Education Department

Education Degrees, Minors, Endorsements, & Licensure

Bachelor Degrees

- Bachelor of Science in Elementary Education (catalog.dixie.edu/programs/education/elementary-education-bs/)
- Bachelor of Science in Art - Art Education Emphasis with Secondary Education Licensure (catalog.dixie.edu/programs/education/secondary-education-licensure/)
- Bachelor of Science in Biology - Biology Education Emphasis (catalog.dixie.edu/programs/biology/biology-secondary-education-bs/)
- Bachelor of Science in Biology with Integrated Science - Biology Education Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-biology-ba-bs/)
- Bachelor of Arts/Science in English - English Education Emphasis (catalog.dixie.edu/programs/english/english-education-ba-bs/)
- Bachelor of Arts/Science in History/Social Science Composite Teaching Emphasis (catalog.dixie.edu/programs/history-humanities-modern-languages/history-social-science-teaching-bs-bs/)
- Bachelor of Arts/Science in Mathematics Education (catalog.dixie.edu/programs/mathematics/mathematics-education-ba-bs/)
- Bachelor of Science in Music Education with Secondary Education Licensure (catalog.dixie.edu/programs/music/music-education-with-secondary-education-licensure-bs/)
- Bachelor of Science in Physical Science Composite Teaching, Secondary Education Licensure (catalog.dixie.edu/programs/physical-sciences/physical-science-composite-teaching-bs/)
- Bachelor of Arts in Spanish - Spanish Education Emphasis (catalog.dixie.edu/programs/history-humanities-modern-languages/spanish-spanish-education-ba/)
- Bachelor of Arts/Science in Theatre - Theatre Education Emphasis, with Secondary Education Licensure (catalog.dixie.edu/programs/theatre/theatre-education-ba-bs/)

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/biology-education-minor/)
- Minor in Chemistry Education (catalog.dixie.edu/programs/physical-sciences/chemistry-education-minor/)
- Minor in English Education (catalog.dixie.edu/programs/english/english-education-minor/)
- Minor in Mathematics Education (catalog.dixie.edu/programs/mathematics/mathematics-education-minor/)

Click here for Education Website (https://education.dixie.edu/) (following this link will take you out of the University Catalog)

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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Know how to succeed academically by using a course syllabus, taking good notes, studying effectively, reading a college textbook, talking to your professors, recognizing and dealing with test anxiety, taking tests effectively, staying motivated, and avoiding academic dishonesty. 2. Know some strategies for dealing with the challenges of college life for managing your time, staying safe on campus, recognizing and dealing with stress, staying healthy, and managing money. 3. Know your way around Dixie State University including where to find buildings and services that you may need on campus, what campus services are available to you, how to do things like add classes, drop classes, change your major, check your account balance, and use your D-mail, what academic policies are found in the University Catalog, how to get involved in college life, what your rights and responsibilities are as a student. 4. Understand your major or area of study including why education is important for you, what General Education is and how to fulfill the GE requirements, how to form a college network, how to choose a major that is right for you, what the course requirements are in your major, how to construct a graduation plan, and what kinds of careers your major offers. 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 2010. Intro to Exceptional Learners. 3 Hours.
Required pre-requisite course for both the Elementary Education degree and the Secondary Education Program. This course provides an overview of the characteristics and learning needs of exceptional students and examines the teacher’s role in integrating these students into the K-12 classroom. Students will learn the basic laws and policies of Special Education such as ADA, IDEA and Section 504 of Vocational Rehabilitation Act; the key characteristics of inclusion, collaboration, and co-teaching; common learning and behavioral characteristics of exceptional students, and the principles of effective instruction in a tiered system of support. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the IDEA definition of and the learning and behavioral characteristics of students with different exceptionalities. 2. Identify strategies for effectively collaborating with families of students with disabilities. 3. Explain the philosophical and historical perspectives that have formed the basis for public policy regarding exceptionality as well as current legislation (ADA, IDEA and Section 504 of the Vocational Rehabilitation Act) that shape service delivery. 4. Explain effective practices for inclusive, collaborative, and co-teaching situations that best contribute to a positive learning environment. 5. Summarize how systems of support such as multi-tiered (MTSS) and Universal Design for Learning (UDL) can be implemented to meet the needs of diverse learners in the general education classroom. 6. Plan the implementation of educational interventions with accommodations, modifications, services, and supports established by the learning needs, an IEP, or a 504 plan for students with disabilities in the general education classroom. FA, SP, SU.

EDUC 2400. Foundations Multicultural/ESL (SS, GC, ALCI). 3 Hours.
Fulfills General Education requirement for social science and global and cultural perspectives. 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 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. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **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, sexual orientation, 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. Course must be taken within 5 years of application to the Education Programs. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Design instruction with national, state, and local standards for technology. 2. Evaluate multiple media and technology resources for quality, accuracy, and effectiveness and use these resources to enhance student learning. 3. Demonstrate software proficiency and successfully troubleshoot problems. 4. Analyze current trends and issues related to educational technology in K-12 classrooms. FA, SP, SU.
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 unexpected 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. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

EDUC 3110. Educational Psychology. 3 Hours.
Required prerequisite course for both the Elementary Education degree and the Secondary Education program. Stresses research-based teaching/learning principles used in a classroom setting to enhance learning. Students will demonstrate knowledge 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 to daily teaching practices. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify key theorists and summarize their contributions to education and/or educational psychology. 2. Demonstrate the importance of educational research, using APA format to describe and analyze findings of research studies. 3. Demonstrate knowledge of learning theories, developmental theories, and motivational theories. 4. Apply those theories to the design, implementation, and evaluation of daily teaching practices and educational interventions. 5. Observe in classroom settings to determine connections between educational research and actual classroom practices. Prerequisites: 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. For international travel, see studyabroad.dixie.edu for additional travel costs that may apply. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

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. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goals. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

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 learners in the K-8 classroom. Teacher candidates will develop lessons that are grounded in a backward design approach, and that help their students develop critical thinking skills through scaffolding to student mastery. Candidates will learn to select and develop instructional strategies, resources, and assessments that are aligned to standards and objectives, and that reflect key educational theories. Candidates will teach lessons in their practicum classrooms, will collect and analyze student learning data, and will reflect on this data and their own performance to plan follow-up instruction that meets the needs of learners in their contextual factors. Combined lecture/practicum course. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **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 to develop learning targets for units and lessons. 2. Design lesson plans that incorporate effective teaching and learning strategies and resources for contextual factors in the classroom in order to increase student mastery of content. 3. Select and design lesson-level assessments that are valid, reliable, and aligned with learning targets. 4. Evaluate and reflect on student learning data and teaching performance in order to plan responsive instruction. 5. Demonstrate appropriate proficiency in practicum experience. Prerequisites: 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 instructional practices 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. Investigate, discuss and present historical roots, programs, services, learning theories and developmental milestones of early childhood and how they affect current practices in early childhood education. 2. Examine, observe, analyze and reflect on the characteristics of guidance, play, socialization and emotional development in the learning environment of young children. 3. Explore, describe and present current issues and trends in the field of early childhood education such as: diversity; exceptionalities; federal, state, and local policy; family, parent and community involvement; and the role of technology and television. 4. Develop and demonstrate effective strategies to observe and assess the learning environment of and instructional practices for young children. 5. Develop subject matter knowledge, select developmentally appropriate materials, and identify the essential elements of a developmentally appropriate learning environment for young children. 6. Utilize and reflect on effective instructional, organizational, and management skills for planning, presenting, and adapting learning experiences for young children. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3250. Effective Classroom Mgmt (ALPP). 2 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: the elements of an effective learning environment; personalized learning practices that include trauma responsive instruction, restorative instruction, and positive behavior supports; instruction that minimizes behavioral issues; classroom environment; and behavior intervention. Combined lecture/practicum course. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Plan the elements of an effective learning environment. 2. Demonstrate a basic understanding of personalized learning practices that consider the whole child (including trauma-informed instruction, restorative instruction, and positive behavior supports). 3. Identify behavior support resources in the school and district. 4. Plan and deliver instruction that engages students in the learning process. 5. Address behavior using systematic Tier 3 behavior intervention. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.
ELED 3300. Literacy Intermediate Grades (ALPP). 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) and beyond. This course content will focus on the core components (phonics, fluency, vocabulary, comprehension) as well as assessment and intervention. These components are all necessary to build strong literacy skills and determine appropriate differentiation strategies needed for readers with diverse backgrounds, cultures, language and reading needs. Teacher candidates will practice these pedagogical skills during a field experience in the public schools. Combined lecture/practicum. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **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. 2. Interpret and apply the general principles of effective instruction in literacy lessons including principles of planning, organization, explicit instruction, feedback, and assessment in order to meet the needs of diverse students. 3. Plan and implement literacy instruction in the intermediate grades and beyond in the following areas: Decoding, Fluency, Vocabulary, and Comprehension. 4. Demonstrate appropriate proficiency in practicum experience. Course fee required. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3350. Literacy Acquisition of Young Children (ALPP). 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 (listening, speaking, and reading) for emerging readers (K-2). The course content will focus on the science of reading in all the core components (foundational skills, phonemic awareness, phonics, fluency and comprehension) necessary to build a strong literacy foundation. The course will also include differentiation strategies needed for developing readers with diverse backgrounds, language, cultural and behavioral needs, and focus on how explicit instruction in a tiered system can support diverse learners. Teacher candidates will develop pedagogical skills during a field experience in the public schools. Combined lecture/practicum. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe the components of reading. 2. Evaluate and respond to readings about the importance of the core components of literacy for future reading success. 3. Explain a tiered instruction model (MTSS). 4. Plan reading instruction for each of the components following an explicit gradual release of responsibility model. 5. Demonstrate appropriate proficiency in practicum experience. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3410. Language Acquisition Cognition ESL (ALCI). 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 that incorporates tools of language development into planning, instruction, and intervention for students learning English 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. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Develop personal knowledge of first and second language acquisition theory and research. 2. Develop skills to apply second language 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 course. Course fee required. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3420. Assessment for ESL Education (ALCI). 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 assessments, and making them useful, meaningful and equitable. Teacher candidates will have the opportunity to explore and evaluate the relationship between teaching and assessment, with emphasis on reviewing multiple forms of assessment to differentiate instruction and provide feedback to learners. Teacher candidates will also implement lesson planning skills with the concept of Sheltered Instruction Observation Protocol (SIOP). Combined lecture/practicum. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **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. Develop authentic instructional tasks and tests that reflect the contextual factors of the classroom. 3. Analyze and synthesize assessment results to modify instruction for student learning. 4. Develop personal knowledge of teachable test taking strategies that are helpful in studying for and taking classroom and standardized tests. 5. Develop understanding of lesson plans based on the principles of SIOP. 6. Demonstrates appropriate proficiency in practicum experience. Prerequisites: 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 K-8 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 K-8 students. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Develop substantive and procedural knowledge of teaching required health and physical education subject matter in K-8 settings. 2. Integrate appropriate standards, instructional methods, and assessments into lesson plans and recess activities. 3. Apply knowledge and skills in making accommodations and modifications in health and PE instruction. 4. Analyze the concepts involved in teaching and assessing social skills in the classroom, at recess, and in movement settings. 5. Discuss developmental physical, mental, social, and emotional learning concepts applicable to K-8 students. 6. Analyze the cost and benefits of recess to K-8 learners, and construct effective recess time activities for learners. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.
ELED 3650. Assessment of K-8 Learners (ALPP). 3 Hours.
Required for all Elementary Education students. This course focuses on developing the knowledge and skills for accurately and appropriately assessing the learning and abilities of all learners. Students will learn to identify, design, administer, and review educational assessments; use preassessment to determine the instructional needs of students; modify instruction based on assessment results; and effectively use formative and summative assessments to assess learning outcomes. Combined lecture/practicum. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify, design, administer, and review educational assessments. 2. Design and select pre-assessments, formative, and summative assessments that align to student learning objectives. 3. Analyze preassessments to guide instructional decisions and individualize student learning. 4. Analyze formative and summative assessment results to inform and modify instruction. 5. Evaluate assessment artifacts to assess student learning and provide feedback to students. 6. Demonstrate appropriate proficiency in practicum experience. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3900. Differentiated Instruction for Exceptional Children (ALPP). 3 Hours.
Required for all Elementary Education students. Teacher candidates will learn how to plan, teach, assess, and modify instruction for diverse learners in the classroom. 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. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Define differentiation and provide a research-supported rationale of why it is important for all learners. 2. Identify the school and district resources available to support student learning and describe their individual roles. 3. Design lesson plans and implement instruction using content, process, product and affect to meet the needs of all learners in the general education classroom. 4. Analyze assessment results to revise and modify instruction for future implementation or reteaching of concepts. 5. Implement instruction that addresses accommodations, modifications, services, and supports established by an IEP or 504 plan for all students with disabilities in the general education classroom. 6. Demonstrate appropriate proficiency in practicum experience. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4100. Methods of Teaching Elementary Math (ALPP). 3 Hours.
Required for all Elementary Education Students. This course provides a basis for teacher candidates to gain an understanding of the Utah 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 (grades K-8). This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the university classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the Utah Core Mathematics Curriculum. 2. Demonstrate knowledge and application of best pedagogical practices in teaching math. 3. Identify common K-8 mathematics errors. 4. Demonstrate 90% proficiency in arithmetic. 5. Teach math lessons that demonstrate engagement of students in the learning process, effective use of technology, and reflection on the teaching process and decision making. 6. Demonstrate professionalism in the DSU and WCSD classroom. Prerequisites: 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, poetry 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, poetry 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, poetry and music with additional (non-arts) content. 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 that engage students in exploring and demonstrating learning through the arts. Prerequisites: Admission to DSU Elementary Education Program. FA, SP.
ELED 4300. Methods of Teaching Elementary Science (ALPP). 3 Hours.
Required for all Elementary Education students. Teacher candidates will develop effective and inclusive instructional methods and assessments for diverse K-8 students that integrate the Next Generation Science Standards (NGSS) and the Utah Science with Engineering Standards (SEEd) curriculum. Combined lecture / practicum. This course is designated as an Active Learning Professional Practice (ALPP) course. This course provides students with educational tools and strategies to support family involvement in the academic and socio-cultural nature of the learner conceptions of science and nature that acknowledges intellectual, gender, and cultural diversities of K-8 students. 3. Demonstrate the proper use of science applications (processes, skills, thinking strategies, habits of mind) and state how these are learned by K-8 students. 4. Demonstrate knowledge about cultural inclusion, differentiation, and safety in the design and application of K-8 science curricula and instructional resources. 5. Demonstrate knowledge about and applications of creative problem solving, plausible reasoning, write-to-learn, and content reading strategies in K-8 science. 6. Develop and apply instructional approaches, teaching strategies, assessment techniques, and support materials that are compatible with the nature of science and technology, interactive-constructive learning model, intellectual, physical and socio-cultural nature of the learner and society along with the Utah Science with Engineering Standards (SEEd) for grades K-8. Course fee required. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4400. Methods of Teaching Elementary Social Science (ALPP). 3 Hours.
Required for all Elementary Education students. This course will introduce methods and strategies for effective instruction in the social studies at the K-8 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 K-8 schools. Combined lecture / practicum. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Develop awareness of the origins and evolution of the social studies and identify the NCSS standards. 2. Develop both substantive knowledge and procedural knowledge of teaching history, geography, citizenship, media literacy, and current issues. 3. Develop a pedagogical knowledge of how literary genres and technology can build students’ knowledge of social studies. 4. Create and use varied assessments to promote student learning of social studies standards. 5. Develop awareness of the role of social studies as a means for participation of youth as contributing members of a social and political democracy. 6. Demonstrate appropriate proficiency in practicum experience. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4410. Methods, Strategies & Materials for Language Arts ESL (ALCI). 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 English learners in K-8 schools, with an emphasis on meeting the needs of the whole child. Course content will include teaching oral language, literacy skills, academic content, and social and personal development through the integration of language, culture, and content. Teacher candidates will apply their knowledge through identifying research-based practices, strategies, and materials that meet the needs of diverse learners in K-8 classrooms, with emphasis on ELLs. Combined lecture / practicum. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **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 to support students' holistic development within and across content areas. 3. Develop lesson plans based on the concept of Sheltered Instruction Observation Protocol (SIOP) in content areas. 4. Demonstrate appropriate proficiency in practicum experience. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4430. Family/Parent Involvement ESL (ALCI). 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. This course explores culturally responsive teaching and working with linguistically diverse families with ESL children. In addition to supporting language acquisition, this course will provide students with educational tools and strategies to support family involvement in the academic and emotional development of K-8 students. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain 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. Discuss ways culture and language influence home-school relationships. Identify barriers to effective parent/school relationships and describe strategies to overcome these barriers. 4. Analyze recent research to learn how families' beliefs, values, and interactions contribute to K-8 students' success in school in the areas of language acquisition and academics. 5. Explain 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. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.
ELED 4440. Integrating Language & Content (ALCI). 3 Hours.
Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This 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 to accommodate both ELLs and mainstream students according to the contextual factors of the classroom. Particular emphasis areas include modifying lessons, instructional materials, and assessments to accommodate ELLs in the mainstream classroom, and identifying resources that support the development of learners' cultural and linguistic identities in mainstream classrooms. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Develop pedagogical knowledge to alter subject matter curriculum, resources, 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. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4600. Methods/Teaching Elementary Language Arts (ALPP). 3 Hours.
Required for all Elementary Education students. Teacher candidates will learn and gain an understanding of K-8 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, with an emphasis on the writing process, writing development, and the writing genres. Teacher candidates will develop pedagogical skills during a field experience in the public schools. Combined lecture/practicum. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Analyze and respond to the use of a variety of assessments, both formal and informal, to evaluate student needs and guide language arts instruction in a multi-tiered system. 2. Use knowledge of students' instructional levels, needs, and assessment outcomes to make instructional decisions. 3. Develop lesson plans and activities that incorporate effective practices in teaching language arts. 4. Apply good qualities of writing, genre characteristics and follow the writing process to complete a writing assignment (i.e. Biography, children's book, etc.). 5. Demonstrate appropriate proficiency in practicum experience. Prerequisites: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4700. Learning and Behavior Difficulties in the Inclusive Classroom. 2 Hours.
Required for all Elementary Education students. This course is designed to help the teacher candidate develop assessment strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the development of students with learning and behavior difficulties in the inclusive classroom. Course content includes best practices in supporting students within a tiered support system, collecting and using data meaningfully, and implementing evidence-based practices within specific academic and behavioral content areas. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain Multi-Tiered Systems of Support (MTSS) and its role in the inclusive classroom. 2. Plan lessons that provide multiple levels of support for students based on high quality, research-based practice. 3. Engage in data-based decision making to plan instruction and intervention. 4. Diagnose a student struggling in reading and plan an appropriate program of remediation. 5. Diagnose a student struggling in mathematics and plan an appropriate program of remediation. 6. Diagnose a student struggling in behavior and plan an appropriate program of remediation. 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 (grades K-8). Cooperating (mentor) teachers provide the necessary support students need as they are given responsibility of all aspects of student learning in classrooms. University supervisors, in conjunction with mentor teachers, scaffold and evaluate teacher candidates via frequent conferences and observations using DSU Department of Education assessment tools. At the successful conclusion of the course, teacher candidates will have demonstrated their abilities to successfully manage their own classrooms and will be eligible for state licensure. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Teach appropriate and accurate content concepts and skills to whole class and small groups of students. 2. Create an effective learning environment through establishing and implementing beginning-of-semester routines and procedures with consistent expectations. 3. Collaborate with grade-level teams to analyze student data, and inform and adapt instruction. 4. Engage parents, families, counselors, and school administration in students' educational progress and goals. Prerequisites: Admission to the DSU Elementary Education Program. Corequisites: 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 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 whole class of students. 4. Understand the content necessary to teach students in a classroom. Prerequisite: Instructor permission.

ELED 4989. Student Teaching Capstone. 2 Hours.
For elementary education students during their student teaching experience. Teacher candidates debrief and collaborate on special topics such as classroom management, lesson design, assessment, instructional strategies, and current issues and topics in education. The purpose of this Capstone course is to solidify the pre-service experiences, prepare and submit the PPAT in its entirety, and develop the skills and knowledge necessary to secure a teaching position. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss and reflect on current issues in education and topics that arise during the student teaching experience. 2. Demonstrate understanding of Utah Educator Professional Standards. 3. Comply with the requirement of the Utah State Board of Education and Dixie State University in becoming a certified teacher. 4. Complete and submit all required components of the ETS PPAT examination following the designated PPAT schedule. 5. Develop a professional leadership plan, which includes investigating post-baccalaureate educational options and leadership opportunities in the school community and professional setting. 6. Develop and communicate abilities and talents as an educational professional orally and in writing. Course fee required. Prerequisites: Admission to DSU Elementary Education Program. Corequisites: ELED 4900. FA, SP.

SCED 3410. Language Acquisition Cognition ESL (ALCI). 3 Hours.
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 that incorporates tools of language development into planning, instruction, and intervention for students learning English in secondary schools (grades 6-12). 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. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **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 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. Prerequisites: Instructor permission. FA, SP.

SCED 3420. Assessment for ESL Education (ALCI). 3 Hours.
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 assessments, and making them useful, meaningful and equitable. Teacher candidates will have the opportunity to explore and evaluate the relationship between teaching and assessment, with emphasis on reviewing multiple forms of assessment to provide feedback to learners and differentiate instruction. Teacher candidates will also implement lesson planning skills with the concept of Sheltered Instruction Observation Protocol (SIOP). Combined lecture/practicum. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **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 factors of the classroom. 3. Analyze and synthesize assessment results to modify instruction for student learning. 4. Gain awareness of teachable test taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests. 5. Develop understanding of lesson plans based on the principles of SIOP. 6. Demonstrate appropriate proficiency in practicum experience. Prerequisites: SCED 3410 (Grade C or higher); Instructor permission. FA, SP.

SCED 3720. Reading Writing Content Areas (ALPP). 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 in 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. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Use a variety of strategies to promote student independence in content area reading and writing. 2. Use a variety of texts and to assist students who have difficulty reading content area texts. 3. Demonstrate methods in the content areas to address the diverse literacy backgrounds and needs of students (ELL, gifted, special education, behavior/emotional needs, etc.). 4. Design and teach lessons in the content area which integrate or focus on text-based concept development. 5. Integrate technology to support and meaningfully supplement the learning of students. 6. Utilize formative and summative reading and writing assessments to analyze student reading and writing data to inform and modify instruction. 7. Use school, community, district, and state content area resources to enhance student learning. 8. Demonstrate appropriate planning in practicum experience. Course fee required. Prerequisites: Admission to DSU Secondary Education Teaching (SET) Licensure Program. FA, SP.
SCED 4100. Curriculum and Instruction. 3 Hours.
Required for all Secondary Education Teaching (SET) students. This course examines research-based curricular and instructional issues, and national, state, and district standards. Prepares secondary education teacher candidates to unwrap state content standards and write objectives/enduring understandings, 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. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Use standards of the appropriate subject authority to use/make objectives for student mastery in lessons. 2. Interpret and use student assessment data to inform planning and instruction. 3. Use research-based instructional strategies to impact student mastery of the content. 4. Design lesson and unit plans that incorporate effective teaching and learning strategies. 5. Demonstrate appropriate proficiency in practicum experience. Prerequisites: Admission to the DSU Secondary Education Teaching (SET) Licensure Program. FA.

SCED 4200. Secondary Assessment. 3 Hours.
Required for all Secondary Education program students. Prepares secondary education teacher candidates to design, align, administer, and analyze formative and summative assessments in secondary classroom settings. Students explore current assessment issues in secondary school settings, and determine when and how to use different types of classroom assessments and resultant student learning data. 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. 2. Evaluate assessments that are used. 3. Distinguish the differences between formal and informal assessments. 4. Differentiate when it is appropriate to use informal, formal, and alternative assessments, and identify information that can be collected using assessments. 5. Interpret test scores and assessment data and plan appropriate instruction. 6. Design informal and formal assessments with differentiation/modifications for students' needs. Prerequisites: Admission to the DSU Secondary Education licensure program. FA, SP.

SCED 4410. Methods, Strategies & Materials for Language Arts ESL (ALCI). 3 Hours.
This course partially fulfills the requirement for ESL Endorsement. This course will focus on the instructional strategies and methodologies for English learners in secondary schools, with an emphasis on meeting the needs of the whole child. Course content will include teaching oral language, literacy skills, academic content, and social and personal development through the integration of language, culture, and content. Teacher candidates will apply their knowledge through identifying research-based practices, strategies, and materials that meet the needs of diverse learners in secondary classrooms, with emphasis on ELLs. Combined lecture/practicum. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **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 to support students' holistic development within and across content areas. 3. Increase knowledge of developing lesson plans based on the concept of Sheltered Instruction Observation Protocol (SIOP) in content areas. 4. Demonstrate appropriate proficiency in practicum experience. Prerequisites: Instructor permission. FA, SP.

SCED 4430. Family/Parent Involvement ESL (ALCI). 2 Hours.
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. This course explores culturally responsive teaching and working with linguistically diverse families with ESL children. In addition to supporting language acquisition, this course will provide students with educational tools and strategies to support family involvement in the academic and emotional development of secondary students. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **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 secondary students' success in school in the areas of language acquisition and academics. 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. Prerequisites: Instructor permission. FA, SP.
SCED 4440. Integrating Language & Content (ALCI). 3 Hours.
This course partially fulfills the requirement for ESL Endorsement. This 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 to accommodate both ELLs and mainstream students according to the contextual factors of the classroom. Particular emphasis areas include modifying lessons, instructional materials, and assessments to accommodate ELLs in the mainstream classroom, and identifying resources that support the development of learners' cultural and linguistic identities in mainstream classrooms. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **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, resources, 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. Prerequisites: SCED 3410 and SCED 3420 and SCED 4410 and SCED 4430 (All grade C or higher); Instructor permission. FA, SP.

SCED 4600. Classroom Management (ALPP). 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. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe characteristics of typical student misbehavior and what generally causes this misbehavior. 2. Identify the various techniques that can be used to prevent and address student disruption. 3. Establish and maintain classroom procedures and routines that maintain a positive learning climate and reflect consistent expectations. 4. Design a comprehensive Classroom Management Plan (CMP) that can be utilized in teaching career. 5. Explain when student behavior merits intervention by school counselors, administrators, and/or mental health professionals. 6. Demonstrate appropriate planning in practicum experience. Prerequisites: Admission to the DSU Secondary Education Teaching (SET) Licensure Program. FA, SP.

SCED 4700. Content Methods Course (ALPP). 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. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Plan and teach lessons based on differences in cognitive, linguistic, social, emotional and physical areas of student development. 2. Create content instruction according to individual learner differences and cultural and linguistic diversity. 3. Develop and practice pedagogical knowledge of how literary genres and technology can build students' content knowledge. 4. Use varied assessments to promote student achievement of content standards. 5. Articulate a rationale for the place of controversial topics or themes in the secondary schools. 6. Develop awareness of the role of content as a means for participation of youth as contributing members of a social and political democracy. 7. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU Secondary Education Teaching (SET) Licensure Program. FA.

SCED 4900. Secondary Student Teaching. 10 Hours.
Required for all Secondary Education licensure students. Thirteen (13) weeks of full-time student teaching in a secondary school classroom (grades 6-12). Cooperating (mentor) teachers provide the necessary support students need as they are given responsibility of all aspects of student learning in classrooms. University supervisors, in conjunction with mentor teachers, scaffold and evaluate teacher candidates via frequent conferences and observations using DSU Department of Education assessment tools. At the successful conclusion of the course, 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 appropriate and accurate content concepts and skills to whole class and small groups of students. 2. Create an effective learning environment through establishing and implementing beginning-of-semester routines and procedures with consistent expectations. 3. Collaborate with grade-level teams to analyze student data, and inform and adapt instruction. 4. Engage parents, families, counselors, and school administration in students' educational progress and goals. Prerequisite: Admission to the Dixie State University Secondary Education licensure program. Corequisite: SCED 4989. FA, SP.
SCED 4989. Student Teaching Capstone. 2 Hours.
For secondary education licensure students during their student teaching experience. Teacher candidates debrief and collaborate on special topics such as classroom management, lesson design, assessment, instructional strategies, and current issues and topics in education. The purpose of the Capstone course is to solidify the pre-service experiences, prepare and submit the PPAT in its entirety, and develop the skills and knowledge necessary to secure a teaching position. **COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to:
1. Discuss and reflect on current issues in education and topics that arise during the student teaching experience.
2. Demonstrate understanding of Utah Educator Professional Standards.
3. Comply with the requirement of the Utah State Board of Education and Dixie State University in becoming a certified teacher.
4. Complete and submit all required components of the ETS PPAT examination following the designated PPAT schedule.
5. Develop a professional leadership plan, which includes investigating post-baccalaureate educational options and leadership opportunities in the school community and professional setting.
6. Develop and communicate abilities and talents as an educational professional orally and in writing. Course fee required. Prerequisites: Admission to the DSU Secondary Education licensure program. FA, SP.