

Education

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Program Description

The mission of the Department of Education is to develop competent, caring, and qualified teachers by ensuring that our students acquire the necessary professional knowledge in content and teaching. In pursuit of that goal, the department provides engaging and rigorous classes in the essential areas of teaching, extensive practicum/field experiences in a variety of settings, advisement/mentoring/supervision from experienced, knowledgeable, and caring professors, all within the context of a student-centered learning environment.

Prefixes

- EDUC, ELED, SCED

Elementary School Teaching

Elementary school teachers work with a classroom of students, aged five to twelve years old depending on grade level. Usually, elementary school teachers teach multiple subjects to the same group of students. Therefore, proficiency in math, science, language, and social studies is required.

Elementary school teachers typically work full-time for a nine-month traditional school year with summers off although many teachers participate in professional development programs during the summer months. Examples of typical tasks performed daily:

- Planning, evaluating, and assigning lessons
- Preparing and grading assessments
- Maintaining an orderly classroom
- Communicating with parents about their child’s progress
- Interacting with grade level coworkers to assess curriculum efficacy and implementation

Secondary School Teaching

Middle and high school teachers work with classrooms of students, aged eleven to eighteen years old depending on grade level. Usually, middle and high school teachers teach one or two subject areas, depending on qualifications.

Middle and high school teachers typically work full-time for a nine-month traditional school year with summers off although many teachers participate in professional development programs during the summer months. Examples of typical tasks performed daily:

- Plan lessons in the subjects they teach, such as biology or history
- Assess students to evaluate their abilities, strengths, and weaknesses
- Teach students as an entire class or in small groups
- Grade students’ assignments to monitor progress
- Communicate with parents about students’ progress
- Work with individual students to challenge them, to improve their abilities, and to work on their weaknesses
- Prepare students for standardized tests required by the state

- Develop and enforce classroom rules
- Supervise students outside of the classroom—for example, at lunchtime or during detention

Licensure

There are two licensure programs offered in the Department of Education. The Bachelor of Science in Elementary Education will lead to a license by the State of Utah to teach in grades Kindergarten through 6th grade. The Secondary Education Teaching (SET) program will lead to a license by the State of Utah to teach grades 6-12 in a particular content area.

Accreditation

The Department of Education received national accreditation with the Teacher Education Accreditation Council (TEAC) in Fall 2010.

Degrees / Minors / Endorsements / Licensure

Bachelor's Degrees

- Bachelor of Science in Elementary Education (catalog.dixie.edu/programs/education/bachelor_of_science_in_elementary_education)
- Bachelor of Science in Art - Art Education Emphasis with Secondary Education Licensure (catalog.dixie.edu/programs/art/art_education)
- Bachelor of Science in Biology - Biology Education Emphasis (catalog.dixie.edu/programs/biology/bachelor_of_science_in_biology_secondary_education)
- Bachelor of Science in Biology with Integrated Science - Biology Education Emphasis (catalog.dixie.edu/programs/biology/bachelor_of_science_in_biology_with_integrated_science_secondary_education)
- Bachelor of Arts/Science in English – English Education Emphasis (catalog.dixie.edu/programs/english/bachelor_of_artsscience_in_english_english_education_emphasis)
- Bachelor of Arts / Science in Mathematics Education (catalog.dixie.edu/programs/mathematics/bachelor_of_artsscience_in_mathematics_education)
- Bachelor of Science in Music Education with Secondary Education Licensure (catalog.dixie.edu/programs/music/bachelor_of_science_in_music_education_with_secondary_education_licensure)
- Bachelor of Science in Physical Science Composite Teaching, Secondary Education Licensure (catalog.dixie.edu/programs/physicalsciences/bachelor_of_science_in_physical_science_composite_teaching_secondary_education_licensure)
- Bachelor of Arts/Science in Social Sciences Composite Teaching - Secondary Education Licensure (catalog.dixie.edu/programs/history/bachelor_of_artsscience_in_social_science_composite_teaching)
- Bachelor of Arts in Spanish - Spanish Education Emphasis (catalog.dixie.edu/programs/humanities/bachelor_of_arts_in_spanish_spanish_education_emphasis)
- Bachelor of Arts/Science in Theatre - Theatre Education Emphasis, with Secondary Education Licensure (catalog.dixie.edu/programs/theatre/bachelor_of_artsscience_in_theatre_theatre_education_emphasis_with_secondary_licensure)

Programs

- Elementary STEM Endorsement (catalog.dixie.edu/programs/education/stem_endorsement)
- Secondary Education Licensure (catalog.dixie.edu/programs/education/secondary_education_licensure)

Minors

- Minor in Biology Education (catalog.dixie.edu/programs/biology/minor_in_biology_education)
- Minor in Chemistry Education (catalog.dixie.edu/programs/physicalsciences/minor_in_chemistry_education)
- Minor in English Education (catalog.dixie.edu/programs/english/minor_in_english_education)
- Minor in Mathematics Education (catalog.dixie.edu/programs/mathematics/minor_in_mathematics_education)

Note: A student pursuing elementary or secondary licensure, may choose to complete a teaching minor:

Admission to Elementary Education Degree Program

To be considered for admission to the Elementary Education program, an applicant must first be accepted as a Dixie State University student. Application deadlines can be found on the Department of Education website (<http://www.dixie.edu/education>). If English is not the applicant's first language, s/he is required to take the Oral Proficiency Interview (OPI) in English and must achieve an "Advanced Low" proficiency in order to apply for the program. Further information about the assessment (<http://www.actfl.org/professional-development/certified-proficiency-testing-program/testing-proficiency>).

Listed below are the requirements that must be completed before acceptance into the program will be considered. There are four (4) sections:

1. General Requirements

One of the following:

- At least 63 college-level credit hours, which must include completion of DSU General Education requirements, electives, Institutional requirements, and program prerequisites.
- Completed Associate of Science or Associate of Arts degree including courses that meet DSU minimum standard in English (composition).

All of the following must be completed through General Education or electives:

MATH 1050	College Algebra / Pre-Calculus	4
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One of the following must be completed through General Education or electives:

FSHD 1500	Human Development Lifespan	3
PSY 1010	General Psychology	3
PSY 1100	Human Development Through Lifespan	3

One of the following must be completed through General Education or electives:

HIST 1700	American Civilization	3
POLS 1100	American Government	3

2. Diversity Component

Documentation may include any of the following:

- At least one (1) semester of any college-level foreign language course, including ASL.
- Evidence of having lived in a non-English speaking country or environment for a continuous period of one (1) year or more.
- Evidence of testing out of college-level foreign language coursework (AP, CLEP, IB, FLATS, etc.)

3. Program Prerequisite Requirements

EDUC 1010	Foundations/Intro to Education	3
EDUC 2010	Intro to Exceptional Learners	3
EDUC 2400	Foundations Multicultural/ESL	3
EDUC 2500	Instructional Technology in K-12 Classrooms	3
EDUC 3110	Educational Psychology	3
MATH 2010	Math for Elementary Teachers I	3
MATH 2020	Math for Elemen Teachers II	3

NOTES:

- USOE R277-504-3 A(3) "requires candidates to maintain a cumulative university GPA of 3.0, and receive a C or better in all education related courses and major required content courses".
- MATH 2020 Must pass exit test.
- Due to USOE requirements for licensure, previously completed coursework will be evaluated on an individual basis.

4. Application Packet (See advisor)

Application Requirements (*See your Education advisor for more information*):

- Completed Application Form
- Three recommendations
- USOE-approved Basic Skills Test
- Official transcript from all schools
- Cumulative university GPA 3.0 or above
- USOE R277-504-3 A(3) "requires candidates to maintain a cumulative university GPA of 3.0, and receive a C or better in all education related courses and major required content courses".
- Language placement test if English is not the applicant's primary language

Admission to Secondary Education Licensure Program

To be considered for admission to the Secondary Education program, an applicant must first be accepted as a Dixie State University student. The Secondary Education teaching Licensure MUST be paired with a bachelor's degree in a USOE-approved content area. Application deadlines can be found on the Department of Education website (<http://www.dixie.edu/education>). If English is not the applicant's first language, s/he is required to take the Oral Proficiency Interview (OPI) in

English and must achieve an “Advanced Low” proficiency in order to apply for the program. Further information about the assessment (catalog.dixie.edu/programs/education/%20http://www.actfl.org/professional-development/certified-proficiency-testing-program/testing-proficiency).

Listed below are the requirements that must be completed before acceptance into the program will be considered. There are four (4) sections:

1. General Education Requirements

At least **63** college level credit hours

Must include one of the following courses:

HIST 1700	American Civilization	3
POLS 1100	American Government	3

Must include one of the following courses:

FSDH 1500	Human Development Lifespan	3
PSY 1010	General Psychology	3
PSY 1100	Human Development Through Lifespan	3

2. Program Prerequisite Requirements

EDUC 1010	Foundations/Intro to Education	3
EDUC 2400	Foundations Multicultural/ESL	3
EDUC 2010	Intro to Exceptional Learners	3
EDUC 2500	Instructional Technology in K-12 Classrooms	3
EDUC 3110	Educational Psychology	3

NOTES:

- USOE R277-504-3 A(3) “requires candidates to maintain a cumulative university GPA of 3.0, and receive a C or better in all education related courses and major required content courses”.
- Due to USOE requirements for licensure, previously completed coursework will be evaluated on an individual basis.

3. Major Course Work Completion Requirement

Students with BS/BA degrees in progress need to have at least 95% of major course work completed and signed off by the major academic content department advisor.

- Students with completed BS/BA or higher degrees need to have their transcripts reviewed by an advisor. The degree must be in a Utah State Office of Education approved major area

Academic content departments may add additional admission requirements. These requirements, if added, will focus on unique aspects of each discipline.

4. Application Packet (See advisor)

Application Requirements (*See your Education advisor for more information*):

- Completed Application Form
- Three recommendations
- USOE-approved Basic Skills Test
- Official transcript from all schools
- Cumulative university GPA 3.0 or above
- USOE R277-504-3 A(3) “requires candidates to maintain a cumulative university GPA of 3.0, and receive a C or better in all education related courses and major required content courses”.
- Language placement test if English is not the applicant's primary language

Career Opportunities *

Elementary and secondary teachers develop the skills and knowledge necessary to teach the appropriate grade levels in the State of Utah (teaching licenses are generally transferable to other states). With some additional coursework, they can add specializations to their license (i.e., literacy, technology, math, gifted education, additional subject-area endorsements). Also, they can earn graduate degrees and serve in other roles such as principals, school counselors, and staff developers.

Job Outlook *

The growth rate for elementary and middle school teachers from 2010-2020 is about 17%, which is average for all occupations. The growth rate for high school teachers is slower at 7%. Job growth varies substantially by region and school district.

Salary Range *

Although teacher salaries vary somewhat from district-to-district and even more state-by-state, the average salary for experienced elementary school teachers in Utah is \$48,000. The national median is \$51,380. Entry level salaries would be considerably less. The national median salary is \$51,960 for experienced middle school teachers and \$53,230 for experienced high school teachers. Entry level salaries would be considerably less.

* From the Occupational Outlook Handbook, 2012

Education Courses

EDUC 1000. Transition to Teaching. 1 Hour.

For Alternative Route to Licensure (ARL) teachers only. This orientation class will assist ARL teachers who have a bachelor's degree in a content area taught in Utah schools make a successful transition to teaching through the Alternative Route to Licensure program. Course topics include an overview of the ARL program, an overview of the competencies teachers are expected to master in a school setting, and the professional roles and responsibilities of a teacher. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 1001. FYE: Education. 1 Hour.

First Year Experience course recommended for entering freshmen and transfer students with 0-24 credits. Designed to help students adapt to university life and become integrated into Dixie State University. Students will refine academic skills, create and foster social networks, learn about university resources, and explore different fields of study, degree options, and career opportunities in Education. Multiple listed with all other sections of First Year Experience (all 1001 courses, ENGR 1000). Students may only take one FYE course for credit. FA, SP.

EDUC 1010. Foundations/Intro to Education. 3 Hours.

Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Provides an overview of vocational aspects of a teaching career including: certification requirements, foundations of education, current and historical issues in education, an overview of current trends in methodology, and classroom management. This class provides students with an opportunity to assess oneself as a prospective teacher. Various teaching methods are used including lecture, cooperative learning, inquiry methods, direct instruction and mastery learning. Students are required to do two full observation days in local K-12 school settings. FA, SP, SU.

EDUC 2010. Intro to Exceptional Learners. 3 Hours.

Required pre-requisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Provides an overview of exceptional students and examines the teacher's role in integrating these students into the K-12 classroom. Identifies characteristics and special needs of students who have physical, emotional, social, mental, or health exceptionalities. In addition, students will learn the basic laws and policies of Special Education and the key characteristics of inclusion and co-teaching. FA, SP, SU.

EDUC 2400. Foundations Multicultural/ESL. 3 Hours.

Global and Cultural Perspectives course. Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Teacher candidates will examine a variety of theoretical frameworks associated with multicultural education and current issues affecting diverse students in the educational setting. The course content and assessments will provide teacher candidates with opportunities to discuss and reflect on issues of race, gender, individual differences, and ethnic as well as cultural perspectives. Additionally, a foundation of language acquisition theory and sheltered English techniques will also be introduced to address the needs of English Language Learners. This course also partially fulfills the requirement for ESL Endorsement. FA, SP, SU.

EDUC 2500. Instructional Technology in K-12 Classrooms. 3 Hours.

Required pre-requisite for both the Elementary and Secondary Education Programs. Candidates will research and evaluate technology resources for quality, accuracy, and effectiveness. Candidates will apply state and national technology standards as they design, implement, and assess digital learning experiences to engage students and improve learning in K-12 classrooms to enrich professional practice. FA, SP, SU.

EDUC 2800. Instruction, Technology, Assessment, and Planning. 3 Hours.

For ARL teachers only. ARL teachers will focus on unit plans, developing lesson plans, and unwrapping state core content standards. Teachers will learn to use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Formal and informal assessment strategies will be covered to help teachers evaluate and ensure the continuous intellectual, social, and physical development of the learner. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 2820. Creating a Learning Environment. 3 Hours.

For ARL teachers only. ARL candidates will focus on how children learn and develop. They will gain knowledge to provide learning opportunities that support students' intellectual, social, and personal development. The ARL teacher will discover how to use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Most of the class content will focus on strategies for classroom management. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 2840. Literacy Strategies. 3 Hours.

For ARL teachers only. This course will focus on foundations of reading comprehension of students, and decisions teachers make concerning methods, materials and procedures based on those foundations. ARL teacher candidates will integrate literacy skills (vocabulary, study skills, comprehension development, and writing) within their respective content areas. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 2860. Survey of Learning and Teaching Diverse Populations. 3 Hours.

For ARL teachers only. This course will explore the rationale, concepts, theory and practice of teaching diverse populations from cultural, linguistic and socioeconomic diverse backgrounds in pluralistic schools and societies. ARL teachers will develop skills in delivery, classroom management, motivation, language acquisition, and community and family involvement. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 2899. Travel Study Japan: Culture, Education, and People. 3 Hours.

Introductory course for students interested in culture and the public educational system of Japan. This course is a three (3) week classroom course followed by a ten (10) day travel study trip to Japan. The purpose of the course will be to learn about the culture of Japan through history, education and its people. In the three week intensive course module that occurs prior to the trip to Japan, students will participate in lecture/discussions that will build knowledge about different regions of Japan we will visit, as well as the entire country and the culture. After the introduction, the lecture/discussions will focus on the educational system of Japan to explore the differences and similarities between the US and Japanese educational system. In addition to visits to historical landmarks, excursions to public schools are included to experience the Japanese educational system. Home stay is also included at one of the regions visited. Additional travel fee required. Prerequisite: Instructor permission. SU.

EDUC 2990. Seminar in Education. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

EDUC 3110. Educational Psychology. 3 Hours.

Required prerequisite course for both the Elementary Education degree and the Secondary Education program. Provides teacher candidates with an overview of the relationship of psychology to teaching and learning. Students will learn about the nature of learning, human brain growth, the impact of brain research, child and adolescent development and how the brain processes information. An emphasis is placed on how teacher candidates can apply the theories and practices of educational psychology into day-to-day teaching practices. Prerequisite: FCS 1500, or PSY 1010, or PSY 1100. FA, SP, SU.

EDUC 3990. Seminar in Education. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

EDUC 4700. Foundations of Dual Language Immersion Education. 3 Hours.

For those seeking Dual Immersion Education endorsement. Emphasizes the theoretical and practical background about Dual Immersion Education. Overview of Dual Language Immersion Education, program models, teaching and learning issues in Dual Language Immersion Programs, and challenges of Dual Language Immersion Programs will be addressed to assist the success of prospective immersion teachers in the classroom. Eligible languages include Spanish, French, Mandarin Chinese, German, and Portuguese. This course meets partial requirements for the Dual Language Immersion Endorsement for the state of Utah. Dual listed with HUM 4000 and SPAN 4000 (students may only take one course for credit). Prerequisite: Must be admitted to DSU teacher preparation program or have a Utah teaching license. Instructor permission required. FA, SP, SU (Even years).

EDUC 4990. Seminar in Education. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

EDUC 5010. Data Analysis and Problem Solving in STEM. 3 Hours.

This course will develop a firm problem-solving foundation. Using skills and strategies applied in mathematical contexts practicing teachers will learn to gather data, work with others, present solutions orally to the whole class, and write up detailed solutions. This course will also provide practicing teachers a deeper understanding of probability and data representation and analysis. Special attention in this course will be given to children's typical error patterns, problem solving strategies, interpreting and assessing students' work and learning, and integration of the National Council of Teachers of Mathematics Process Standards and the Standards for Mathematical Practice. Prerequisite: Instructor permission.

EDUC 5020. Nature of Science and Engineering. 3 Hours.

In this course participants will experience introductory explorations of the nature of science using science and engineering principles, practices, and processes. Applications to Science, Technology, Engineering and Mathematics will be explored using learner-based pedagogy. Participants will develop teaching practices to assist them in educating K-6 students in selected Earth and Life Science Standards. As appropriate and available, STEM content professors will be involved in the instruction of this course. Prerequisite: Instructor permission.

EDUC 5030. Energy in STEM Education. 3 Hours.

This course provides teachers with a deep and useful understanding of energy and the nature of how students use concepts of energy to make sense of phenomena across life, earth, and physical science. This understanding enhances teacher insights into: 1) how matter and energy interact, 2) the relationships of energy to forces and interactions within fields, and 3) pedagogical content knowledge around teaching and learning about energy. The course provides teachers with knowledge of how energy concepts may be used by students with the Crosscutting Concepts, and Engineering and Science practices found in the Next Generation Science Standards. STEM content professors will be involved in the instruction of this course. Prerequisite: Instructor permission.

EDUC 5040. Matter in STEM Education. 3 Hours.

This course provides teachers with a deep and useful understanding of matter and the nature of how students use concepts of matter to make sense of phenomena across life, earth, and physical science. This understanding enhances teacher insights into: 1) how matter and energy interact, 2) the relationships of matter to forces and interactions within fields, and 3) pedagogical content knowledge around teaching and learning about matter. The course provides course participants with knowledge of how matter concepts may be used by students with the Crosscutting Concepts, and Engineering and Science practices as outlined in the Next Generation Science Standards. STEM content professors will be involved in the instruction of this course.

EDUC 5050. Force in STEM Education. 3 Hours.

This course provides teachers with a deep and useful understanding of force and the nature of how students use concepts of force to make sense of phenomena across life, earth, and physical science. This understanding enhances teacher insights into: 1) how force, matter and energy interact, 2) the relationship of force to energy and interactions within fields, and 3) pedagogical content knowledge around teaching and learning about force. The course provides teachers with knowledge of how concepts of force may be used by students with the Crosscutting Concepts, and Engineering and Science practices as outlined in the Next Generation Science Standards. STEM content professors will be involved in the instruction of this course. Prerequisite: Instructor permission.

EDUC 5060. STEM Practices in Technology and Problem-Based Learning. 3 Hours.

The STEM Practices course will engage participants in developing meaningful understandings of problem-based approaches to teaching, learning, and the intergrations of STEM practices across the curriculum using appropriate technology. Participants will demonstrate their skills through the development and creation of a problem-based, hands-on experience. Prerequisite: Instructor permission.

Elementary Education Courses

ELED 3100. Curriculum Design Plan Assess. 3 Hours.

Required for all Elementary Education students. Teacher candidates will learn how to convert their knowledge of subject matter into effective lessons that meet the needs of a wide range of students. They will learn how to develop lessons that are grounded in a backward design approach. This approach focuses on creating a curriculum design that will help their students develop critical thinking skills and enduring understanding. Combined lecture/practicum course. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3150. Principles of Early Childhood Education. 2 Hours.

Required for all Elementary Education students. This course will focus on the historical and philosophical foundations of early childhood education as well as the current issues in the field. Principles of effective teaching techniques and approaches to early childhood curricula (K-3) emphasizing developmentally appropriate practices, constructivism, and integrated child-centered curriculum will be explored. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3250. Effective Classroom Mgmt. 3 Hours.

Required for all Elementary Education students. This course is designed to help the teacher candidate develop skills related to the management and leadership of the elementary classroom. Areas include: discipline, procedures and routines, interpersonal relationships, classroom environment, learner motivation, and parental involvement. Teacher candidates will design a comprehensive Classroom Management Plan (CMP). Combined lecture/practicum course. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3300. Literacy Intermediate Grades. 3 Hours.

Required for all Elementary Education students. This course will focus on developing the pedagogical knowledge and skills necessary to provide appropriate literacy instruction for students in the intermediate grades (3-6). This course content will focus on the core areas (i.e., phonics, fluency, vocabulary, comprehension, assessment, intervention) necessary to build strong literacy skills and differentiation strategies needed for readers with diverse backgrounds. Teacher candidates will practice these pedagogical skills during a field experience in the public schools. Combined lecture/practicum. Course fee required. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3350. Literacy Acquis Young Children. 3 Hours.

Required for all Elementary Education students. This course will focus on developing the knowledge and skills necessary to provide developmentally appropriate literacy instruction for emerging readers (K-3). The course content will focus on the core areas (literacy development, phonemic awareness, phonics, fluency and word knowledge) necessary to build a strong literacy foundation along with differentiation strategies needed for developing readers with diverse backgrounds. Teacher candidates will develop those pedagogical skills during a field experience in the public schools. Combined lecture/practicum. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3410. Lang Acquisition Cognition ESL. 3 Hours.

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This course is designed to prepare teacher candidates to become professional teachers who understand the theory of second language acquisition in order to provide linguistically and culturally appropriate instruction, learning opportunities for ESL students in elementary schools. Teacher candidates will also develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias. Combined lecture/practicum. Course fee required. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3420. Assessment for ESL Education. 3 Hours.

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This course is designed to further develop competencies in current assessment practices in both ESL and mainstream education. Teacher candidates will learn about implementing assessment and making them useful, meaningful and equitable. Teacher candidates will have the opportunity to explore and evaluate the relationship between teaching and assessment. Combined lecture/practicum. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3500. Healthy Lifestyle/PE for Elementary Teachers. 2 Hours.

Required for all Elementary Education students. This course develops the knowledge, skills and dispositions necessary to teach healthy lifestyles and physical education to elementary-aged children. The purpose of the course is to enable prospective teachers to plan, implement and evaluate lessons that address healthy lifestyles and physical education objectives of the curriculum for elementary students. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3550. Curriculum Early Childhood Ed. 2 Hours.

Required for all Elementary Education students. This course prepares teacher candidates to plan and implement an integrated curriculum with developmentally appropriate activities for young learners (K-3) of diverse backgrounds. Emphasizes lesson plan development, routines and schedules, curriculum philosophies, presentation skills, and resource development aligned with state and national standards. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3650. Assessment of Young Children. 3 Hours.

Required for all Elementary Education students. This course focuses on developing the skills and knowledge for accurately and appropriately assessing the learning and abilities of young children (K-3). Includes formal and informal, behavioral, and academic assessment strategies and data collection procedures for evaluating children's progress. Teacher candidates learn how to use assessment to plan appropriate instruction for young learners and practice applying their learning during a required field experience. Combined lecture/practicum. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3900. Differentiated Instruction for Exceptional Children. 3 Hours.

Required for all Elementary Education students. Teacher candidates will learn about teaching exceptional students, working with parents and specialists, and providing appropriate instructional experiences for children across the academic continuum. They will explore the methods, strategies, and materials that are necessary to provide differentiated instruction for their students. Students will practice applying this knowledge in a practicum setting. Combined lecture/practicum. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4100. Methods Teaching Elem Math. 3 Hours.

Required for all Elementary Education Students. This course provides a basis for pre-service teachers to gain an understanding of Common Core standards in mathematics education, as well as effective teaching and assessment strategies that help teachers meet the various needs of all learners in the public school setting. Combined lecture/practicum. Course fee required. Prerequisite: Admission to DSU Elementary Education Program. FA, SP.

ELED 4200. Fine Arts in Elementary. 2 Hours.

Required for all Elementary Education students. This course explores elementary fine arts content, processes, and integration strategies. It prepares teacher candidates to implement state elementary fine arts standards, and to use the arts as tools to engage students and enhance learning. Course materials and projects will explore literary arts, visual arts, drama, dance and music, and how these art forms can be used to create meaningful lessons and differentiated assessments. Prerequisite: Admission to DSU Elementary Education Program. FA, SP.

ELED 4300. Methods Teaching Elem Science. 3 Hours.

Required for all Elementary Education students. Teacher candidates will develop effective instructional methods and assessments based on required K-6th science subject matter, National Education Science Standards (NESS), and state curriculum goals. Lecture, seminar discussion, hands-on experiences, and practicum in local schools are the modes of instruction. Combined lecture / practicum. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4400. Methods Teach Elem Social Sci. 3 Hours.

Required for all Elementary Education students. This course will introduce methods and strategies for effective instruction in the social studies at the elementary level. This course examines the national standards (NCSS) as well as, state core curriculum needed to develop the knowledge, skills and attitudes related to teaching social studies in the elementary school. Lecture, seminar discussion, hands-on experiences and field experiences in local schools are the modes of instruction. Combined lecture / practicum. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4410. Methods, Strategies & Materials for Language Arts ESL. 3 Hours.

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This course will focus on the instructional strategies and methodologies for ESL students in elementary schools. Course content will include teaching oral language, literacy skills, and content areas through the integration of culture and language. Teacher candidates will have an opportunity to demonstrate their knowledge by developing a lesson plan that reflects the needs of ESL Students through appropriate adaptation of techniques and strategies. Combined lecture / practicum. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4430. Family/Parent Involvement ESL. 2 Hours.

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This course provides teacher candidates with information regarding the role of parents in the public schools and ways to involve parents more fully in their children's learning. Particular emphasis is placed on the challenges and needs of parents of ESL children. Resources to support all parents are explored. Instructional activities may include such things as lecture, small group work, guest speakers, projects, etc. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4440. Integrating Language & Content. 3 Hours.

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. Teacher candidates will utilize previously developed methodologies to meet the needs of ESL students in their respective classrooms. The course is designed to integrate the concepts and skills learned in previous ESL endorsement coursework into the student teaching experience. This course will provide techniques and strategies (SIOP) to accommodate ESL and mainstream students according to the contextual factors of the classroom. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4600. Methods/Teach Elem Lang Arts. 3 Hours.

Required for all Elementary Education students. Teacher candidates will learn and gain an understanding of elementary language arts concepts, curriculum, and standards at the local, state, and national levels. This course will emphasize pedagogical knowledge of elementary language arts including research based instruction and assessment strategies in teaching spelling, writing, penmanship, and grammar. Teacher candidates will demonstrate their understanding through a variety of assessments and transfer their knowledge, dispositions, and teaching skills to experiences in local schools. Combined lecture/practicum. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4900. Student Teaching. 9 Hours.

Required for all Elementary Education students. Eleven weeks of student teaching experience in the elementary grade levels. Cooperating (mentor) teachers support students as they are given responsibility of all aspects of learning in classrooms. University supervisors, in conjunction with mentor teachers, scaffold this experience via frequent conferences and observations. At the conclusion of student teaching, teacher candidates will have demonstrated their abilities to successfully manage their own classrooms and are eligible for state licensure. Prerequisite: Admission to the DSU Elementary Education Program. Corequisite: ELED 4989. FA, SP.

ELED 4950. Internship Teaching I. 3 Hours.

First semester of a full year of internship teaching after being hired by a public school in cooperation with Dixie State University Education department. Cooperating mentor teachers train and support intern as they are given responsibility of all aspects of learning in the classroom. University faculty, in conjunction with mentor teachers, scaffold this experience via frequent conferences. Interns are also supported by the school districts in new teacher induction training. At the conclusion of the internship, the student is eligible for State licensure in teaching. Prerequisite: Instructor permission. Course offered upon sufficient student need.

ELED 4960. Internship Teaching II. 3 Hours.

Second semester of a full year of internship teaching after being hired by a public school in cooperation with Dixie State University Education department. Cooperating mentor teachers train and support intern as they are given responsibility of all aspects of learning in the classroom. University faculty, in conjunction with mentor teachers, scaffold this experience via frequent conferences. Interns are also supported by the school districts in new teacher induction training. At the conclusion of the internship, the student is eligible for State licensure in teaching. Prerequisite: Instructor permission. Course offered upon sufficient student need.

ELED 4989. Capstone. 1 Hour.

Required for all Elementary Education students. Teacher candidates will debrief and collaborate on special topics such as classroom management, lesson design, assessment, and instructional strategies. The purpose of the Capstone course is to solidify the pre-service experiences, present the Teacher Work Sample (TWS) in its entirety, and develop the skills and knowledge necessary to find a teaching position. Course fee required. Prerequisite: Admission to DSU Elementary Education Program. Corequisite: ELED 4900. FA, SP.

Secondary Education Courses

SCED 3720. Reading Writing Content Areas. 3 Hours.

Required for all Secondary Education Teaching (SET) students. This course prepares teacher candidates to facilitate reading, writing, and study skills in the content areas at the middle school and secondary school level. Extensive background in literacy and teaching strategies will be provided during the lecture portion of the course. Teacher candidates will practice and apply pedagogical skills during a field experience in the public schools. Combined lecture/practicum. Course fee required. Prerequisite: Admission to DSU Secondary Education Teaching (SET) Licensure Program. FA.

SCED 4100. Curriculum, Instruction, and Assessment. 3 Hours.

Required for all Secondary Education Teaching (SET) students. This course examines research-based curricular, instructional, and assessment issues, and national, state, and district standards. Prepares secondary education teacher candidates to unwrap state content standards and write objectives/enduring understandings, design formative and summative assessments, and align instruction with objectives and assessments. The primary models for this course will include Understanding by Design (UbD) and Professional Learning Communities (PLC). Combined lecture / practicum. Prerequisite: Admission to the DSU Secondary Education Teaching (SET) Licensure Program. FA.

SCED 4600. Classroom Management. 3 Hours.

Required for all Secondary Education Teaching (SET) students. This course is designed for the management and leadership of the middle and high school classrooms. Areas include: discipline, procedures and routines, interpersonal relationships, classroom environment, learner motivation, and parental involvement. Students will design a comprehensive Classroom Management Plan (CMP). Combined lecture/practicum course. Prerequisite: Admission to the DSU Secondary Education Teaching (SET) Licensure Program. FA.

SCED 4700. Content Methods Course. 3 Hours.

Required for all Secondary Education Teaching (SET) students. Education and academic content faculty will work together to ensure content knowledge and effective pedagogy are appropriate for secondary (grades 6-12) learning environments. Lecture, seminar discussion, and practicum experiences in local secondary schools are the modes of instruction for this course. Teacher candidates will develop lesson plans based on national and state standards that include subject matter, instructional methods, assessments, and analysis of student learning from their practicum experience. Can be substituted with an equivalent methods course in a specific content area. Combined lecture/practicum. Prerequisite: Admission to the DSU Secondary Education Teaching (SET) Licensure Program. FA.

SCED 4900. Secondary Student Teaching. 10 Hours.

Required for all Secondary Education Teaching (SET) students. Thirteen (13) weeks of full-time student teaching in a secondary school classroom (grades 7-12). Cooperating (mentor) teachers support teacher candidates as they are given responsibility of all aspects of teaching and learning in the classroom. DSU faculty members supervise and evaluate the teacher candidates using the department of education assessment tool. At the successful conclusion of the course, the teacher candidate will have completed the required content coursework and the student teaching requirement, and they will be eligible for the Utah Secondary Teaching License. Prerequisite: Admission to the Dixie State University Secondary Education Teaching (SET) program. Corequisite: SCED 4989. SP.

SCED 4989. Student Teaching Seminar. 2 Hours.

For secondary education licensure students during their student teaching experience. Teacher candidates debrief and collaborate about special topics such as classroom management, lesson and unit design, assessments, and instructional strategies. A special focus will be made in regards to the students' experiences in the school classroom setting. The purpose of the capstone course is to solidify the pre-service experiences, present the professional e-portfolio and teacher work sample in its entirety and to develop the skills and knowledge necessary to find a teaching position. Course fee required. Prerequisite: Admission to the DSU Secondary Education Program. SP.