre-service and in-service educators should acquire a broad foundation of pedagogical and content knowledge as a basis for their reflective decision making. They should be able to transform the theory of the university lecture hall into the best practices of the K-12 classroom. They should be able to engage students in the learning process and facilitate learning through the expression of appropriate personal attributes. As a professional education faculty we believe that our teacher education candidates will be able to demonstrate the following outcomes.

Knowledgeable Educators will:

- 3.1. Demonstrate a knowledge of content
- 3.2. Demonstrate a knowledge of pedagogy
- 3.3. Demonstrate a knowledge of content pedagogy
- 3.4. Be knowledgeable of learner characteristics and diverse learner needs
- 3.5. Demonstrate a knowledge of designing and employing appropriate assessment techniques
- 3.6. Be knowledgeable of philosophical and theoretical perspectives
- 3.7. Demonstrate a knowledge of the appropriate uses of technology
- 3.8. Be knowledgeable about available resources, technologies and research to support, extend and improve student learning`
- 3.9. Engage in scholarly activity

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 Services 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.

Program	Praxis II Content Exam	Prasix II PLT Exam
Elementary Education License	Elementary School Content Knowledge Exam #0014	Elementary PLT K-6 Exam # 0522
Secondary Education License	See Education Advisor for specific exam number or EXAM #0511	Secondary PLT 7-12 Exam # 0524
Special Education License	Education of Exceptional Students: Core Content Knowledge Exam # 0353 for Licensure Exam #0014 or #0511 for Highly Qualified status	Elementary PLT K-6 Exam # 0522 Or Secondary PLT 7-12 Exam # 0524 (Depends on Area of Emphasis)
Utah Administrative Supervisory License	Educational Leadership Exam # 0410	NA

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.

Admissions

A. ADMISSION PROCEDURES

The College of Education and Human Development at Southern Utah University is 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 2009-2009 academic year. A minimum score of 80 is needed for admission:

1. Written application must be submitted to the Department of Teacher Education and Family Development.

Application packets, forms, and admission criteria are available from the department. 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 Teacher Education and Family Development ~ Old Main 211.

Spring Admission - October 15, 2008
Summer Admission - February 15, 2009
Fall Admission - July 15, 2009

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 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

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education. The interviewers will assess interviews using a predetermined rubric and assess quality points to the above areas.

Finalizing Admission to Teacher 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 ten (10) years will not be accepted. Some programs and endorsements may vary, check with department.**
- 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 Department of Teacher Education and Family Development.
- 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 college programs may appeal the decision to the College of Education and Human Development 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 Dean of the College of Education and Human Development. 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 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 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 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 95–100% 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 Department of Teacher Education and Family Development.

2008-2009 Block Deadlines for Elementary and Secondary

Spring 2009 – September 15

Summer 2009 – January 15

Fall 2009 – 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, Old Main 202 or online at www.utah.gov/teachers.

Once you receive your "LiveScan" form you will need to have your fingerprint scan taken at one of the "LiveScan" sites. If you are attending SUU you may call the Public Safety Office at (435) 586-7793 or stop by their office in room ST 172 on Tuesdays and Wednesdays to confirm someone will be available between 10:00am and 3:00 pm. A \$10.00 "LiveScan" fee will need to be paid at the cashier's office using the "LiveScan" form. Then take the receipt and "LiveScan" form to the Public Safety Office. Wash your hands and be sure they are free of lotion or any residue. The Public Safety Office will need to see a valid driver's license.

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:

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Secretary

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G. CLINICAL PRACTICE APPLICATION REQUIREMENTS AND TIME LINE

1. Clinical Practice Applications are available online at <http://www.suu.edu/ed/fso/clinicalpractice/app-forms.html>. Applications must be submitted to the appropriate department by the date specified.

Elementary, Secondary and Special Education Clinical Practice Application Deadlines for 2008-2009

A late fee will be assessed for late applications.

Spring 2009 – September 15

Summer 2009 – January 15

Fall 2009 – February 15

* *Clinical practice summer placements are limited and done on an individual basis after consultation with the Teacher Education Department Chair.*

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.
- 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 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.
 - 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 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.

Students must obtain a Student License from the Utah State Office of Education before entering any Utah classroom for clinical practice. This license may be obtained by going to the following website:

www.utah.gov/teachers

Students failing to get this license before their clinical practice starts will not be able to do their clinical practice until the next semester.

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.

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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 Beverley Taylor Sorenson College of Education and Human Development is 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 Beverley Taylor Sorenson 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. (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

Teaching Internship Opportunities

Periodically the Field Service Office and Cooperating School Districts within the State of Utah collaborate and provide teaching 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 a teaching 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 a teaching internship must contact the Field Service Coordinator for admission requirements and application. (Forms are available online at <http://www.suu.edu/ed/fso/clinicalpractice/app-forms.html>)

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.

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 five (5) years.
- The teaching experience must have been in an accredited public, private, or parochial school.
- The teacher candidate may be required to 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 Clinical Practice Waiver Committee 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

The Beverley Taylor Sorenson College of Education and Human Development teacher candidates seeking educator licensure must complete a graduation/licensure packet. Packets are available in The Beverley Taylor Sorenson College of Education and Human Development Office, OM 313, (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 advisor. All undergraduate and graduate education majors should contact the College of Education and Human Development in Old Main 204, (435) 865-8083, or e-mail the college at: billhimer@suu.edu.

Student Scholarships

A variety of scholarships are available to students demonstrating potential for excellence in education studies. Students should contact the Department of Teacher Education and Family Services in Old Main 211 about available scholarships, requirements, and deadlines.

Students who are interested in the Terrel H. Bell Teaching Incentive Loan can pick up information in Old Main 313. The Terrel H. Bell Teaching Incentive Loan Program pays full tuition and fees. Repayment is waived for each year an applicant teachers in the State of Utah. The deadline for submitting applications for the Terrel H. Bell Teaching Incentive Loan is March 31.

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)

