

Overview

Teacher Education faculty and staff conducted a year-long self study resulting in several recommendations pertaining to program structure. All changes proposed here have been discussed at length by the department and approved by unanimous vote.

The proposal has two parts:

1. New Associate Degree
 - a. Associate of Science in Pre-Education is a new degree proposal.
2. Revisions to Bachelors Degree programs
 - a. Elementary Education has changes in required general education, support courses, new courses, and changes to existing courses.
 - b. Special Education has changes in required support courses and changes to existing courses.
 - c. Secondary Education licensure has new courses and changes to existing courses.

The changes proposed in Elementary Education, Special Education, and Secondary Education are related and summarized in the table below. Within each program change document, the table shows each program separately.

<i>Rationale</i>	<i>Associated Changes</i>
<p>The Utah Core curriculum has increased rigor, particularly in mathematics and language arts. Teachers at all levels must meet the requirements of this curriculum and the needs of students. There is a continuing need for kindergarten teachers so a track resulting in a K-6 license is needed. However there is a need for teachers to have rigorous background knowledge in content taught in the upper grades. Therefore, a track resulting in a Grades 1-8 license would fulfill this need. In addition, teachers in special education need rigorous knowledge in mathematics to support students in K-12.</p>	<p>Elem Ed:</p> <ul style="list-style-type: none"> • K-6: 9 credit Early Childhood, 9 credit specialization • 1-8: 18 to 20 credit (mostly upper division) specialization that supports CCSS created by content departments. <ul style="list-style-type: none"> ○ Specializations currently available: Math level 2, ESL ○ 1-8 track majors could also elect to pursue a content teaching minor. <p>Special Ed: Require MATH 2010 and MATH 2020</p>

<p>There is a desire for a common foundational level for Early Childhood, Elementary, and Special Education majors inasmuch as all teachers in the elementary level work together. This led to rearrangement of courses within levels and blocks.</p>	<p>Elem Ed and Special Ed:</p> <ul style="list-style-type: none"> • Require all Elementary and Special Education students take EDUC 2010 Human Exceptionality (3). Early Childhood Education and double majors in Early Childhood Education and Elementary Education may take either EDUC 2010 (3) or CHF 3500 (3) • Add new course EDUC 3270 Differentiation and Collaboration for Inclusive Teaching (3) in Level 1 (replaces EDUC 3260 (3) for Elem Ed and EDUC 4520 (3) for SpEd). • Rearrange courses within professional levels to accommodate changes. <p>Special Ed: New requirement to take EDUC 3120 Reading Instruction in the Primary Grades (3) with Elem Ed majors</p>
<p>Graded practica will allow greater knowledge of prospective teachers' abilities in the classroom without the performance being "hidden" by coursework.</p>	<p>Elem Ed: Add new courses EDUC 3210 (2) Elementary Level II Practicum and EDUC 4210 (3) Elementary Level III Practicum</p> <p>Special Ed: Require EDUC 4521 (2) Practicum in Special Education</p> <p>Secondary Ed: Add new course EDUC 3910 (2) Secondary Education Practicum</p>
<p>The addition of graded practica should have minimal impact on credit hours required.</p>	<p>Elem Ed:</p> <ul style="list-style-type: none"> • Combine HLTH 4300 and PEP 3630 into a new course: PEP/HLTH 3620 (3) PE and Health for Elementary Teachers (proposed new course from HPHP) • Replace EDUC 2000 with GenEd specific course (GEOG 1300 or GEOG 1520) <p>Special Ed: Reduce credits for each of the following: EDUC 4640, 4650, 4660 from 4 hours to 3 hours.</p> <p>Secondary Ed: Reduce credits in each of the following: EDUC 3220, 3930, 3260 from 3 hours to 2 hours</p>
<p>Ensure that education students have necessary technology skills, without increasing additional credits</p>	<p>Elem Ed: New course EDUC 3115 (2) Media Integration in Elementary School Settings (replaces EDUC 3110)</p> <p>Sec Ed: New course EDUC 3315 (1) Media Integration in Secondary School Settings.</p>

New Courses

Elementary Education

EDUC 3270 Differentiation and Collaboration for Inclusive Teaching (3)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA-04) mandates that students with disabilities be educated “to the maximum extent appropriate with children who are not disabled.” The expectation is that students with disabilities will have access to, and make adequate progress in, the general curriculum. Therefore, it is essential for general educators and special educators to work collaboratively. This course is designed to provide pre-service teachers with the knowledge and skills of effective inclusive teaching practices. Pre-requisite: Admission to Teacher Education.

Justification

IDEA requires that students with disabilities be educated with mainstream students as far as possible. Therefore, it is essential for elementary education and special education pre-service teachers to learn to collaborate and differentiate instruction to meet the needs of all students. This course focuses on providing pre-service teachers with the knowledge and skills necessary for effective inclusive teaching practices.

EDUC 3210 Elementary Level II Practicum (3)

The purpose of this practicum is to provide students with opportunities to design and implement integrated instruction in the elementary grades. Instruction will focus on integrating the arts, healthy lifestyles, and literacy. Students are required to spend 40 hours in an assigned classroom. This practicum is associated with courses in Level II of Elementary Education. Co-requisites: EDUC 3100, EDUC 4340, EDUC 3240, PEP/HLTH 3620.

Justification

Practical application of theory in the classroom setting is a vital outcome for teacher preparation. Having a graded practicum allows a means of determining if teacher candidates possess the ability to implement the knowledge, skills, and dispositions necessary to succeed as a teacher.

EDUC 3115 Media Integration in Elementary Education Settings (2)

This course focuses on how to create media to support and apply research-based principles for learning into educational environments. The curriculum is based on Core Curriculum skills for students in the K-8 setting. The course provides licensure candidates with technology proficiencies for integrating technology into teaching. Prerequisite: NTM TA 1510, TB 1502, TC 1503. Co-requisites: EDUC 4300, EDUC 4320, EDUC 4330, EDUC 3280, and EDUC 4210.

Justification

Elementary teachers in today’s classrooms need to have the skills to integrate technology into teaching. They need to have skills that allow them to teach about and teach with technology resources that are available in secondary schools. Likewise, elementary teachers need to have the skills to analyze media sources available and teach these skills to their students.

EDUC 4210 Elementary Level III Practicum (3)

The purpose of this practicum is to provide students with opportunities to design and implement integrated instruction in the elementary grades. Instruction will focus on instruction of core subjects including language arts, mathematics, science, and social studies. Students are required to spend 60 hours in an assigned classroom. This practicum is associated with courses in Level III of Elementary Education. Co-requisites: EDUC 4300, EDUC 4320, EDUC 4330, EDUC 3280, EDUC 3115.

Justification

Practical application of theory in the classroom setting is a vital outcome for teacher preparation. Having a graded practicum allows a means of determining if teacher candidates possess the ability to implement the knowledge, skills, and dispositions necessary to succeed as a teacher.

Secondary Licensure

EDUC 3315 Media Integration in the Secondary School Setting (1)

This course focuses on how to create media to support and apply research-based principles for learning into the educational environments. The curriculum is based on Core Curriculum skills for students in grades 9-12.

The course content provides teacher licensure candidates with technology proficiencies for integrating

technology into teaching. Prerequisite: TBE TA 1510, TB 1502, TC 1503

Co-requisite: EDUC 3220, EDUC 3260, EDUC 3900, EDUC 3930, and EDUC 3910

Justification

Secondary teachers in today's classrooms need to have the skills to integrate technology into teaching. They need to have skills that allow them to teach about and teach with technology resources that are available in secondary schools. Likewise, secondary teachers need to have the skills to analyze media sources available and teach these skills to their students.

EDUC 3910 Secondary Education Practicum (2)

The purpose of this practicum is to provide students with opportunities to design and implement content-specific instruction at the secondary level. Students are required to spend 40 hours in an assigned classroom.

Co-requisites: EDUC 3220, EDUC 3260, EDUC 3900, EDUC 3930, EDUC 3315.

Justification

Practical application of theory in the classroom setting is a vital outcome for teacher preparation. Having a graded practicum allows a means of determining if teacher candidates possess the ability to implement the knowledge, skills, and dispositions necessary to succeed as a teacher.

Revised Courses

Special Education

Each of the following has a credit hour change from 4 credits to 3 credits. The credit hour change is a reflection of the removal of the practicum from each course. A separate graded practicum will allow a better evaluation of prospective teacher knowledge, skills, and dispositions. This brings more alignment between the Special Education major and Elementary Education major in which graded practica will be used.

Current Catalog Description	New Catalog Description
<p>EDUC 4640 - Validated Instructional Methods and Practicum: Mathematics (4)</p> <p>This course is designed to introduce principles and techniques for diagnosis and remediation of mathematics problems. The course will cover student characteristics and school setting demands that contribute to lack of success in mathematics classrooms. Field experience required. (Special Education majors only). Prerequisite: EDUC 4510, EDUC 4520, EDUC 4650, EDUC 4550 with B- or above.</p>	<p>EDUC 4640 Validated Instructional Methods: Mathematics (3)</p> <p>This course is designed to introduce principles and techniques for diagnosis and remediation of mathematics problems. The course will cover student characteristics and school setting demands that contribute to lack of success in mathematics classrooms. Prerequisite: EDUC 4515. Co-requisite: EDUC 4521.</p>

<p>EDUC 4650 - Validated Instructional Methods and Practicum: Reading (4)</p> <p>This course is designed to introduce principles and techniques for diagnosis and remediation of reading problems. The course will cover student characteristics and school setting demands that contribute to lack of success in reading classrooms. Field experience required. Prerequisite: Admission to Teacher Education.</p>	<p>EDUC 4650 Validated Instructional Methods: Reading (3)</p> <p>This course is designed to introduce principles and validated strategies for teaching reading to students with mild/moderate disabilities. The course will cover student characteristics and school setting demands that contribute to lack of success in reading. Prerequisite: EDUC 4530, EDUC 4530, EDUC 4550, EDUC 4640, EDUC 4521. Co-requisite: EDUC 4581</p>
<p>EDUC 4660 - Validated Instructional Methods and Practicum: Written Expression (4)</p> <p>This course is designed to introduce principles and validated strategies for teaching written expression to students with mild/moderate disabilities. The course will cover student characteristics and school setting demands that contribute to lack of success in written expression. Field experience required. Prerequisite: EDUC 4640, EDUC 4530, EDUC 4540, EDUC 4580 with B- or above.</p>	<p>EDUC 4660 Validated Instructional Methods: Written Expression (3)</p> <p>This course is designed to introduce principles and validated strategies for teaching written expression to students with mild/moderate disabilities. The course will cover student characteristics and school setting demands that contribute to lack of success in written expression. Prerequisite: EDUC 4530, EDUC 4530, EDUC 4550, EDUC 4640, EDUC 4521. Co-requisite: EDUC 4581</p>

Secondary Licensure

Each of the following has a credit hour change from 3 credits to 2 credits. The credit hour change is a reflection of the removal of the practicum from each course. A separate graded practicum will allow a better evaluation of prospective teacher knowledge, skills, and dispositions. This brings more alignment between the Special Education major and Elementary Education major in which graded practica will be used.

Current Catalog Description	New Catalog Description
<p>EDUC 3200S DV - Foundations of Diversity: Culturally, Linguistically Responsive Teaching (Secondary)(3) F, Sp</p> <p>Rationales, concepts, practice provide a scope of understanding and awareness regarding the role of cultural and language pluralism in school and society. Foundations and theories on the role of family and community influence on student values. Experiences intended to develop basic skills in personal interaction and adaptation to teaching diverse populations. Should be taken concurrently with other courses in the Secondary Teacher Education Core (EDUC 3260S, EDUC 3900, and EDUC 3930).</p>	<p>EDUC 3220 Foundations of Diversity (2) F, Sp</p> <p>Rationales, concepts, practice provide a scope of understanding and awareness regarding the role of cultural and language pluralism in school and society. Foundations and theories on the role of family and community influence on student values. Experiences intended to develop basic skills in personal interaction and adaptation to teaching diverse populations. Prerequisite: Admission to Teacher Education. Co-requisites: EDUC 3260, EDUC 3900, EDUC 3315, EDUC 3910, and EDUC 3930</p>

<p>EDUC 3260S DV - The Exceptional Student (Secondary) (3) F, Sp</p> <p>Students will learn about the learning and social characteristics of young people with exceptionalities—that is, disabilities (physical, mental, learning) or giftedness—and about public policy and services available to them. As future teachers, they will learn about how such individuals are identified and served by the school system, what strategies are effective for instructing them, and roles and responsibilities of school personnel in providing appropriate educational experiences for all students in an inclusive classroom. Field experience required. Should be taken concurrently with the other courses in the Secondary Teacher Education Core (EDUC 3200S, EDUC 3900, and EDUC 3930).</p>	<p>EDUC 3260 - The Exceptional Student (2) F, Sp</p> <p>Students will learn about the learning and social characteristics of young people with exceptionalities—that is, disabilities (physical, mental, learning) or giftedness—and about public policy and services available to them. As future teachers, they will learn about how such individuals are identified and served by the school system, what strategies are effective for instructing them, and roles and responsibilities of school personnel in providing appropriate educational experiences for all students in an inclusive classroom. Prerequisite: Admission to Teacher Education. Co-requisites: EDUC 3220, EDUC 3900, EDUC 3315, EDUC 3930, EDUC 3910</p>
<p>EDUC 3930 - Reading and Writing Across the Secondary Curriculum (3) F, Sp</p> <p>This course will focus on assessment of reading comprehension of students, and decisions teachers make concerning methods, materials and procedures based on those assessments. Teacher candidates will integrate literacy skills (vocabulary, study skills, comprehension development and writing) within their respective content areas and teach sample lessons to secondary students. Field experience required. Should be taken concurrently with the other courses in the Secondary Teacher Education Core (EDUC 3200S, EDUC 3260S, and EDUC 3900).</p>	<p>EDUC 3930 - Reading and Writing Across the Secondary Curriculum (2) F, Sp</p> <p>This course will focus on assessment of reading comprehension of students, and decisions teachers make concerning methods, materials and procedures based on those assessments. Teacher candidates will integrate literacy skills (vocabulary, study skills, comprehension development and writing) within their respective content areas and teach sample lessons to secondary students. Prerequisite: Admission to Teacher Education. Co-requisite: EDUC 3220, EDUC 3260, EDUC 3315, EDUC 3910, and EDUC 3900</p>

Changed Required Courses

Elementary Education

To minimize the impact of adding graded practicum, Elementary Education majors will be required to take either GEOG 1300 Places and Peoples of the World or GEOG 1520 Geography of the United States and Canada to fulfill General Education SS requirement. This will also provide content in social studies and allows the removal of the requirement to take EDUC 2000 Social Studies Concepts for Elementary Teachers.

A common foundational level of courses for both Elementary Education and Special Education majors will strengthen both programs, particularly as it pertains to collaboration in schools. The new course in collaboration (EDUC 3270, see description above) requires knowledge of basic ideas in special education law. Therefore, EDUC 2010 Human Exceptionality is added to the requirements for Elementary Education majors. This is an existing requirement for Special Education majors.

Special Education

To increase parity between Special Education and Elementary Education, MATH 2010 and 2020 will also be required of Special Education majors.

Within the common foundational level of courses for both Elementary Education and Special Education is a course in primary reading (EDUC 3120 Reading Instruction in the Primary Grades). This is a new required course for Special Education majors.

EDUC 4521 Practicum in Special Education is an existing course that has not been required. It will serve as the graded practicum for Special Education majors rather than adding a new course.