

**Request to Offer a Secondary Education
Teaching Licensure Program**

Starting Fall 2008

Dixie State College

Prepared for
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SECTION I: The Request

Dixie State College of Utah requests approval to offer a Secondary Education Teaching (SET) Licensure Program effective Fall 2008. This program was approved by the institutional Board of Trustees on November 17, 2005.

SECTION II: Program Description

Description

Teachers at the secondary level need to have an in-depth knowledge of subject matter and instructional strategies in order to become effective educators. The secondary education license allows teachers to teach at various grade levels (6-12th grade) and in different subject areas such as English, mathematics, etc. The majority of teacher education programs throughout our nation's institutions require secondary pre-service teachers to complete the following requirements: (a) course work in an academic content area (i.e., English, biology, mathematics, etc.); (b) course work in secondary pedagogy (i.e., curriculum design/assessment, classroom management, adolescence educational psychology, etc.) that will give them the knowledge and skills to help their students learn; (c) tests to assess academic and pedagogical knowledge through a series of Praxis exams and (c) practicum and student teaching experiences that are supervised by experienced teachers and teacher education faculty.

Upon successful completion of these requirements, many institutions will recommend pre-service teachers for state secondary licensure or certificate. Each state has different requirements; however reciprocity is practiced between many states. For example, a secondary license from the State of Utah is also accepted in the State of Nevada. The majority of teacher education departments across the country therefore ensure that their program content meets their state's requirements for secondary licensure.

In Utah the process is the same. Utah institutions of higher education ensure that the content of their teacher education programs meet the requirements of the Utah State Office of Education (USOE) for their secondary teaching certificate with subject endorsement is valid in grades six through twelve. The subject content area must be an approved subject area that is taught in Utah secondary schools (Educator Quality Services, 2007). The State has identified acceptable composite majors, majors and minors for Utah educators. These requirements are as follows (www.schools.utah.gov/cert/DOCS/majors.htm):

- (a) A composite major must have a minimum of 46 semester or 69 quarter hours of credit distributed in two or more related subjects;
- (b) A major must have a minimum of 30 semester or 45 quarter hours of credit derived from required and elective courses offered in a given subject field and at least one-half of the credit must be from upper division course work;
- (c) A minor must have a minimum of 16 semester or 24 quarter hours of credit derived from required and elective courses offered in a given subject field or service area.

In addition to approved majors, minors, and composite majors, secondary teachers can also obtain additional endorsements in State approved subject areas (USOE endorsements, 2007). These endorsements allow secondary teachers the opportunity to teach additional subjects in the middle and high school setting.

Recognizing the need for coordination between the English Education content area and Secondary Education certification, DSC anticipates several interlocking connections. One of the standing committees at DSC is the Professional Education Committee that is chaired by Dr. Brenda Sabey, Associate Dean over the Education Division. This committee consists of secondary education faculty and content faculty who will jointly oversee the integration of these interlocking degrees. Some of the things that they will manage include:

1. Advising of students by both content area and secondary education faculty to ensure that the students do not get conflicting advice.
2. Ensuring that the students in all content areas are scheduled at the appropriate time to take the correct Praxis II subject test for their content area.
3. Oversight of the English (and other) content methods course to ensure that the students receive the best pedagogical preparation for teaching their content area.
4. Oversight of the interface between secondary education course work and the English content area course work to be sure that the students minimize their time to graduation and certification. Special care will be taken to ensure that students coordinate degree completion and student teaching requirements while they are still eligible for financial aid. ~~termination of financial aids, and still have their student teaching yet to complete.~~
5. Other areas necessary for the smooth operation of these integrated areas.

The Secondary Education Teaching Program (SET) at Dixie State College will follow the Utah State Office of Education certification requirements for secondary licensure in existing and future baccalaureate degrees.

Each State-Approved baccalaureate will add a secondary education emphasis within the discipline, which will contain courses comprised of:

- a) pre-requisite (general education) course work
- b) the major or composite major component (36-50 semester credits) with at least one-half of the credit from upper division course work;
- c) the secondary education component (37 credits);
- d) elective credits (see curriculum plans, Appendix A).

All students must complete the majority of their major/composite courses and pre-professional education classes before entering the SET program. Students will be required to take and receive a passing score (determined by USOE) of the appropriate Praxis II subject content test(s) for their approved major, composite majors, and/or endorsements before student teaching. Students are strongly advised to take the Praxis II Principles of Teaching and Learning (PLT) test before graduation, but it is not required because the State allows them the first three years of teaching to pass the PLT.

Purpose of Secondary Education Teaching Program

The professional SET program at Dixie State College is designed to prepare quality pre-service teachers for teaching required content in Utah secondary schools (6 – 12th grade). The SET program will lead to a license from the State of Utah to teach in grades six through twelve.

The main focus of the SET Program is to develop quality teachers by ensuring that demonstrate professional abilities in academic knowledge, effective pedagogical skills, meets the needs of diverse

learners, and dispositions of reflective practitioners. In order to develop these qualities, the program will include: (a) a competitive selection process that will identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; and (c) multiple practicum and student teaching experiences in the local school district that will be monitored by experienced teachers along with college supervisors. A review of these components is listed throughout this proposal which will demonstrate the commitment level of Dixie State College in developing a quality secondary education program.

Institutional Readiness

Because Dixie State College already administers a successful elementary education program, all essential resources for supporting the SET program are in place. Another crucial component of institutional readiness is the support system with the local school district. Washington County School District's partnership with DSC has already been established through the successful elementary education program and will continue with secondary education. This partnership is essential for practicum and student teaching experiences of pre-service teachers. Additional monies for library support were legislated by the 2007 state legislature.

Faculty

Currently, there are two terminally degreed professors whose major responsibility is the secondary education teaching program. A third position for Clinical Supervisor is funded and the hiring process will begin fall semester after Regent approval for the program is received. A newly funded position for educational psychology is being advertised and will teach appropriate support classes. Additionally, there are two professors with Ph.D.'s and one master's level professor who have experience and background in secondary education and will be available to teach appropriate courses. Recognizing that some beginning education courses lead to both secondary and elementary education majors (i.e., EDUC 1010: Introduction to Education & EDUC 2400: Multicultural Education), support will also be drawn from faculty members in Dixie State College's successful, and state-approved, elementary education program. Appendix D lists the faculty, their credentials, and their experiences in higher education and public schools.

Staff

The only additional staff that will be needed is a part-time secretary who will assist the secondary faculty and students. Initially, both the current placement director and education academic advisor will be able to address the needs of the secondary students. However, as the program grows, additional help in these areas of placement, advisement, and supervision would be required as indicated by the proposed budget.

Library and Information Resources

The Browning Library has resources necessary for supporting the Secondary Education Teaching Licensure program at Dixie State College. The resources are divided into monographic and periodical material, electronic databases, special collections that support the education program, and library services and facilities. The facilities are open seven days each week during Fall and Spring semesters offering students a diverse facility for varied learning experiences and include study areas, viewing rooms, computer lab, and research computers.

Although the current holdings in the Browning Library are substantial and provide a solid foundation for a secondary education licensure program, some additional materials will be needed. An expansion of the instructional materials at the secondary level is necessary to provide students with a good knowledge of what is available and what skills are needed to effectively use the materials. Additionally, although many of the existing professional books on education focus on K-12 grade levels, some additional professional books focusing specifically on secondary education and adolescent students would enhance the existing selections. The proposed \$15,000 annual acquisition budget for secondary education materials will adequately meet these needs. Recent funding also includes a new librarian position who will be responsible for educational and curriculum resources.

Admission Requirements

Admission to the Secondary Education Teaching program is separate from and in addition to admission to Dixie State College. Meeting the minimum requirements only qualifies a student to be considered for admission.

Admission to professional status in the Secondary Education Teaching program is a requirement for enrollment in professional studies courses. No later than the beginning of the junior year a student must complete an application, which includes the following admission criteria:

- 1) Cumulative GPA of 2.75 or higher, and a 3.00 GPA or higher in pre-professional education classes. If students' cumulative GPA is less than 2.75, the Secondary Education Selection Committee would look at the last 30 hours of course work. If the last 30 hours of GPA is 3.0 or higher, students would still be considered for admission. Students must maintain a 3.00 GPA once they are accepted into the SET program;
- 2) Completion of all pre-professional education courses prior to the start of the SET program;
- 3) Completion of General Education requirements;
- 4) Passing score on the Writing Proficiency Exam;
- 5) Participation in an interview directed by the Secondary Education Selection Committee.
- 6) Three Letters of Recommendation with at least one recommendation that must come from advisors/ instructors in major(s)/composite major(s) and emphasis areas.

Note: A criminal background check will be required upon acceptance into the Professional Cohort Program.

When all classes and requirements are successfully completed (including the requirement of a passing score on the Praxis II content area exam prior to student teaching), students will be recommended to the Utah State Office of Education to receive a basic Secondary Teaching License and be able to teach in grades six through twelve in their content area.

Content Departments may add admission requirements. These additional requirements, if added, will focus on unique aspects of each discipline. The SET Program will require departments to work closely together to provide both the content and professional skills necessary to meet the learning needs of students. These admission requirements are consistent with the other secondary education licensure programs in the state of Utah.

Student Advisement

The Department of Education at Dixie State College has recently created a full-time academic faculty/ advisor for all education students – elementary and secondary. The advisor is responsible for attending freshman orientations, advising education students relating to planning course schedules, establishing timelines for applying to the education programs, and monitoring the progress of students who are working towards or participating in the education programs at Dixie State College. The duties include: (a) advising students wanting to pursue a secondary teaching license; and (b) working with the advisors and professors in the content areas in order to ensure accurate information and communication; (c) teaching introductory courses to maintain balance in program/student relationship. The advisor has already been meeting with students who are interested in pursuing secondary teaching license. In addition, the education Dixie State College faculty participate in the advisement of students as it relates to individual classes.

Justification for Number of Credits

The total number of hours required in the proposed Secondary Education Teaching Licensure Program (37) is consistent with requirements in the other secondary education licensure programs in the state of Utah and is comparable to other programs in the nation. There is one state institution in Utah that requires significantly fewer credit hours (21 credits) in its secondary program. However, the students must complete an additional 24 credit hours of required courses before entering the program.

External Review and Accreditation

The proposed Secondary Education Teaching Licensure program has been created in accordance with the national standards of national professional education organizations. The Interstate New Teacher Assessment and Support Consortium (INTASC) have developed general teaching standards for new teachers. INTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of preparation, licensing, and on-going professional development of teachers. Its primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels. The Utah State Office of Education supports the use of these standards in teacher education programs.

Additionally, the National Council of Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) are the two national accreditation organizations in teacher education. The national standards for both of these organizations were also consulted as the program was planned. In addition to these national accrediting organizations, The Dean of Utah Valley State College of Education provided feedback on the initial SET program. His feedback was very valuable and his suggestions were implemented during the final stages of development. After receiving approval from the Utah State Board of Regents, Dixie State College will seek national accreditation of this program through TEAC.

Projected Enrollment

Dixie State College enrollment information and freshmen orientation activities suggest there is a strong pool of potential students that are interested in the field of secondary education. Numbers listed in Table 1 are

conservative and as degrees in content areas that are approved for secondary certification become available at DSC, this projected enrollment will likely significantly increase.

Table 1: Projected DSC Secondary Education Enrollment

Year Offered	Total # Student FTE	Mean Student FTE to Faculty FTE Ratio
2007-2008	25	5:1
2009-2010	30	6:1
2010-2011	35	7:1
2011-2012	40	8:1
2012-2013	45	9:1

Expansion of Existing Program

Not applicable.

SECTION III: Need

Program Need

Our current demographics and political climate are creating a national crisis of teacher shortages. This phenomenon is not isolated to one particular location, but is evident at the national, state, and local levels. For example, the state of Florida expected a shortfall of 32,000 teachers for the 2006-07 school year, and California predicts a teacher shortage of 100,000 by 2016 (Steadman & Simmons, 2007).

There are several influences that may account for the declining numbers of educators needed for our nation's schools. These factors may include: an increase in student population, retiring teachers, high stake testing for students and teachers (e.g., NCLB), low salaries, teacher turnover rates, and fewer numbers of college students entering the teaching profession (Berry, Barnett & Hirsh, 2004; Bracey, 2002; Podgursky, 2007; Steadman and Simmons, 2007).

The State of Utah is not immune from this national crisis and has taken active measures to address this critical issue. According to a report submitted by Utah's K-16 Alliance (2007), school districts experienced a shortage of 1,400 teachers for the school year of 2005-2006. Unfortunately, this crisis is expected to reach alarming figures due to the fact that the State's public education system is projected to add approximately 14,000 new students to the system each year for the next ten years. In other words, the State would need to hire 700 new teachers every year for the next ten years in order to accommodate this influx of new students.

The special task force (K-16 Alliance) investigated the possible reasons for teacher shortages and made suggestions on how to combat this alarming gap between the number of students and number of teachers needed to be hired in the State. The recommendations were published in a report titled, "An Education Initiative for the State of Utah" (2007). The task force identified several sources for additional teachers. These sources included; (a) graduates of Utah's public and private Colleges of Education; (b) out-of state recruitment; (c) alternative licensing programs; (d) recruitment of individuals whose Utah teaching license expired; and finally, (e) maximizing, the existing teaching work force. In addition to these identified sources, the task force also listed several recommendations to help the State meet this need for additional teachers. Recommendation #4 is being addressed in this proposed Secondary Education Teaching (SET) program at Dixie State College (DSC).

Recommendation #4, Enhance the Training and Capacity of Public Colleges of Education, suggests that additional State funding should be used over the next five to ten years in support of collaborative efforts between participating school districts and Colleges of Education willing to develop various programs that could "home-grow" potential teachers as well as recruit new teachers from other sources (K-12 Alliance, 2007).

The SET Program will meet Recommendation #4 by: (1) providing an additional source of new-quality teachers in secondary education; (2) focusing on "home-grown potential teachers" in the Washington County area; (3) collaborating with Washington County School District to ensure successful pre-service practicum experiences in the local schools that will increase the retention rate of newly hired teachers for Washington County School District and also other school districts across the State and nation; and finally (4) recruiting pre-service teachers through a strong education advisor (currently on staff), scholarships (Terrell H. Bell, etc.), high school recruitment fairs, and freshmen orientations.

Labor Market Demand

According to the Bureau of Labor Statistics (<http://www.bls.gov>), there were 1,024,300 secondary school teachers employed in the United States in 2004. However, by the year 2014, this number will increase to 1,172,200, which indicates a projected labor market demand of 14%. In addition to these national statistics, the State of Utah ranks 3rd in the nation in terms of projected 10-year growth for this occupation (see Table 2).

Table 2: Comparison of Employment Projections for Top Five Regions for Secondary School Teacher

RANK	Location	Employment 2004	Employment 2014	Percent Change
1	Nevada	4,150	6,120	47%
2	Arizona	17,450	24,940	43%
3	Utah	6,520	8,690	33%
4	Colorado	13,180	17,290	31%
5	Georgia	23,960	30,340	27%

Note: Source (Bureau of Labor Statistics)

Special and Vocational Education Teachers are not included in these statistics.

This projected need for the State of Utah is raising additional concerns because there is a recruitment problem among graduates with teacher training and a retention problem in the teaching profession. Utah's demand for new teachers is amplified by the fact that, as several reports note, a relatively small proportion of persons trained as teachers actually enter teaching as a profession, and there is an alarmingly high rate of teacher turnover, especially among new teachers (NEA, 2005). Hull (2004) summarizes national data as follows:

Annually, approximately 100,000 teachers graduate from the nation's colleges of education. Of that number, less than 60 percent will ever enter the classroom after graduating. Of those who do, nearly 50 percent will leave teaching within the first five years (Hull, 2004).

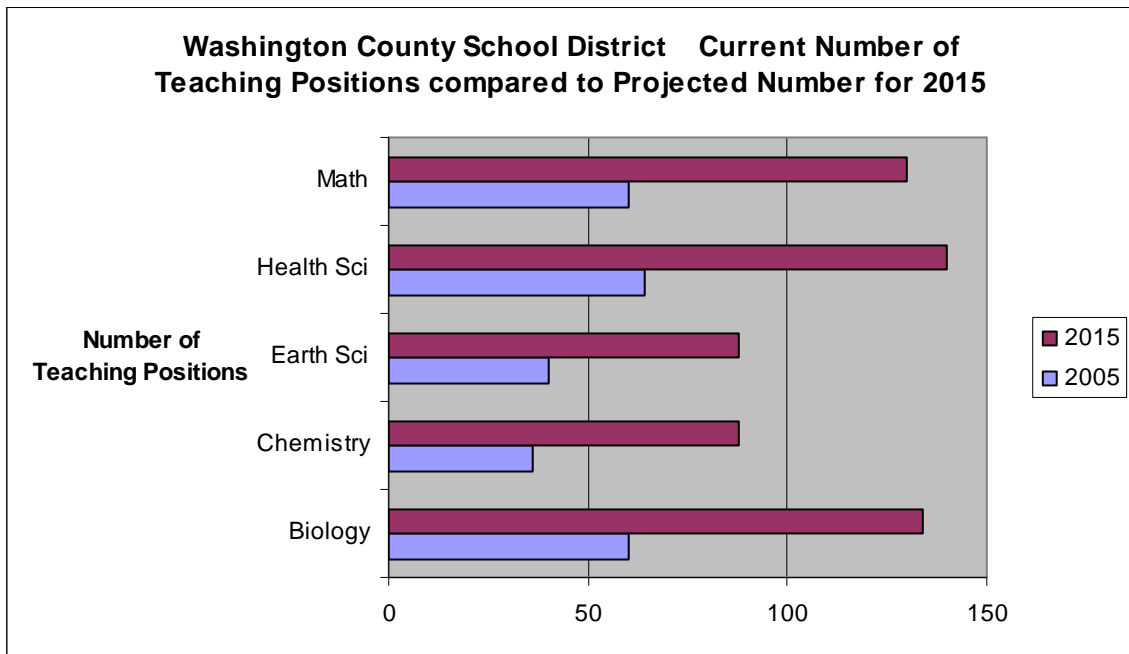
Obviously, a number of economic and policy issues impact the mobility of teachers into and out of the teaching profession, some of which may be beyond the influence of higher education. Nevertheless, higher education can help address the ongoing demand for newly trained public school teachers by making sure that students who want training in the teaching profession receive that training. Given that Utah's projected public school enrollment growth is among the highest in the nation, and given that public school teachers tend to leave the profession at an alarming rate, Dixie State College believes that its proposed degrees in secondary education address an important and ongoing need.

A review of current employment opportunities for the school year of 2007-2008 listed on the Utah State Office of Education website (<http://www.usoe.org>) as of July 25, 2007 demonstrates the accuracy of these statistics. There were 131 secondary teacher job openings for private and public schools in various content areas. The three highest content area demands were English (27 openings), Mathematics (18 openings), and Science (16 openings). As evident from these job postings, the State of Utah is in a serious shortage of secondary teachers for this school year (2007-2008) which will continue to escalate throughout a 10 year

projection. Graduates from the SET program at Dixie State College Secondary will help fill the need for new and retiring teaching positions throughout Utah and in other states in the coming years.

In September 2005, the Washington County School District compared current science and math teaching positions to projected positions in 2015. The following table shows that in these areas, positions are projected to more than double.

Table 3: Washington County School District Teaching Positions



Note: Tabulated from Washington County School District data.

Student Demand

According to the K-16 Alliance (2006) task force, the total number of teachers graduating from Utah's private and public colleges of education has been flat and this trend has continued to decrease in the last few years. Also, Utah higher education enrollments are experiencing slow growth and the State's 18-24 population is projected to remain flat until 2018. Several factors may account for these statistics such as salary and difficult working conditions (e.g., larger class sizes, fewer classroom resources, etc.). Unfortunately, the demand for more secondary education teachers in the State of Utah, as well as across the country, still remains. The key is to recruit new and current college students into the field of education. Dixie State College is committed to the SET program and has already put into place several of the recommendations identified by the task force that could increase the number of pre-service teachers. These recommendations to increase student demand are listed below.

- 1) Dixie State College has already begun freshmen orientation/ recruitment programs from the local high schools in Washington County during the summer of 2007. Of 139 new freshmen who designated their major as education, approximately 15 % specifically identified secondary

education as their educational goal. This does not include new and current students enrolled in specific content areas (Colebank, 2007).

2) Dixie State College has a strong commitment to the local community and will also recruit “home-grown potential teachers” in the Washington County area. The Washington County School District administered a School and Community Survey (2006) in order to collect data on some issues facing the district. In the survey, respondents were asked about their interest in obtaining additional education. Of the 1,428 people surveyed, 435 (30%) indicated interest in pursuing a baccalaureate degree with a secondary licensure. The survey also identified 261 or 18% people in the community who already possessed a baccalaureate degree and were interested in obtaining a secondary licensure in their content area. Along with the Washington County School and Community Survey, Dixie State College also conducted a telephone survey of current students who were majoring in English and biology to determine who was interested in a secondary licensure. Of the 172 respondents, 46 or 27% indicated their interest in secondary licensure. Applying that percentage to the 53 students who were not reached by phone, DSC would have 60 students between the two majors who are interested in these secondary education emphases.

3) Recruitment efforts of pre-service secondary teachers of local high schools will continue along with neighboring areas such as Kane County, Mesquite, and Nevada. A recent partnership, inspired by Governor Huntsman’s “10-Point Plan”, between Dixie State College and Kane County has also created a unique opportunity for students in rural areas to have access to a variety of programs. The Center for Education, Business and Arts (CEBA) will offer a series of programs to create additional educational opportunities to support the Kane County community (<http://new.dixie.edu/news/news.php?id=150>). This center could be used another recruitment arena for future secondary education students.

4) Recruitment efforts of pre-service teachers will also be enhanced through a strong education advisor (currently on staff), financial aid, (i.e., scholarships, Terrell H. Bell Loan Forgiveness program, etc.) and mentoring/ induction programs with Washington County School District.

In addition to these recommendations, Dixie State College has had an increase in student enrollment from 2003 to 2006. The 2005 to 2006 total headcount was 9,114 whereas; the 2003-2004 total headcount was 7,682 (http://new.dixie.edu/ir/enrollment_data.php). This increase in enrollment provides a larger pool of students to recruit into baccalaureate degrees and secondary licensure.

Similar Programs

Similar Secondary Education Licensure Programs are available throughout the State’s higher education institutions. The admission’s requirements, curriculum, and credit hours of the SET program are consistent with higher education institutions across the state (See Appendix C). This is a strong advantage for secondary education students because they can transfer between these institutions. In addition to similar curriculum and assessments, Dixie State College has added an additional component to the program by requiring a significant number of practicum hours in the local school district that is monitored by mentor teachers and college supervisors. This will enable students to practice their pedagogical skills and knowledge in a supportive environment before their student teaching.

One of the challenges that Dixie State College students face is the living expenses related to housing. There has been a significant increase in the cost of housing in the St George area over the last few years. However, the area continues to grow in employment opportunities (INC. com, 2006) and has a variety of housing options such as apartments, condominiums, and single housing. In addition to available employment, students will have access to scholarships, work study programs, and grants to help pay for their expenses.

Collaboration with and Impact on Other USHE Institutions

Southern Utah University has developed an additional education program called the Graduate Education Licensure Program (GELP) that focuses on alternative licensure students. This program serves the needs of students who currently hold a baccalaureate degree, but lack the education course requirements for Utah State secondary licensure. The GELP program offers these students graduate level course work, which can be applied to a master's degree (<http://www.suu.edu/ed/masters/GELP/GELP.html>). The program design has therefore changed the landscape of traditional secondary education at Southern Utah University. Recently, SUU has proposed a name change from the Department of Secondary Education to Graduate Studies in Education. It was approved by the SUU Board of Trustees and was sent to the Board of Regents for approval May 3, 2007 (Board of Regents, 2007).

Dixie State College SET program would therefore provide an alternative to the SUU GELP program by providing a traditional undergraduate level secondary education route for students who do not have a baccalaureate degree or who have a baccalaureate degree, but are not interested in a master's degree program. The curriculum outlined in this proposal mirrors SUU's educational requirements along with other education departments across the state, in order to ensure that students who transfer will have consistent course work throughout the state's higher institutions (see Appendix C).

It is also important to compare new freshmen enrollment of SUU to predict the impact of a new program at Dixie State College. The table listed below demonstrates that Washington County has the lowest percentage of freshmen enrollment at SUU (SUU Third Week Enrollment Report, 2007).

Table 4: Utah Counties Providing Greatest Percentage of New Freshmen Enrollment to Southern Utah University (Fall 2002-2006).

County	2002	2003	2004	2005	2006
Iron	24%	23%	21%	17%	16%
Salt Lake	15%	17%	15%	16%	16%
Utah	7%	9%	13%	12%	10%
Washington	7%	5%	5%	6%	7%

Only 7% of SUU's freshmen are from Washington County. A review of these figures and the GELP program demonstrates the impact of a new secondary licensure program at Dixie State College will have a minimal effect on SUU.

Consistency with Institutional Mission

As a "Type III institution...with a major emphasis on associate and baccalaureate programs" (Regents' Policy R312), Dixie State's approved mission included offering "baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, 2007). The proposed secondary teacher licensure program would support the baccalaureate degrees in core areas as they are developed by the college.

SECTION IV: Program and Student Assessment

Program Assessment

The goal of the SET licensure program at Dixie State College is to prepare secondary teacher candidates with the necessary knowledge, skills, disposition, and performances needed to become highly qualified teachers. The goal is reached by instructing teacher candidates in the ten INTASC standards listed below and the Utah Professional Developmental Standards. These standards are recognized by the state as viable standards of teacher competency and are being used successfully in Dixie's elementary education program along with most programs in the State of Utah. Two major national accrediting bodies (NCATE and TEAC) use INTASC standards as a basis for their requirements. The SET program will integrate these standards into all education courses and content methods courses. This will help prepared the program for future accreditation with TEAC.

INTASC Standards
<i>Principle #1:</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
<i>Principle #2:</i> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
<i>Principle #3:</i> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
<i>Principle #4:</i> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
<i>Principle #5:</i> The teacher uses 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.
<i>Principle #6:</i> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
<i>Principle #7:</i> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
<i>Principle #8:</i> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Evaluation forms have been created to assess practicum and student teaching experiences during field observations. In addition to these field experiences, students' content and pedagogical knowledge will be assessed through (a) Praxis II subject content test in their area of educational preparation; (b) course assignments and exams; and (c) a final portfolio, based on these standards.

Formative and Summative Student Assessment

- Formative assessments will take place through formative observations during practicum experiences and course assignments. These indicators will provide data to establish course grades. Course grades will be used to track the knowledge, skills, disposition, and performances of teacher candidates.
- Summative assessments will include observing and conferencing with students during their student teaching to determine the level of INTASC standards achieved. Summative assessments will be recorded on evaluation forms by the college supervisor, mentor teacher, and in most cases the school administrator.
- Additional teaching competencies will be assessed by faculty throughout course work in areas such as political, financial, legal, ethical, contract, due process, and safety issues associated with the teaching profession.
- Content and pedagogical knowledge assessment will occur through content course assignments, exams, and the Praxis II subject content **test(s)** in their area of educational preparation. A final portfolio will be used to assess students overall mastery of INTASC standards.
- If a teacher candidate does not meet the required standards and assessments, he/she will not be recommended for licensure and documentation will be on file for evidence.

Quality Improvement

Improved quality will take place by:

- A constant review of the program that may lead to adjustments based on assessments and current research practices.
- Analyzing students' knowledge, skills, dispositions, and performances through assessments and making sure teacher candidates are mastering the INTASC standards needed to become effective and highly qualified teachers.
- Conducting an end program survey to obtain the ideas and feelings of those students participating in the program. Results of these surveys will provide information that could be implemented into the program where appropriate.
- A committee comprised of faculty from higher education and public education members will provide on going input regarding program quality.

SECTION V: Finance

Budget and Funding Sources

Dixie State College's budgets are economically and conservatively allocated, and therefore, very little reallocation of existing funds is possible. The 2007 session of the Utah State Legislature provided ongoing funds for Secondary Licensure at DSC (\$340,000). In addition, Partnership (SUU/Dixie) monies (\$425,000), also provided by the legislature, may be used when appropriate. The proposed expenditures and revenues for the secondary teacher licensure program are as follows:

Table 5: Projected Expenditures and Revenue

EXPENDITURES	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Secondary Coordinator/Faculty*	\$80,000	\$82,400	\$84,872	\$87,842	\$90,040
Secondary Education Faculty *	\$70,000	\$72,450	\$74,985	\$77,609	\$80,325
Field Placement Coordinator *		\$70,000	\$72,100	\$74,263	\$76,490
Lecture/Advisor and Recruitment *	\$55,000	\$56,650	\$58,320	\$60,070	\$61,872
Library Resources	\$15,000	\$7,500	\$ 7,500	\$7,500	\$7,500
Travel and Operations	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Lab facilities & equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total:	\$235,000	\$304,000	\$312,777	\$322,284	\$331,227
*Salary Benefits are included in position totals, as well as, projected 3 percent salary increases.					
REVENUE*	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number of FTE Students	25	30	35	40	45
Tuition	\$58,750	\$76,000	\$78,194	\$80,571	\$82,807
Legislature (awarded 2007)	\$340,000	\$340,000	\$340,000	\$340,000	\$340,000
Total:	\$398,750	\$416,000	\$418,194	\$420,571	\$422,807
** Additionally, funds from Partnership (SUU/Dixie) monies will be used for the secondary education program as is appropriate.					

Impact on Existing Budgets

The budget for the secondary program will not require allocation of other monies and therefore will not impact any existing budgets.

APPENDIX A: New Courses to be Added to Support the Secondary Education Licensure Program.

Course Number	Title	Credit Hours
SCED 3110	Educational Psychology for Adolescents & Cooperative Learning Structures	2
SCED 3720	Reading and Writing in the Content Areas	3
SCED 4100	Curriculum, Instruction, and Assessment with Practicum	3
SCED 4600	Classroom Management with Practicum	3
SCED 4700	Content Methods Courses with Practicum (co-taught by content area and education faculty)	3
SCED 4900	Secondary Student Teaching	10
SCED 4989	Student Teaching Seminar	2

Curricular Requirements for the Secondary Education Licensure Program

Course Number	Title	Credit Hours
<u>I. General Education Classes</u>		
	Courses that meet the requirements for general education	
Total Credits		32
Course Number	Title	Credit Hours
<u>II. Content Specific Classes</u>		
	Courses that meet the requirements for a degree in a content area that has been approved by the Utah State Office of Education for Secondary Education	
	Major Core Classes (varies depending on major)	36-50
	Elective Classes (varies depending on major)	4-24
Total Credits		40-74

Course Number	Title	Credit Hours
III. <u>Pre-professional Classes</u>		
EDUC 1010	Introduction to Education	3
EDUC 2400	Foundation of Multicultural Education & ESL	3
EDUC 2010	Introduction to Exceptionalities	3
SCED 3110	Educational Psychology for Adolescents & Cooperative Learning Structures	2
SCED 4550	Technology for Secondary Teachers	2
Total Credits		13
IV. <u>Professional Cohort Classes Semester I</u>		
SCED 3720	Reading and Writing in the Content Areas	3
SCED 4100	Curriculum, Instruction, and Assessment with Practicum	3
SCED 4600	Classroom Management with Practicum	3
SCED 4700	Content Methods Courses with Practicum (co-taught by content area and education faculty)	3
Total Credits		12
V. <u>Professional Cohort Classes Semester II</u>		
SCED 4900	Secondary Student Teaching	10
SCED 4989	Student Teaching Seminar	2
Total Credits		12
Total Secondary Education Credits		37

Course Descriptions

EDUC 1010 Introduction to Education (3)

Course is for students pursuing a degree in elementary education degree, secondary licensure, or who wish to explore the teaching profession. 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, school law, 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 strategies, inquiry methods, direct instruction, and mastery learning. Class transfers to most teacher education programs in the State of Utah. It is a prerequisite for admittance to the Dixie State College education and licensure programs.

EDUC 2400 Foundation of Multicultural Education & ESL (3)

Course is for students interested in learning foundational aspects of multi-cultural issues in English as a Second Language initiatives. This class serves as a general interest elective in diversity and as a pre-requisite course for admission to the Dixie State College education and licensure programs. Lectures, discussion, projects and guest speakers are among the instructional modalities. Upon completion of the course, students will have a basic understanding of the theoretical and foundational underpinnings of multicultural education and ESL, better equipping them to accommodate diversity in classrooms. Prerequisite: Is a prerequisite for admittance to the Dixie State College education programs.(Includes field experiences).

EDUC 2010 Introduction to Exceptionalities (3)

Course is for students interested in the range of unique learning needs of children from learning disabilities to gifted and talented propensities. This course serves as an elective and as a prerequisite for admission into the Dixie State College Education and licensure programs. This is a lecture and activity-based class. Upon completion of this course, students will have a basic understanding of the law and identification procedures concerning exceptional learners. Further, students will have a fundamental understanding of how to address the learning needs of children with exceptional abilities and disabilities. It is a prerequisite for admission to the Dixie State College education and licensure programs.

SCED 3110 Educational Psychology for Adolescents (2)

Course is for students interested in the relationship of psychology and education for adolescences in terms of learning, motivation and memory. Lectures and project-oriented assignments enable students to solve teaching and learning problems that may arise in the classroom. Class prepares pre-service teachers to infuse principles of educational psychology into all aspects of their teaching and organizational practice. It is a prerequisite for admission to the Dixie State College education and licensure programs.

SCED 4550 Technology for Secondary Teachers and e-portfolios (2)

Course focus primarily on the development of an electronic portfolio based on INTASC (New Teachers Assessment and Support Consortium) and NET (National Educational Technology Standards for Teachers). This e-portfolio will enable pre-service teachers to document professional growth in a wide range of knowledge, skills, and dispositions through tangible artifacts and reflections. In addition to the e-portfolio, basic computer programs will focus on the fundamental concepts, knowledge, attitudes, and skills for apply technology in secondary educational settings. It is a prerequisite for admission to the Dixie State College secondary education licensure program.

SCED 3720 Reading and Writing in the Content Areas (3)

Course discusses methods, materials and strategies to help secondary students become effective readers, writers, and develop study skills needed for various content areas. Prerequisite: Admission to Dixie State College SET program. Practicum required.

SCED 4100 Curriculum, Instruction, and Assessment with Practicum (3)

Course teaches principles of curriculum design, planning, and assessment for effective instruction in secondary education. Group work is the primary mode of instruction in the design of units, lessons, and assessment devices. Curriculum materials designed in this class will be used in subsequent practicum. Course prepares pre-service teachers for the teaching of content during student teaching. Prerequisite: Admission to Dixie State College SET program. Practicum required.

SCED 4600 Classroom Management with Practicum (3)

Course focuses on the development of effective managerial skills germane to the teaching profession including: active listening skills, classroom rule-making procedures, grading rubrics, presentation preparation, and seat arrangements for secondary schools. Lecture, guest presenters provide ideas for students to develop their own comprehensive management plan complete with samples of communication/management strategies to prepare students to be active participants in the learning process. Prerequisite: Admission to Dixie State College SET program. Practicum required.

SCED 4700 Secondary Integrated Content Methods (3)

This course would be co-taught by academic content and education faculty to ensure content knowledge and effective pedagogy appropriate in a secondary learning environment. Topics will include, content topics, instructional strategies, adaptive teaching for diverse students, and secondary school structures such as block scheduling, resources, etc.

(Note: Education Departments across the nation have created similar content method courses (i.e., Albion College, New Mexico College, Augustana College, Lincoln University of the Commonwealth of Pennsylvania, Colleges and Universities in Arkansas, etc.

<http://www.nnmc.edu/academics/departmentspages/edu/doc/ALP.courses.pdf> ;

<http://www.albion.edu/education/secprog.asp> ;

<http://www.lincoln.edu/education/curr.html>;

<http://www.augie.edu/dept/courses/elemsecond.html#second>, etc.)

SCED 4900 Secondary Student Teaching (10)

Ten weeks of student teaching experience in a secondary school (6-12th). Cooperating (mentor) teachers support students as they are given responsibility of all aspects of learning in classrooms. College faculty, in conjunction with mentor teachers, scaffolds this experience via frequent conferences. Pre-service teachers at the conclusion of student teaching are able to run their own classes and are eligible for state licensure.

Prerequisite: Admission to Dixie State College SET program.

SCED 4989 Student Teaching Seminar (2)

For education majors. Student teaching seminar is a culminating experience to enhance the student teaching experience and prepare students for graduation. Students will meet once a week to process their experiences in their student teaching assignments. The purpose of the seminar is to solidify the preservice experiences, prepare their professional portfolios, and to dialogue with educational professionals to plan for future professional opportunities.

Additional SET Policies:

1. Students must maintain a 3.0 GPA during the program.
2. Students must pass the Praxis II Content Test in their content area before beginning to Student Teaching.

APPENDIX B: Program Schedule

Dixie State College: Secondary Education Teaching (SET) Licensure Program

Students must complete their general education requirements and the majority of their content coursework before applying for the SET Licensure Program. The SET Program includes 37 semester hours of required coursework that is based on the Interstate New Teacher Assessment Support Consortium (INTASC) national standards. The sequencing of secondary education course work is divided into two categories: Pre-professional (must be completed any time before being admitted into the program) and Professional Cohort (students have been accepted into the program). The Pre-Professional classes will be offered every semester. The Professional Cohort Classes (Semester I) will be offered every Fall semester and the Professional Cohort Classes (Semester II) will be offered every Spring semester. As student demand increases, these cohort classes will be offered every semester.

I. Pre-Professional Classes

Course Number	Title	Credit Hours
EDUC 1010	Introduction to Education	3
EDUC 2400	Foundation of Multicultural Education & ESL	3
EDUC 2010	Introduction to Exceptionalities	3
SCED 3110	Educational Psychology for Adolescents & Cooperative Learning Structures	2
SCED 4550	Technology for Secondary Teachers	2
Total Credits		13

II. Professional Cohort Classes Semester I

Course Number	Title	Credit Hours
SCED 3720	Reading and Writing in the Content Areas	3
SCED 4100	Curriculum, Instruction, and Assessment with Practicum	3
SCED 4600	Classroom Management with Practicum	3
SCED 4700	Content Methods Courses (co-taught by content area and education faculty) with Practicum	3
Total Credits		12

III. Professional Cohort Classes Semester II

Course Number	Title	Credit Hours
SCED 4900	Secondary Student Teaching	10
SCED 4989	Student Teaching Seminar	2
Total Credits		12

**APPENDIX C: Secondary Licensure Course Comparison for
USU, U of U, WSU, SUU, UVSC, and DSC**

USU	U of U	WSU	SUU	UVSC	Proposed DSC
SCED 3210 (3 credits) Educational/ Multicultural Foundations	TL 1010 (3 credits) Introduction to Teaching	EDUC 3100 (3 credits) Instructional Planning and Assessment	EDUC 2000 (3 credits) Exploring Education	ECFS 3050 (2 credits) Foundations of American Education and ECFS 3000 (3 credits) Foundations Studies in Teaching and Learning	EDUC 1010 (3 credits) Introduction to Education
	ECS 4150 (3 credits) Introduction to Multicultural Education	EDUC DV3200 (3 credits) Foundations of Diversity: Culturally, Linguistically Responsive Teaching		ECFS 4450 (2 credits) Multicultural Education	EDUC 2400 (2 credits) Foundation of Multicultural Education and ESL
SPED 4000 (2 credits) Education and Exceptional Child	SPED 5011 (3 credits) Inclusive Classrooms	EDUC DV3260 (3 credits) The Exceptional Student	SPED 3030 (3 credits) Foundations of Special Education	ECFS 3400 (2 credits) Exceptional Student	EDUC 2010 (3 credits) Introduction to Exceptionalities
SCED 4200 (3 credits) Reading, Writing and Technology	TL 5141 (3 credits) Education and Applications Technology 6- 12	EDUC 3110 (1 credit) Instructional Technology	EDUC 3170 (3 credits) Instructional technology for Teachers/ Portfolio	ECFS 3250 (2 credits) Instructional Media	SCED 4550 (3 credits) Technology for Secondary Teachers
SCED 4210 (3 credits) Cognition and Evaluation of Student Learning	PSYCH 1230, 3220, FCS5230, or EDPS5050 (3 credits) Adolescent Development	EDUC 3140 (3 credits) Educational Psychology, Interpersonal Skills & Classroom Management	SCED 3200 (3 credits) Educational Psychology	ECFS 2540 (2 credits) Adolescent Psychology	SCED 3110 (3 credits) Educational Psychology for Adolescences
SCED 3100 (3 credits)	TL 5411 (3 credits)	EDUC 4820S (3 credits)	SCED 3570 (3 credits)	ECFS 4200 and 4250 (2	SCED 4600 (3 credits)

Motivation and Classroom Management	Instruction and Management	Managing Diverse Classrooms	Motivation and Management of Diverse Instructional Environments	credits) Classroom Management I and II	Classroom Management with Practicum
SCED 4210 see above	TL 5410 (3 credits) Curriculum and Assessment in a Diverse Society	EDUC 3900 (3 credits) Preparing, Teaching, and Assessing Instruction	SCED 3590 (3 credits) Instructional Planning and Delivery	ECFS 4550 (4 credits) Sec. Curriculum, Instruction and Assessment	SCED 4100 (3 credits) Curriculum, Instruction, and Assessment with Practicum
	TL 5126 (3 credits) Content Literacy for Diverse Learners	EDUC 3930 (3 credits) Reading, Writing Across the Secondary Curriculum	SCED 3720 (3 credits) Content Literacy	ECFS 4440 (3 credits) Content Area Reading and Writing	SCED 3720 (3 credits) Reading and Writing in the Content Areas
One or more Methods Courses in Content Areas (3- 6 credits)	Method Course (3 credits) Field practicum	Methods of Teaching (3 credits)	Method Course (3 credits)	Content Methods	4700 (3 credits) Secondary Integrated Content Methods
Clinical Experience (1 credit) Assigned by Method's instructor	TL 5490 (3 credits) Field Practicum		SCED 4520 (3 credits) Practicum/ Seminar		Secondary Content Practicum is integrated into SCED 4200, 4600, & 4700
Student Teaching Seminar (2 credits) 5630 Student Teaching (10 credits)	TL 5495 (9 credits) Student Teaching TL 5491 (3 credits) Action Research Seminar	EDUC 4960 (1 credits) Secondary Senior Synthesis Seminar EDUC 4880 (8 credits) Student Teaching in Secondary	SCED 4980 (7 credits) Clinical Practice Academic 4980 (2 credits) Clinical Practice	ECFS 4850 (8 credits) Student Teaching, Secondary	SCED 4900 (10 credits) Secondary Student Teaching SCED 4989 (2 credits) Student Teaching Seminar

APPENDIX D: Faculty

The pre-professional and professional cohort education classes for the secondary licensure program will be taught by the faculty of the School of Education, Humanities, Arts & Social Sciences at Dixie State College. Of the ten faculty members, the following faculty are prepared to teach and provide additional support for the Secondary Education Licensure at Dixie State College.

WHEELER, TRACEY

Position	Credentials	Higher Ed. Exper.	Public School Exper.
Assistant Professor Director, Secondary Education	<ul style="list-style-type: none"> • Ed.D Curriculum and Instruction; Instructional Leadership (minor), Utah State University; • M.Ed., Education, Southern Utah University; • B.A., Chemistry, California State University, Long Beach. • Professional Educator License in Secondary Education (science) for the State of Utah, Level 2. 	Secondary and Elementary courses at Southern Utah University and Dixie State College including: <ul style="list-style-type: none"> • Classroom Management & Motivation; • Teaching Foundations; • Educational Technology; • Multicultural Education; • Curriculum Design and Assessment, • Mathematics & Science Methods, • Student Teaching. 	Grades 7-12 – Science and Math – California and Utah

DAVIS SUNG, SHIRLEY

Position	Credentials	Higher Ed. Exper.	Public School Exper.
Associate Professor	<ul style="list-style-type: none"> • PH.D. Curriculum and Instruction; Learning Technologies (minor), New Mexico State University; • M.S., Curriculum and Instruction, Gifted Education (minor) • International Relations, Bachelor of Law, National Cheng Chi University 	Secondary and Elementary courses at Southern Utah University and Dixie State College including: <ul style="list-style-type: none"> • Foundations of Education, • Multicultural Education/ESL, • Introduction to Exceptionalities, • Curriculum Design, 	Intermediate, middle and high school - Knox County School District in Tennessee.

		<ul style="list-style-type: none"> • Integrated Technology into Teaching, • Gifted Education, • Science Methods • Student Teaching 	
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GOLDHARDT, JOHN

Position	Credentials	Higher Ed. Exper.	Public School Exper.
Assistant Professor	<ul style="list-style-type: none"> • Ed.D., Educational Leadership, Instructional Leadership (minor), University of Nevada, Las Vegas;; • M.P.A., School Administrative Endorsement, University of Utah; • B.S., Interpersonal Communication (Major), Reading Education (Minor), Southern Utah University. • Utah Secondary Education, 7-12 (Journalism, Reading, Speech • Utah Supervisory/Administrati on, K-12 	Adjunct professor - Secondary and Elementary courses at Southern Utah University and Dixie State College including: <ul style="list-style-type: none"> • Classroom Management, • Curriculum and Philosophical Foundations of Education (graduate level) • Educational Psychology 	Intermediate & High school - <ul style="list-style-type: none"> • school administration (principal, vice principal) • teacher in journalism, speech, debate, and reading.

SABEY, BRENDA

Position	Credentials	Higher Ed. Exper.	Public School Exper.
Associate Professor Associate Dean of Education Department Chair of Education	<ul style="list-style-type: none"> • Ph.D., Curriculum and Instruction with an emphasis in Literacy Education, University of Nevada, Reno; • M.Ed., Teaching and Learning, Brigham Young University • B.S., Special/Elementary 	Secondary and Elementary courses at the graduate and undergraduate level at Western Kentucky University, Brigham Young University and Dixie State College including: <ul style="list-style-type: none"> • Foundations of 	Multiple grades – general and special education

	Education, Brigham Young University.	Literacy, <ul style="list-style-type: none"> • Assessment and Intervention, • Comprehension and Vocabulary, • Content Area Literacy, • Literacy and Language Arts Methods • Introduction to Exceptionalities • Student Teaching 	
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JORGENSEN, GREGG

Position	Credentials	Higher Ed. Exper.	Public School Exper.
Assistant Professor	<ul style="list-style-type: none"> • Ph.D (ABD), Curriculum and Instruction; Social Studies (minor) Utah State University; • J.D.; Antioch School of Law, Washington, D.C. • B.S., Political Science, History (minor); University of Utah • Professional Educator License in Secondary Education (Social Studies) for the State of Utah 	Education courses at Utah State University include: <ul style="list-style-type: none"> • Social Studies Content Methods • Philosophical, Historical, and Social Foundations of Education (Master's level) • Curriculum Theory (TA) • Alternative Licensure Teaching Program (ARL) in Continuing Education; (service learning, practicum seminar, special education for secondary teachers, social studies seminar) • Student Teaching • Supervised Practicing Teachers in the ARL program thorough out Utah 	Junior High School/ Middle School <ul style="list-style-type: none"> • Utah History • Served on a committee for Utah State Office of Education commissioned to write the Social Studies State Core Curriculum for Utah Studies

Proposal for the Initiation of a New Instructional Program

Institution Submitting Proposal:	Dixie State College
College, School or Division in Which Program Will Be Located:	School of Education, Humanities, and Social Sciences
Departments in Which Program Will Be Located:	Department of Education
Program Title:	Secondary Education Teaching Licensure Program
Recommended (CIP) Code:	
Certificate, Diploma, and/or Degree to be Awarded:	Secondary Education Teaching License (in conjunction with the Utah State Office of Education)
Proposed Beginning Date:	Fall 2008

INSITUTIONAL SIGNATURES

Tracey Wheeler, Director, Secondary Education, Dixie State College

Brenda Sabey, Associate Dean and Department Chair, Division of Education, Dixie State College

Don Hinton, Dean, School of Education, Humanities, and Social Sciences, Dixie State College

Donna Dillingham-Evans, Academic Vice-President, Dixie State College

Lee Caldwell, President, Dixie State College