Education

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http://dixie.edu/education/

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Department Chair
Chizu Matsubara, Ph.D.

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Mary McFadden

Lecturer / Advisors
Emily Sharp M.Ed.

School of Education Dean
Brenda Sabey, Ph.D.

Administrative Specialist
Robyn Whipple

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 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

DSU GENERAL EDUCATION REQUIREMENTS

All DSU General Education requirements must be fulfilled. A previously earned degree may fulfill those requirements, but courses must be equivalent to DSU’s minimum General Education standards in American Institutions, English, and Mathematics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>General Education Core Requirements</strong> (catalog.dixie.edu/programs/generaleducation/#gerequirementstext)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>3-7</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>3-5</td>
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<td>American Institutions</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>Life Sciences</td>
<td>3-10</td>
</tr>
<tr>
<td></td>
<td>Physical Sciences</td>
<td>3-5</td>
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<tr>
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<td>Laboratory Science</td>
<td>0-1</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Literature/Humanities</td>
<td>3</td>
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<tr>
<td></td>
<td>Social &amp; Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Exploration</td>
<td>3-5</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MATH 1050</td>
<td>College Algebra / Pre-Calculus (MA)</td>
<td>4</td>
</tr>
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</table>

   One of the following must be completed through General Education or electives:
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HIST 1700</td>
<td>American Civilization (AI)</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1100</td>
<td>American Government (AI)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 1010</td>
<td>Foundations/Intro to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2010</td>
<td>Intro to Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2400</td>
<td>Foundations Multicultural/ESL (GC)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2500</td>
<td>Instructional Technology in K-12 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3110</td>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>MATH 2010</td>
<td>Math for Elementary Teachers I</td>
<td>3</td>
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<tr>
<td>MATH 2020</td>
<td>Math for Elemen Teachers II</td>
<td>3</td>
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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/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 Education Requirements

At least 63 college level credit hours

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<td>3</td>
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</table>

Must include one of the following courses:

<table>
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<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>FSHD 1500</td>
<td>Human Development Lifespan (SS, GC)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1010</td>
<td>General Psychology (SS, GC)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1100</td>
<td>Human Development Through Lifespan (SS, GC)</td>
<td>3</td>
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</tbody>
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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 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Review the professional aspects of teaching as a career; express personal philosophy of education; examine educational views, teaching styles, and school programs and practices; and assess information and experiences to decide on a career in teaching. 2. Identify social issues affecting the schools; and explain the historical, philosophical and other related issues influencing education. 3. Recognize the cultural diversity in our society; understand individual learner differences and cultural linguistic diversity; and be a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner. 4. Describe public schooling in the United States and current aspects of our educational system and understand the central concepts, tools of inquiry and structures of the discipline. 5. Identify effective ways to engage collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success. 6. Understand that teachers demonstrate the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515; and understand the multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction and determine whether the outcomes described in content standards have been met. 7. Understand that teachers plan instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context; and understand how to use various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways. 8. Understand how to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation. FA, SP, SU.

EDUC 1020. Intro to Exceptional Learners. 3 Hours.
Required pre-requisite course for both the Elementary Education degree and the Secondary Education 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Understand and identify the IDEA definition of and the learning and behavioral characteristics of students with different exceptionalities. 2. Identify appropriate instructional accommodations and modifications to meet the individual learning needs of exceptional learners. 3. Identify issues and challenges faced by individuals and families of individuals with disabilities. 4. Explain the philosophical and historical perspectives that have formed the basis for public policy regarding exceptionality as well as current legislation that shape service delivery. 5. Identify effective practices for inclusive and collaborative teaching situations that best contribute to a positive learning environment. FA, SP, SU.
EDUC 2400. Foundations Multicultural/ESL (GC). 3 Hours.
Global and Cultural Perspectives course. Required prerequisite course for both the Elementary Education degree and the Secondary Education 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 ethnicity 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Examine multicultural education and demonstrate foundational knowledge and applications of multicultural education in the United States. 2. Analyze how race, religion, gender, language, age, and socioeconomic status affect teaching and learning. 3. Explore how to develop and design a democratic, inclusive, and inviting classroom. 4. Investigate how to reduce sources of biases, stereotypes, and prejudices in the curriculum and classrooms. 5. Evaluate how globalization and transnationalism affect English language learners. 6. Identify and interpret the contextual factors of a classroom, school, district, and state. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrates understanding of globalization and transnationalism to identify the relationship with the world we live in. 2. Develop a culturally responsive lesson plan. 3. Demonstrate knowledge of education through comparing the US and Japanese educational system. Prerequisite: Instructor permission. SU (odd).

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 in 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify key researchers and their contributions to education and/or educational psychology. 2. Understand the importance of educational research; use the APA format to describe and analyze findings of research studies. 3. Describe characteristics and stages of cognitive, physical, and emotional development. 4. Understand how to design instruction and assessments that are appropriate for social, cognitive, and emotional development. 5. Reflect upon course content and its applications to future professional learning, classroom practice, and career goals. 6. Recognize signs of learner distress and how to respond with appropriate interventions including referral to counselors, social workers, and other support personnel. Prerequisite: FSHD 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 in 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). **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss theoretical principles and research findings that underlie dual language and immersion education. 2. Explain differences and similarities between one-way, two-way, developmental bilingual, and indigenous language immersion programs. 3. Summarize key principles of first and second language in dual language and immersion classrooms. 4. Discuss the social and political contexts for dual language education and their implications for classrooms and programs. 5. Synthesize lessons that can be learned from dual language and immersion programs around the world and based on class observations in the DLI schools in the local school district. FA.

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 in 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Teach small groups of students. 2. Understand behavior management and be able to handle a classroom. 3. Be able to teach whole class of students. 4. Understand the content necessary to teach students in a classroom.

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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Select appropriate strategies to solve a problem. 2. Solve challenging mathematical problems in groups and individually. 3. Write problem-solving summaries, communicate orally solution processes and conclusions, and improve collaboration skills. 4. Communicate data analysis and problem-solving strategies orally, visually, and in writing, as well as facilitate effective discourse in a positive mathematics learning environment. 5. Collect and organize data using tally marks, tables, pictographs, bar graphs, line graphs, frequency tables, line plots, stem-and-leaf plots, circle graphs, scatter plots, histograms, and box-and-whisker plots. 6. Select and interpret measures of central tendency (e.g. mean, median, and mode, including the impact of outliers). 7. Select and interpret measures of dispersion (e.g. range, variance, standard deviation, percentiles). 8. Identify and apply concepts of probability including: likely, unlikely, certain, impossible, sample space, experimental and theoretical, and recognition of probability as a value between 0 and 1. 9. Conduct experiments with and without replacement and compare theoretical and experimental probabilities. 10. Analyze misrepresentation and misleading data that exists in the real world, in order to become informed "consumers" of data. 11. Develop lesson plans including assessments to teach to your own students that incorporate the above outcomes as appropriate to your grade level. 12. Develop a unit test using a test blueprint. 13. Record reflections on how your mathematical and pedagogical thinking changes over the course of the semester. 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 as outlined 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 integration 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate the ability to provide access for all students to STEM education, including traditionally underrepresented groups that consider students of diverse backgrounds and perspectives. 2. Create a safe and supportive learning environment for all students to engage and learn integrated STEM concepts and practices. 3. Use student achievement data and formative assessment to design authentic, innovative, problem-based learning experiences. 4. Incorporate the nature of science and the engineering design cycle in lesson planning as outlined in the eight Scientific and Engineering Practices of the Next General Science Standards. 5. Implement appropriate assessment and technological tools to enhance STEM teaching, learning, student achievement, and college career readiness. 6. Work with colleagues to develop and use effective methods for organization and management of a problem-based learning environment to engage students in STEM learning. 7. Improve teaching and learning through reflective practice. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Unwrap the standards of the Utah State/Common Core Curriculum into Big Ideas/Enduring Understandings. 2. Design standards-based assessments that are completely and authentically aligned with the Big Ideas/Enduring Understandings. 3. Intentionally use research-based instructional strategies to increase student mastery of the content. 4. Design lesson and unit plans that incorporate best teaching and learning strategies. 5. Demonstrates appropriate proficiency in practicum experience. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Examine and analyze characteristics of developmentally appropriate instruction in the intermediate grades of elementary school in the following areas: Vocabulary Development, Comprehension, Content area literacy, Decoding, and Fluency. 2. Interpreting and applying the general principles of effective instruction in literacy lessons, including principles of individualization, diagnostic teaching, and a balanced emphasis in literacy instruction. 3. Applying principles of effective instruction in literacy instruction in intermediate grades. 4. Reflect and explain the Three Tiers of Reading Instruction model. 5. Plan reading instruction following a gradual release of responsibility. 6. Plan reading component lessons that include all the elements of explicit instruction. 7. Demonstrates appropriate proficiency in practicum experience. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Build an effective and comprehensive classroom management system. 2. Articulate and apply principles of motivation. 3. Produce responsible behavior in students. 4. Individualize instruction to create a learning environment conducive to student success. 5. Articulate similarities and differences in the beliefs of various behavioral theorists. 6. Develop a personal belief system about classroom management built upon respect for and understanding of students. 7. Demonstrates appropriate proficiency in practicum experience. 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 LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recall the general scope and content of literacy instruction in intermediate elementary grades. 2. Interpret and apply the general principles of effective instruction in literacy lessons, including principles of individualization, diagnostic teaching, and a balanced emphasis in literacy instruction. 3. Plan and implement literacy instruction in the intermediate grades of elementary school in the following areas: Vocabulary Development, Comprehension, Content area literacy, Decoding, and Fluency. 4. Plan literary instruction that will best meet the needs of diverse learners. 5. Reflect and respond on the use of a variety of assessments, both formal and informal, to evaluate growth and guide literacy instruction. 6. Show proficiency in 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe the nature of reading. 2. Describe the essential components of a classroom literacy instruction framework. 3. Reflect and respond to readings about the importance of the foundations of literacy for future reading success. 4. Reflect and explain the Three Tiers of Reading Instruction model. 5. Plan reading instruction following a gradual release of responsibility. 6. Plan reading component lessons that include all the elements of explicit instruction. 7. Demonstrates appropriate proficiency in practicum experience. 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 LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Gain knowledge of first and second language acquisition theory and research. 2. Develop skills to apply second language a of the acquisition theory and research into practice. 3. Develop understanding of the historical and current positions of English and its learners. 4. Develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias for ESL students. 5. Demonstrates appropriate proficiency in practicum practice. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Develop awareness of interdependent relationship between teaching and assessments. 2. Gain subject matter knowledge of authentic assessment through development of authentic instructional tasks and tests that reflect the contextual factor of the classroom. 3. Gain awareness of teachable test taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests. 4. Develop understanding of lesson plans based on the principles of SIOP. 5. Demonstrates appropriate proficiency in practicum experience. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Investigate and gain a deep understanding of learning and teaching in health and PE for grades K-6. Students will be able to use this knowledge to utilize effective instructional methods and assessments based on required health and PE subject matter knowledge, curriculum goals, and differentiations for diverse students. 2. Identify and demonstrate K-6 health and PE subject matter knowledge set by the National Health Education Standards (NHES), National Association for Sports & Physical Education (NASPE), and Utah State curriculum goals. 3. Incorporate and integrate these standards into their lesson plans and recess activities. 4. Students will develop knowledge and skills in making accommodations & modifications in health and PE teaching. 5. Students will analyze the concepts involved in assessing social skills in the classroom, at recess, and in movement settings and will demonstrate their ability to encourage active learning, self-motivation, and cooperative interaction among students in health and PE learning. 6. Identify and discuss developmental physical, mental, social, and emotional learning concepts applicable to K-6 students and demonstrate competency in health and PE teaching dispositions that are caring, professional, and reflective. 7. Discuss and analyze the cost and benefits of recess to the child in elementary school and develop knowledge and skills in constructing quality recess time for 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the essential elements of a developmentally appropriate environment for young child. 2. Write clear academic and behavioral objectives for young children. 3. Plan and write curriculum and evaluate activities that match objectives. 4. Demonstrate an awareness of diversity and implement effective methods for working with young children from different cultures and backgrounds. 5. Utilize effective instructional, organizational, and management, skills for planning, presenting, and adapting learning experiences for young children. 6. Use variety of instructional strategies and technology. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and select appropriate testing and assessment practices and procedures for young children. 2. Evaluate assessments that are used for young children. 3. Recognize the differences between formal and informal assessments for young children. 4. Determine when it is appropriate to use informal, formal, and alternative assessments, and identify information that can be collected through the use of these assessments. 5. Interpret test scores and assessment measures and plan appropriate instruction. 6. Design informal and formal assessment measures that can be used in the early childhood classroom. 7. Demonstrates appropriate proficiency in practicum experience. 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 teaching exceptional students. Students will practice applying this knowledge in a practicum setting. Combined lecture/practicum. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain what differentiation is and provide a research-supported rationale of why it is important to implement in the classroom. 2. Design effective lesson plans using the following SIOP Model components: Preparation, Building Background, Interaction, and Review/Assessment. 3. Design effective lesson plans differentiated by interest, learning profile, content, process, and products. 4. Create instruction and assessments that are equitable and adaptable to diverse learners. 5. Create instruction and assessments especially suited for ELL, high level, and lower level learners. 6. Utilize conceptual and analytical assessment tools to gather and analyze classroom data for the purpose of improving learning and instruction. 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 LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and use the Utah Common Core Math Curriculum. 2. Specifically identify best practices. 3. Identify common K-12 student math errors. 4. Demonstrate 90% proficiency in arithmetic. 5. Successfully teach classes in a WCSD classroom. 6. Demonstrate professionalism. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe and demonstrate understanding of fine arts content and processes as they relate to instruction and integration of visual arts, drama, dance, and music. 2. Describe and demonstrate understanding of current research and developmental theories that support arts integration. 3. Collect, develop, describe, and demonstrate integration strategies for visual arts, drama, dance, and music with additional (non-arts) core curricula. 4. Demonstrate creative, integrated instructional techniques and appropriate materials management for fine arts activities. 5. Use Utah Core Standards to plan instruction and integration of fine arts in the curriculum. 6. Design, present, and evaluate integrated fine arts lessons and a unit that engage students in exploring and demonstrating learning through the arts. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Students will investigate and gain a deep understanding of learning and teaching science in grades K-6. Students will be able to use this knowledge to critically analyze which instructional methods and assessments to utilize based on required science subject matter knowledge, curriculum goals, and differentiations for diverse students. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss the origins and evolution of the social studies and identify the NCSS standards. 2. Demonstrate knowledge of the role standards play in teachers’ planning and students’ learning of social studies. 3. Demonstrate techniques of interdisciplinary unit planning and instruction in teaching social studies. 4. Develop a pedagogical knowledge of how literary genres and technology can build students’ knowledge of social studies. 5. Explore varied assessments to promote student achievement of social studies standards. 6. Articulate a rationale for the place of controversial topics or themes in the social studies. 7. Develop awareness of the role of social studies as a means for participation of youth as contributing members of a social and political democracy. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Develop pedagogical knowledge of applications of major methodologies and approaches in relation to the various needs of English language learners (e.g. language proficiency, age, cultural backgrounds, and learning styles) and contextual factors of mainstream students. 2. Develop skills to implement and apply research into practice. 3. Develop knowledge in the implementation of technology to enhance student learning. 4. Increase knowledge of developing lesson plans based on the concept of Sheltered Instruction Observation Protocol (SIOP) in content areas. 5. Demonstrates appropriate proficiency in practicum experience. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Understand the changing context of schooling in the United States, and how these changes are affecting educators’ interactions with students, their families, and communities. 2. Demonstrate knowledge of policies that have influenced the education of English Language Learners (ELL) and parents’ rights and responsibilities. 3. Engage in discussions to explore ways culture and language influence home-school relationships. Identify barriers to effective parent/school relationships and describe strategies to overcome these barriers. 4. Explore recent research to learn how families’ beliefs, values, and interactions contribute to children’s success in school. 5. Understand the role of educators in connecting the home and school community in order to help all students (with focus upon ELLs) achieve academically. 6. Demonstrate knowledge of leadership strategies that help forge a sense of co-ownership and connection with ELL and all students, their parents, and the larger community. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Develop a pedagogical knowledge to alter subject matter curriculum and assessment strategies to include L2-modified experiences that address both the language and conceptual needs of English language learners, and the overall contextual factors of the classroom. 2. Demonstrate understanding of Sheltered Instruction Observation Protocol (SIOP) model and WiDA Proficiency Benchmarks in organization and presentation of lesson plans that reflect the contextual factors of the classroom. 3. Apply theories of second language acquisition and development, and use proficiency-oriented assessment strategies, to plan for support of ELLs’ English language growth, literacy learning, and content area achievement. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the state Common Core standards for Language Arts and appropriately use exemplary texts. 2. Align students’ instructional levels to assessment outcomes and make critical judgments about spelling, writing, and reading instruction. 3. Assess using WTW and CPS assessments with proficiency and compare the outcomes. 4. Develop lesson plans and activities that incorporate best practices in teaching phonics, spelling, writing, and vocabulary. 5. Apply the qualities of writing including ideas, organization, voice, word choice, fluency, conventions, process, presentation, and genre characteristics to Create a children’s book. 6. Demonstrates appropriate proficiency in practicum experience. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Teach small groups of students. 2. Understand behavior management and be able to handle a classroom of students. 3. Be able to teach concepts to whole class of students. 4. Understand the content necessary to teach students in a classroom. 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. Course offered upon sufficient student need. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Be able to teach small groups of students. 2. Understand behavior management and be able to handle a classroom of students successfully. 3. Be able to teach correct concepts to a whole class of students. 4. Understand the content necessary to teach students in a classroom. Prerequisite: Instructor permission.
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 interns 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. Course offered upon sufficient student need. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Be able to teach correct concepts to whole class of students. 2. Understand behavior management and be able to handle a classroom of students successfully. 3. Be able to teach correct concepts to whole class of students. 4. Understand the content necessary to teach students in a classroom. Prerequisite: Instructor permission.

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 LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss/reflect current issues in education and topics that arise during the student teaching experience. 2. Comply with the requirements of the Utah State Office of Education and Dixie State University in becoming a certified teacher. 3. Design and complete a Teacher Work Sample. This is a unit plan that demonstrates your ability and understanding of creating lesson plans, implementing differentiated instruction for diverse learners, using formative and summative assessments to assist in student learning, analyzing student learning, and reflecting upon your practice. 4. Develop a professional leadership plan, which includes investigating post-baccalaureate educational options and leadership opportunities in the school community and professional setting. 5. Implement writing skills that communicate your abilities and talents as an educational professional. 6. Engage parents and families in students’ educational progress and goals. 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.