

# Secondary Education, Licensure

The Professional Teacher Education Program at Utah Valley University is designed to prepare quality, entry level candidates for teaching in secondary education programs grades 7-12. All students who matriculate into the professional licensure program must have a major in an approved content area. Students seeking licensure in approved content areas complete a major in that area and required coursework in Secondary Education to qualify for a Level I Utah State Professional Educator License for grades 7-12. Baccalaureate degrees (BS and BA) are granted through the content area department and not through the School of Education. Licensure is granted through the School of Education Program. To continue in the teacher education program, students are expected to maintain all program standards. They must maintain expected levels of competence in all coursework, field work, and student teaching with all course grades at or above a B- or higher. Additionally, teacher candidates are expected to adhere to standards of personal integrity, responsibility, and citizenship commonly expected of professional educators. Students successfully completing the requirements of their UVU professional teacher education program and all licensure requirements receive a baccalaureate degree from UVU and are recommended for a Utah Professional Educator License awarded by the Utah State Board of Education. Syllabi course outcomes in this licensure program will reflect the 5 Utah Effective Teaching standards.

## Matriculation Requirements

1. ENGL and MATH QL courses must have a grade C or higher.
2. GPA of 3.0 or higher with no grade lower than a C in content area courses.
3. Completion of all General Education requirements and 70% of content area courses.
4. Pass LiveScan Criminal Background Check.

## Program Requirements

Code	Title	Credit Hours
<b>Total Credit Hours</b>		<b>32</b>
<b>Pre-Professional Core Requirements</b>		<b>2</b>
		<b>Credits</b>
EDSC 1010	Introduction to Education	2
<b>Discipline Core Requirements <sup>1</sup></b>		<b>30</b>
		<b>Credits</b>
EDSC 3000	Educational Psychology	3
EDSC 325G	Equitable Technology Integration GI	2
EDSC 4200	Classroom Management I <sup>2</sup>	2
EDSP 340G	Exceptional Students GI	2
EDSC 4250	Classroom Management II	2
EDSC 4440	Content Area Literacies <sup>3</sup>	3
EDSC 445G	Multicultural and Multilingual Education	3
EDSC 455G	Secondary Curriculum Instruction and Assessment GI	3
EDSC 4850	Student Teaching Secondary	8
EDSC 4990	Teacher Assessment Project	2

1 Must be completed with a grade of B- or higher.

2 Dance Education majors take DANC 4430 in place of EDSC 4200.

3 English Education majors take ENGL 4210, 4220, 4230 in place of EDSC 4440.

## Graduation Plan

This graduation plan is a sample plan and is intended to be a guide. Your specific plan may differ based on your Math and English placement and/or transfer credits applied. You are encouraged to meet with an advisor and set up an individualized graduation plan in Wolverine Track (<http://www.uvu.edu/wolverinetrack/>).

### Third Year

Semester 6		Credit Hours
EDSP 340G	Exceptional Students GI	2
EDSC 3000	Educational Psychology	3
EDEL 1010	Introduction to Education	2

EDSC 455G	Secondary Curriculum Instruction and Assessment GI	3
Content Course <sup>IF NEEDED</sup>		
<b>Credit Hours</b>		<b>10</b>
<b>Fourth Year</b>		
<b>Semester 7</b>		
EDSC 325G	Equitable Technology Integration GI	2
EDSC 4200	Classroom Management I	2
EDSC 4440	Content Area Literacies	3
EDSC 445G	Multicultural and Multilingual Education	3
Methods Course(s) <sup>IF NEEDED</sup>		
Content Course <sup>IF NEEDED</sup>		
<b>Credit Hours</b>		<b>10</b>
<b>Semester 8</b>		
EDSC 4850	Student Teaching Secondary	4-10
EDSC 4250	Classroom Management II	2
EDSC 4990	Teacher Assessment Project	2
<b>Credit Hours</b>		<b>8-14</b>
<b>Total Credit Hours</b>		<b>28-34</b>

## Program Learning Outcomes

1. Demonstrate attention to the impact of unique learner characteristics on development and growth.
2. Demonstrate clarity in how to effectively plan for student learning and engagement.
3. Apply high quality instructional practices to meet the learning needs of K-6 students.
4. Create academic, physical, social and emotional conditions to support student centered environments.
5. Demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities.