

Associate of Science in Pre-Education

NEW PROGRAM PROPOSAL WEBER STATE UNIVERSITY

Submission Date:

College: Education

Department: Teacher Education

Program Title: Pre-Education Associate of Science Degree (AS)

1. Complete Program Description

The Associate of Science in Pre-Education is a two-year program designed to prepare students for the elementary education or special education bachelor's degree. Students completing the program will develop skills and gain the hands-on experience necessary to be accepted into the professional core of courses. Course work will satisfy the General Education requirements for the first two years of a bachelor's degree in elementary education or special education.

2. Purpose of Degree

The Teacher Education program is an accredited program that prepares pre-service teachers for employment in area schools. The vast majority of graduates are employed in schools within Weber, Davis, and Box Elder counties. In addition to a reputation for excellent preparation that draws students to Weber State, a significant effort has been made to recruit new candidates for teacher education through partnerships with local districts. Two programs have resulted from these efforts: Teacher Assistant Path to Teaching (TAPT) and Future Educators Association (FEA). The TAPT Program was created by the Teacher Education Department in the 1995-96 academic year at the request of area superintendents. The superintendent's had a critical need for English as a Second Language (ESL) and bilingual teachers in their respective districts. The program targets those working with ESL, Early Childhood, and Special Education students. The participants must be paid teacher assistants, or volunteers (6-8 hours per week), in their respective districts with the desire and commitment to become fully licensed teachers. The TAPT Program exists because of the generosity of private donors who not only helped start the program, but have been contributors along the way. The TAPT program has a 96% graduation rate, which includes receiving their Utah Professional Educator license.

The mission of the Future Educators Association (FEA) is to foster the recruitment and development of prospective educators worldwide through the dissemination of innovative programming and relevant research. FEA is a not-for-profit organization sponsored by PDK International. To support FEA, districts identify promising high school seniors to complete a concurrent enrollment course for education majors (EDUC 1010). Each academic year, approximately 150 students in area schools complete the course. FEA also sponsors scholarships and has a bridge program to support incoming freshman.

The AS degree in Pre-Education would allow FEA and TAPT students, and others interested in elementary education or special education, to declare and complete an associate's degree in education which we believe would solidify their commitment to the teaching program. In addition, the AS degree would provide a tangible outcome for those wishing to be a paraprofessional in the public schools or return at a later date to earn a bachelor's degree in education.

3. Institutional Readiness

All courses in the proposed AS program exist and are part of the elementary education or special education bachelor's degree requirements. The AS program would provide a milestone for those seeking highly qualified status as a paraprofessional or for those who plan to seek a bachelor's degree in elementary education or special education.

4. Faculty

No additional faculty would be needed to implement the program.

5. Staff

An additional advisor position has recently been added to support this and other initiatives within Teacher Education. No additional staff changes are required.

6. Library and Information Resources

The courses required in the AS program already exist and library resources have been obtained in the past. No additional resources are needed.

7. Admission Requirements

Students may be admitted based on university admission requirements.

8. Student Advisement

Teacher Education has a well-established advisement center that meets the current needs of the bachelor's degrees in elementary education and special education. The procedures and resources currently used will support the AS degree.

9. Justification for Graduation Standards and Number of Credits

The 60-credits required for the AS in Pre-Education meets the university standard for an associate's degree.

10. External Review and Accreditation

This program will be subject to review by the university as part of its regular cycle of review. The accrediting body for the bachelor's program only reviews programs that lead to licensure. Because this one does not, it will not be part of the accreditation process from that body.

11. Projected Enrollment

Year	Anticipated Student Headcount	# of Faculty
2013	30	24
2014	35	24
2015	40	24
2016	45	24
2017	50	24

12. Expansion of Existing Program

Teacher Education has a competitive enrollment process that involves written and objective assessments, an interview, and GPA. The proposed program “packages” the general education and required support courses from the bachelor's degrees (elementary education and special education) into a degree that will lock in credits and pre-requisites. As such, we anticipate that enrollment in the associate's degree has the potential to reach levels as high as those of the bachelor's degree. However, not all students seeking the bachelor's will earn the associate's along the way. Nor will all those who earn the associate's continue to the bachelor's programs.

Below is the headcount of the two bachelor's degrees to which the associate's degree extends. The Elementary Education counts include double majors in Elementary Education and Early Childhood Education (approximately 20 per year).

	Elementary Education	Special Education
2008	112	21
2009	89	17
2010	119	21
2011	77	28
2012	95	32

Need

13. Program Need

An associate's degree in Pre-Education will serve the needs of students interested in a bachelor's degree in Elementary Education or Special Education. In addition, it is a viable degree for those wishing to have a broad background in general subjects taught in elementary schools and general child development concepts.

The associate's degree also supports the Utah Women and Education Initiative, as it supports the completion of a degree that has career potential. In this effort, the associate's degree will allow women to return to school at a later time, if necessary, to complete a bachelor's degree in Education.

Utah Higher Ed 2020 plan, strategic priority one: "Increase the rate of student participation in higher education (postsecondary education programs). This includes enrolling more and better-prepared students in college directly from high school. It also means increasing the participation rate of returning adult learners from across all regions of the state."

14. Labor Market Demand

Education jobs have remained quite steady and are likely to increase in the future. During 2009-2011, hiring of new teachers in local districts was slower than previous years due to the economic downturn. For the current school year (2012-2013), local districts report increased hiring. On September 2, 2012 the local newspaper reported hiring was up: "Ogden has 90 new teachers, Weber has 101 and Davis has 242 new hires this school year."

This level of hiring exceeds the graduates of Weber State University, which bodes well for the future. It also indicates that local districts will likely have jobs available for those completing a BS.

The associate's degree does not directly fill these positions. However, someone completing the AS in Pre-Education is more likely to complete a BS in Education and is a viable candidate for other jobs in local districts including teacher aide positions.

15. Student Demand

The Teacher Education Department partners with local school districts to offer ED 1010 as a concurrent enrollment course to seniors showing interest and promise as a potential educator. Approximately 150 students complete this course each academic year.

Currently, Elementary Education and Special Education majors have the option to complete an associate's in general studies. In Fall 2011, Teacher Education determined that 19 of 30 graduates in Elementary Education had completed an associate's degree (11/19 at WSU). It is anticipated that this number of students will be an approximate starting enrollment, with more completing as they take courses required for the bachelor's, but choose to "lock in" credits.

16. Similar Programs

Salt Lake Community College and Dixie State College offer similar "2+2" programs in education. Weber State University fulfills a similar role as these two institutions, but does not overlap in regional enrollment. The proposed program is similar to these; it includes general education courses and support courses that are required by most education degrees, associate's or bachelor's.

17. Collaboration with and Impact on Other USHE Institutions

The proposed program should have very little impact on other USHE institutions. Weber State University serves the northern Utah region and does not overlap with Dixie State College. Some students who previously would have attended SLCC may choose WSU, but it is unlikely. In Fall 2011, among WSU Elementary Education students one had earned an associate's degree at SLCC and one at Dixie.

18. Benefits

The associate's degree supports mission and core values of Weber State University by offering members of the surrounding community a degree-bearing program that is open enrollment and related to area employment opportunities in schools. In addition, the proposal supports and promotes the Utah Women and Education Initiative. In this effort, the associate's degree will allow women to return to school at a later time, if necessary, to complete a bachelor's degree in education.

The proposal also supports the Utah Higher Ed 2020 plan. Strategic priority one from the plan states: "Increase the rate of student participation in higher education (postsecondary education programs). This includes enrolling more and better-prepared students in college directly from high school. It also means increasing the participation rate of returning adult learners from across all regions of the state." This proposal will support the FEA "pipeline" already in place for high school seniors.

19. Consistency with Institutional Mission

Weber State University's mission is two-fold: offering two-year associate's degrees like a community college and university four-year baccalaureate degrees. The Department of Teacher Education has had consistently high enrollment and success with BS degrees and will likely continue to see this success with the AS degree. The degree also will support community connections.

Program and Student Assessment

20. Program Assessment

The proposed program contains general education courses that will be assessed as part of the university review process. The required support courses are identical to those required in the accredited bachelor's degree in Elementary Education.

21. Expected Standards of Performance

General education courses provide a foundation of content knowledge for students majoring in education programs. In addition to acquiring general knowledge, the support courses proposed in this program also help students make connections between the content of general education courses and the educational process.

At the conclusion of the program students are expected to possess the knowledge and skills necessary to be admitted to the bachelor's programs in Teacher Education.

Students completing the AS in Pre-Education will be able to:

- Use effective oral and written communication skills
- Describe key concepts in language arts, science, social studies, and mathematics as they relate to education
- Identify developmentally appropriate practices for the instruction of children
- Apply concepts of the arts to education of children

Assessment of these skills will be done within the courses. However, students may choose to complete requirements for admission into the BS degree in Elementary Education or Special Education. The admission requirements include (a) Praxis II, a standardized test of general knowledge; (b) CAAP writing test, an ACT-produced measure of writing; (c) a writing sample; and (d) an interview.

Program Curriculum

22. All Program Courses

PRE- EDUCATION, ASSOCIATE OF SCIENCE (AS)

THE PROGRAMS

The Associate of Science in Pre-Education is a two-year program designed to prepare students for the elementary or special education bachelors programs. Students completing this program will develop skills and receive the hands-on experience necessary to be accepted into the professional courses offered at the university level. Course work will satisfy the General Education requirements for the first two years of a bachelor's degree in elementary or special education.

PREREQUISITES

It is the responsibility of the student to examine each course description to determine whether prerequisite classes are required. Prerequisites must be satisfied before a class may be taken.

GENERAL EDUCATION REQUIREMENTS (36-38 credit hours)

CORE REQUIREMENTS

COMPOSITION (3 credit hours) - grade of C or above

ENGL EN2010, Intermediate College Writing

QUANTITATIVE LITERACY (4 credit hours) - grade of C or above

MATH QL1050, College Algebra

AMERICAN INSTITUTIONS (3 credit hours) - Completion of one of the following courses with a grade of C or above:

POLS AI1100, American National Government OR

HIST AI1700, American Civilization OR

ECON AI1740, Economic History of the United States

Present advanced placement credit in American History, American Government or suitable transfer courses from other institutions.

COMPUTER & INFORMATION LITERACY (2 to 4 credit hours) - Successful completion of approved four-part **(A, B, C, D)** requirement.

Part A. WORD PROCESSING

NTM TA1501 ½ credit exam OR

NTM TA1701 Intro to Word Processing (1 credit course)

Part B. OPERATING SYSTEMS, E-MAIL, AND ELECTRONIC PRESENTATIONS

NTM TB1502 ½ credit exam OR

NTM TB1702 Intro to Microcomputers, E-mail, Operating Systems, and Electronic Presentations (1 credit course)

Part C. SPREADSHEETS

NTM TC1503 ½ credit exam OR

NTM TC1703 Intro to Spreadsheets (1 credit course)

Part D. INFORMATION LITERACY (Library and Internet research skills)

NTM TD1504 ½ credit exam OR

LIBS TD2604 Information Resources in Education (one credit online course)

Please note: Parts A, B, and C can be satisfied by taking NTM 1700 (3)

BREADTH REQUIREMENTS

HUMANITIES and CREATIVE ARTS (9 credit hours).

COMM HU1020 Principles of Public Speaking (3) OR

COMM HU2110 Interpersonal and Small Group Communication (3)

AND select 6 additional credit hours, with at least 3 from Creative Arts (Don't duplicate departments)

Humanities

ENGL 2200 Introduction to Literature (3)

ENGL 2220 Introduction to Fiction (3)

ENG 3510 World Literature (3)

MUSC HU1043 Music, the Arts & Civilization (3)

Creative Arts

ART CA1010 Intro to the Visual Arts (3)

ART CA1030 Studio Art for the Non-art Major (3)

DANC CA/DV1010 Intro to Dance (3)

MUSC CA/DV1040 Music of World Cultures (3)

THEA CA1033 Acting I (3)

SOCIAL SCIENCES (6 credit hours)

CHF 1500 Human Development AND

GEOG SS/DV 1300 Places and Peoples of the World (3) OR

GEOG SS/DV 1520 Geography of the United States and Canada (3)

PHYSICAL SCIENCES AND LIFE SCIENCES (9 credit hours with at least 3 credit hours from Physical Science and 3 credit hours from Life Science).

Select one of the following to satisfy the science with a lab requirement (May not duplicate departments):

GEO 1350 Principles of Earth Science (3) OR

CHEM 1360 or PHYS 1360 Principles of Physical Science (3) OR

BTNY 1370 or MICR 1370 or ZOOL 1370 Principles of Life Science (3)

AND

6 additional credit hours from the following courses:

PHYS 1010 Elementary Astronomy (3)

MICR 1153 Elementary Public Health (3)

HLTH 1020 / NUTR 1020 Foundations of Nutrition (3)

SUPPORT COURSE REQUIREMENTS (23-25 credit hours)

EDUC 1010 Exploring Teaching (3)

EDUC 2010 Human Exceptionality (3)

ENGL 3300 Children's Literature (3)

MATH 2010 Mathematics for Elementary Teachers I (3) grade of C or above

MATH 2020 Mathematics for Elementary Teachers II (3) grade of C or above

AND

One of the following:

ART 1030 Studio Art for the Non-art Major (3) Can not double count as Gen Ed

DANC 3640 Creative Movement in Elementary School (2)

EDUC 3430 Creative Processes in Elementary School (3)

MUSC 3824 Music for Elementary Teachers (4)

THEA 4603 Creative Drama (3)

Track-Specific Support Courses

Grades K-6

CHF 2610 Guidance Based on Developmental Theory (3)

CHF 2620 Planning Creative Experience for Young Children (3)

Grades 1-8

6 Credits in Specialization Area

Special Education

6 Credits in Specialization Area

23. New Courses to be added in the Next Five Years

None.

INFORMATION PAGE

id this program proposal receive unanimous approval within the Department? **Yes**

If not, what are the major concerns raised by the opponents?

The proposed program differs from the Associate of Science in General Studies by including specific support courses and general education courses to support work in education. The associate's of science in Early Childhood is substantially different in coursework and intent. The courses in the proposed associate's degree are identical to the required general education and support courses for the BS degrees in Elementary Education and Special Education. No other associate's degree provides this.

Indicate the number of credit hours for course work within the proposed program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the proposed program.) 23-25 credit hours