

PROGRAM CHANGES
WEBER STATE UNIVERSITY

Submission Date:

College: **Education**

Department: Teacher Education

Program Title: Elementary Education

Check all that apply:

New course(s) required for major, minor, emphasis, or concentration.

Modified course(s) required for major, minor, emphasis, or concentration.

Credit hour change(s) required for major, minor, emphasis, or concentration.

Credit hour change(s) for a course which is required for the major, minor, emphasis, or concentration.

Attribute change(s) for any course.

Program name change.

Deletion of required course(s).

Other changes (specify)

Change in required support courses and change to composition of "blocks" of courses after admission to Teacher Education

JUSTIFICATION:

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.

<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>	<ul style="list-style-type: none"> • K-6: 9 credit Early Childhood, 9 credit specialization • 1-8: 18-20 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>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>	<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 or CHF 3500 • Add new course EDUC 3270 Differentiation and Collaboration for Inclusive Settings (3) in the Level I. (Replaces EDUC 3260 (3) for Elem Ed) • Rearrange courses within professional levels to accommodate changes.
<p>Graded practica will allow greater knowledge of prospective teachers' abilities in the classroom without the performance being "hidden" by coursework.</p>	<p>New Courses: EDUC 3210 Elementary Level II Practicum (2), and EDUC 4210 Elementary Level III Practicum (3)</p>
<p>The addition of graded practica should have minimal impact on credit hours required.</p>	<ul style="list-style-type: none"> • Combine HLTH 4300 and PEP 3630 into a new course PEP/HLTH 3620 Methods for Teaching PE and Health for Elementary Teachers (3) • Replace EDUC 2000 with GenEd specific course (GEOG 1300 or GEOG 1520) (3)
<p>Ensure that education students have necessary technology skills, without increasing additional credits</p>	<p>New course EDUC 3115 Media Integration in Elementary School Settings (2) (replaces EDUC 3110 (2))</p>

Elementary Education BACHELOR'S DEGREE (BS)

- **Program Prerequisite:** Provisional admission to a Teacher Education Program (see the admission requirements described under the [Teacher Education Department](#)).
- **Minor/Specialization:** K--6 Early childhood education (9 hours) and another area (9 hours); Grades 1-8 One subject area specialization (~~9 or~~ 18 hours) **or** a teaching minor (16 hours minimum) must be selected.
- **Grade Requirements:** Elementary Education majors must maintain a cumulative GPA of 3.00 or higher in all college/university work and at least a "B-" grade in each professional education course to continue in the program. Elementary Education majors must also achieve at least a "C" grade in MATH 2010 and MATH 2020.
- **Credit Hour Requirements:** A minimum of 120 credit hours is required for graduation; a minimum of ~~46~~55 of these is required within the Elementary Education major. A total of 40 upper division credit hours is required (courses number 3000 and above)).

Admission Requirements

Declare a ~~program of study (see Program of Study (Major/Minor) Declaration)~~ program of study. Follow the provisional admission requirements outlined under the Teacher Education department.

Advisement

All Elementary Education majors should meet with an advisor in the Teacher Education Advisement Center and from the Department of Teacher Education. Call 801-626-6309 for more information or to schedule an appointment. [See weber.edu/COE/tedadvice.html](http://See.weber.edu/COE/tedadvice.html)

For Elementary Education majors, there are 4 areas of course work that are required: I. University and General Education Requirements; II. Support Courses; III. Subject Area Specialization; and IV. Professional Education Courses; ~~and IV. Subject Area Specialization(s)~~. Details for each of these required areas follow.

General Education.

- ***I. University and General Education Requirements***

Refer to Degree and General Education Requirements for Bachelor of Science requirements. The following courses required for the Elementary Education major will also satisfy general education requirements: COMM HU1020 or COMM HU2110, GEOG SS/DV1300 OR GEOG SS/DV1520, and CHF SS1500 and MATH QL1050.

Meeting the general education science requirements may not meet elementary education science requirements. Following the suggested guidelines below will assure that both university general education and Elementary Education requirements are met.

Students pursuing a BS degree must take 9 credit hours, at least one (1) course from a life science group and at least one (1) course from a physical science group. One of the courses must be PS1350 (Principles of Earth Science), PS1360 (Principles of Physical Science), or LS1370 (Principles of Life Science), or at least one science lab course.

Major Course Requirements for BS Degree ~~resulting in a K-6 License~~

~~II. Support Courses Required (or equivalent) (36-38-26-28 credit hours, 17-19 without GenEd)~~

- CHF SS1500 Human Development (3)
- ~~• CHF 2610 Guidance Based on Developmental Theory (3) Must be completed prior to Level I~~
- ~~• CHF 2620 Planning Creative Experiences for Young Children (3) Must be completed prior to Level I~~
- COMM [HU1020](#) Principles of Public Speaking (3) **OR**
- COMM [HU 2110](#) Interpersonal & Small Group Communication (3)
- EDUC 1010 – Exploring Teaching (3)
- ~~EDUC 2000 Social Studies Concepts for Elementary Teachers~~
- EDUC [2010 Human Exceptionality](#) (3) Note: Early Childhood Education majors and double majors in Early Childhood Education and Elementary Education may take CHF 3500
- ENGL 3300 Children's Literature (3)
- ~~• HLTH 4300 Health Education in the Elementary School (2)~~
- ~~[GEOG SS/DV 1300 Places and Peoples of the World \(3\) OR](#)~~
- ~~[GEOG SS/DV 1520 Geography of the United States and Canada \(3\)](#)~~
- MATH 2010 – Mathematics for Elementary Teachers **I** (3)
 - Grade of C or above required
- MATH 2020 – Mathematics for Elementary Teachers **II** (3)
 - Grade of C or above required

at least one course from the following

- ART CA1030 Studio Art for the Non-Art Major (3)
- EDUC 3430 Creative Processes in Elementary School (3)
- DANC 3640 Creative Movement in Elementary School (2)
- MUSC 3824 Music for Elementary Teachers (4)
- THEA 4603 Creative Drama (3)

In addition

~~Based on a technology proficiency assessment, students will complete one of the following prior to or concurrent with Level~~

- ~~• EDUC 3110 Instructional Technology (2)~~
- ~~• EDUC 3370 Advanced Instructional Technology (2)~~

III. Courses Required (18 credit hours)

K-6 Track: Complete 9 hours

CHF 2610 Guidance Based on Developmental Theory (3)

Must be completed prior to Level 1

CHF 2620 Planning Creative Experiences for Young Children (3)

Must be completed prior to Level 1

CHF 4711 Advanced Guidance and Planning for Teacher Education (3)

Taken with Level 1 courses

~~Complete~~ *In addition, complete a 9-hour specialization in one of the areas listed below. For further information concerning the courses involved in the areas of specialization, see the Teacher Advisement Center, ED230.*

- a. Art
- b. Early Childhood
- c. Educational Computing
- d. English as a Second Language (ESL)
- e. Fine Arts
- f. Foreign Language
- g. General Science
- h. Mathematics
- i. Multicultural Education
- j. Music
- k. Physical Education
- l. Reading/Language Arts
- m. Social Science
- ~~n. Special Education (Mild/Moderate)~~

~~To extend license to~~ Grades 1-8 Track (18 credit hours or approved teaching minor)

Complete an ~~18-hour~~ area of specialization in one of the areas listed below, or a teaching minor. ~~(See the Secondary Education section (see secondary education for teaching a list of minors).~~ For further information concerning the courses involved in the areas of specialization, see the Teacher Advisement Center, ED230.

- a. English as a Second Language (ESL)

b. Mathematics

Note:***IV. Professional Education Courses Required (55 credit hours)***

Admission to teacher education is required prior to enrollment in Professional Education courses.

Level 1 (12 credit hours, or 15 credit hours for K-6 track, includes practicum)

Note: Level 1 for K=6 Track include CHF 4711 and is 15 hours. CHF 4711 must be taken during this level, credit hours shown under Required Area of Specialization (Level 1 for K-6 Track 15 credit hours)

- [EDUC 3200 Culturally, Linguistically Responsive Teaching \(3\)](#)
- [EDUC 3270 Differentiation and Collaboration for Inclusive Teaching \(3\)](#)
- EDUC 3120 Reading Instruction in the Primary Grades [K-2] (3)
- EDUC 3140 Educational Psychology, Interpersonal Skills & Classroom Management (3)
- CHF 4711 Advanced Guidance and Planning for Teacher Education (3) **K-6 Only**

Level 2 (14 credit hours)

- [EDUC 3100 Instructional Planning and Assessment \(3\)](#)
- [EDUC 4340 Integrated Arts Methods \(3\)](#)
- [EDUC 3240 Reading Instruction in the Intermediate Grades \[3--6\] \(3\)](#)
- [PEP/HLTH 3620 Methods of Teaching PE and Health for Elementary Teachers \(3\)](#)
- [EDUC 3210 Elementary Level II Practicum \(2\)](#)

Level 3 (17 credit hours)

- EDUC 4300 Elementary Mathematics Methods (3)
- EDUC 4320 Elementary Language Arts Methods (3)
- EDUC 4330 Elementary Science Methods (3)
- [EDUC 3280 Elementary Social Studies Methods \(3\)](#)
- [EDUC 4210 Elementary Level III Practicum \(3\)](#)
- [EDUC 3115 Media Integration for Elementary Education Settings \(2\)](#)

Level 4 (12 credit hours)

- EDUC 4840 Student Teaching in Elementary Education (8)
- EDUC 4850 Integrated Elementary Education Student Teaching Seminar and Synthesis (4)

The Professional Education component of the Elementary Education major requires four semesters to complete. Therefore, it is very important that candidates have completed the General Education requirements and have taken at least some of the required Support Courses prior to entering the program. Because of possible scheduling difficulties, failure to do so could mean spending an extra semester (or more) in completing the program.

INFORMATION PAGE

Did this program change receive unanimous approval within the Department? YES

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

Explain any effects this program change will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program.**

These changes will potentially increase enrollment in GEOG 1300 and GEOG 1520 as students use these as the required SS Gen Ed courses.

The changes will have a small impact on students seeking a degree in Early Childhood Education, as well as those seeking a double major in Elementary Education and Early Childhood Education. The rearrangement of courses within the professional levels may require some minor adjustments if other courses in CHF are taken simultaneously.

The Child and Family Studies courses currently part of the Elementary Education program (CHF 2610, 2620, and 4711) will likely see small reductions in enrollment as students following the 1-8 Track will not be required to take these courses.

Indicate the number of credit hours for course work within the program. (Do not include credit hours for General Education, Diversity, or other courses unless those courses fulfill requirements within the proposed program.) Elementary Education: 90-92

Indicate the number of credit hours for course work within the current program. (Do not include credit hours for General Education, Diversity, or other courses unless those courses fulfill requirements within the current program.) Elementary Education: 93-95

Course Name: Differentiation and Collaboration for Inclusive Teaching

Course Prefix: EDUC

Course Number: 3270

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 9/20/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

new

New/Revised Course Information:

Subject: EDUC

Course Number: 3270

Course Title: Differentiation and Collaboration for Inclusive Teaching

Abbreviated Course Title: Differentiation for Inclusion

Course Type: LEC

Credit Hours: 3

Contact Hours: Lecture 45

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Admission to Teacher Education

Course description (exactly as it will appear in the catalog, including prerequisites):

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 preservice teachers with the knowledge and skills of effective inclusive teaching practices. Pre-requisite: Admission to Teacher Education.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

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 preservice teachers with the knowledge and skills necessary for effective inclusive teaching practices.

INFORMATION PAGE for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No. This course is designed to facilitate collaboration between special education and elementary education majors. No other course in our program offers this content or course format.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No other course on campus is designed for pre-service teachers to learn to work with students with disabilities from both the elementary and special education perspective.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

EDUCATION 3270
Differentiation and Collaboration for Inclusive Teaching
3 semester hours

Course Description:

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 preservice teachers with the knowledge and skills of effective inclusive teaching practices. Prerequisite: Admission to Teacher Education.

Required Materials:

1. The course reading materials will consist of a reading packet combining the content from three different texts. Additional articles and information briefs will be available through the course website.
 Friend, M. & Bursuck, W.D., (2012). Including students with special needs: A practical guide for classroom teachers, 6th Ed. Boston: Pearson Education, Inc.
 Friend, M. & Cook, L. (2013). Interactions: Collaboration skills for school professionals, 7th Ed. Boston: Pearson Education, Inc.
 Lewis, R.B. & Doorlag, D.H., (2011). Teaching students with special needs in general education classrooms, 8th Ed. Boston: Pearson Education, Inc.
2. Eraser board, erasable marker and cleaning materials
3. Guided notes, assignment guidelines and miscellaneous information to be downloaded weekly from the class website (www.wsuonline.weber.edu)

Course Outcomes

WSU’s teacher preparation conceptual framework theme is “*Student Achievement: Students, Teachers, & Communities Working Together.*” The model that illustrates the program’s purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: *Reflecting, Engaging, and Collaborating*. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. View the conceptual framework, INTASC Standards and the critical performances for each level on the teacher education website.

Course Objectives:

Upon completion of this course, the student will know or be able to do the following Council for Exceptional Children (CEC) Initial Common Core (ICC) and Individualized General Education Curricula (IGC) Standards, (*What Every Special Educator Must Know: Ethics, Standards, and Guidelines*, 6th Ed., 2009):

Standard 1: Foundations

ICC1K4 - Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs

IGC1K8 - Principles of normalization and concept of least restrictive environment

Standard 2: Development and Characteristics of Learners

ICC2K5 - Similarities and differences of individuals with and without exceptional learning needs

Standard 3: Individual Learning Differences

ICC3K5 - Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences

Standard 4: Instructional Strategies

ICC4S3 - Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs

ICC4S5 - Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem

IGC4S1 - Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs

IGC4S3 - Teach learning strategies and study skills to acquire academic content

IGC4S7 - Use appropriate adaptations and technology for all individuals with exceptional learning needs

Standard 5: Learning Environments and Social Interactions

ICC5K1 - Demands of learning environments

ICC5K2 - Basic classroom management theories and strategies for individuals with exceptional learning needs

ICC5K3 - Effective management of teaching and learning

ICC5K4 - Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs

IGC5K2 - Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs

IGC5K3 - Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings

ICC5S4 - Design learning environments that encourage active participation in individual and group activities

ICC5S5 - Modify the learning environment to manage behaviors

ICC5S11 - Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs

IGC5S6 - Establish a consistent classroom routine for individuals with exceptional learning needs

Standard #7: Instructional Planning

IGC7K1 - Integrate academic instruction and behavior management for individuals and groups with exceptional learning needs

ICC7S1 - Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs

Standard #9: Professional and Ethical Practice

ICC9S5 - Demonstrate commitment to developing the highest education and quality-of- life potential of individuals with exceptional learning needs

Standard #10: Collaboration

ICC10K1 - Models and strategies of consultation and collaboration.

ICC10K2 - Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

ICC10K4 - Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

IGC10K4 - Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptional learning need

ICC10S1 - Maintain confidential communication about individuals with exceptional learning needs.

ICC10S7 - Use group problem-solving skills to develop, implement, and evaluate collaborative activities.

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student's admission to the Teacher Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Appropriate Use of Technology

- Cell Phones: Please turn off during class time. If you must be accessible, put on vibration mode and leave the classroom to accept calls.
- Texting is not appropriate during class time.
- Laptops or Tablets may be used for class purposes only (e.g., taking notes). Web Surfing and e-mailing during class time will result in loss of the privilege.

Late Assignments:

Assignments will NOT be accepted after one week past the due date. Late submissions will result in the loss of 10% of the points earned.

Student Evaluation:

<u>Assignments</u>	<u>Points</u>
IRIS Module 4@ 15	60
TAT Paper	15
Co-teaching Lesson	20
Co-teaching Presentation	20
Co-teaching Lesson Reflection	10
Bi-weekly Quizzes 5 @ 15	75
Final Exam	50
Attendance Points 3@ 13	40
Total Points Possible	290

Grading Scale:

A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	65-69%
E	64% and below

Course Requirements:

1. **Bi-Weekly Quizzes:** Five quizzes will be administered over the course of the semester. Throughout the semester quizzes covering the information from the book chapters, assigned readings, and chapter lectures from previous class sessions will be administered. Students are responsible for the required reading and the guided lecture notes.
2. **IRIS Online Modules:** Complete each step of the assigned module (Challenge, Thoughts, Perspectives, Assessment, and Wrap-Up). **Submit responses to the Assessment questions.** (4 @ 15 points; 60 points total). The modules can be found at www.iriscenter.com
 - a. *Effective School Practices: Promoting Collaboration and Monitoring Student's Academic Achievement.* **Due**
 - b. *The Prereferral Process: Procedures for Supporting Students with Academic and Behavioral Concerns.* **Due**
 - c. *Classroom Management: Learning the Components of a Comprehensive Behavior Management Plan.* **Due**
 - d. *Differentiated Instruction: Maximizing the Learning of All Students.* **Due**
3. **Teacher Assistance Team Paper:** This reflective paper will consist of your reaction to the in-class activity held during session 3 of the semester. (15 points) **Due**
4. **Co-teaching Project- Adapted Lesson Presentation:** Students will work in pairs to adapt one lesson plan that demonstrates the principles of Universal Design and/or Differentiated Instruction. The lesson must be adapted to meet the needs of students with various exceptionalities including: sensory impairments (vision and hearing), physical disabilities, learning disabilities, intellectual disabilities, attention/behavioral problems, as well as typical students and gifted/talented students. The lesson must include some method of Active Student Response. Content-area information is presented in Chapters 5 - 9 of the text, but additional research should be included. (50 points) **Due**
5. **Final Exam:** A comprehensive take-home final exam will be administered. (75 points). **Due**
6. **Attendance and Participation:** Each student is expected to attend class, read the assigned material before class and to participate in class discussions, response card activities, complete the guided notes, and any other in-class activities that are conducted. Pre-service teachers are expected to demonstrate professional behavior; therefore, you are expected to attend and participate in each class session. Points are awarded for each class session.

Each class is worth three points; arriving late and leaving early will result in a loss of points. If you are going to miss class on the day of a quiz you will need to make arrangements to take the quiz early, as you will not be allowed to make up the quiz.

COURSE CALENDAR

SESSION	TOPICS	READINGS	ASSIGNMENTS DUE
1	Course Introduction The Foundation of Educating Students with Special Needs	Friend & Bursuck (2012) Chap 1	
2	Special Education Procedures and Services & Building Partnerships through Collaboration & Consultation Activity -Consultations	Friend & Bursuck (2012) Chap 2 & 3	IRIS Module: <i>Effective School Practices</i> Quiz 1
3	Teams -Professional Learning Communities -Response to Intervention Interpersonal Problem Solving Activity -Teacher Assistance Team	DuFour. Friend & Cook (2013) Chap 6	
4	Co-teaching models	Friend & Cook (2013) Chap 7 Info Brief: 6 Steps to Co-teaching	TAT Paper Quiz 2
5	Assessing Student Needs	Friend & Bursuck (2012) Chap 4	IRIS Module <i>The Pre-referral Process</i>
6	Effective Classroom Management	Lewis & Doorlag (2011) Chap 6 Info Brief: Management Tips for New Teachers	Quiz 3
7	Planning Instruction by Analyzing Classroom and Student Needs & Addressing Universal Design for Learning	Friend & Bursuck (2012) Chap 5 Info Brief: Universal Design for Learning: Improved Access for All	IRIS Module: Classroom Management: Learning the Components of a Comprehensive Behavior Management Plan
8	Differentiation & Accommodations for Students with Disabilities (Part 1)	Friend & Bursuck (2012) Chap 9 Info Brief: Great Expectations	Quiz 4
9	Differentiation & Accommodations for Students with Disabilities (Part 2)	Lewis & Doorlag (2011) Chap 5	IRIS Module: Differentiated Instruction: Maximizing the Learning of All

10	Effective Group Instruction using Active Student Response	Heward (1989, 1996) Info Brief: Using Effective Instructional Delivery	Quiz 5
11	Strategies for Independent Learning	Friend & Bursuck (2012) Chap 10	
12	Evaluating Student Learning	Friend & Bursuck (2012) Chap 11	
13			Co-Teaching Presentations
14			Co-Teaching Presentations
			Final Exam Due

Course Name:Elementary Level II Practicum

Course Prefix: EDUC

Course Number: 3210

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 10/12/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

new

New/Revised Course Information:

Subject: EDUC

Course Number: 3210

Course Title: Elementary Level II Practicum

Abbreviated Course Title: Elem Level II Practicum

Course Type: SUP

Credit Hours: 2

Contact Hours: Lecture Lab Other 40

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Co-requisites: EDUC 3100, EDUC 4340, EDUC 3240, PEP/HLTH 3620.

Course description (exactly as it will appear in the catalog, including prerequisites):

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 for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

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.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

Existing courses do not allow evaluation of practical teaching application.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

Practicum courses offered in other departments would not be appropriate for Teacher Education.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to [Faculty Senate](#) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

Course: Title: EDUCATION 3210
Credit Hours: Elementary Level II Practicum
Instructor: 2 semester hours
Class Time
Classroom:
Office:
Office hours:
Telephone:

E-mail:

Purpose:

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. Students must receive a grade of at least B-.

The student will apply the following objectives based on the Utah Effective Teaching Standards:

1. Create a positive classroom environment.
2. Integrate content area knowledge with effective teaching and management.
3. Serve as a professional role model.
4. Adapt teaching to meet the diverse needs of all students.
5. Collaborate with professionals, parents, and community members.
6. Use reflective assessment procedures to enhance the teaching and learning environment.
7. Create integrated instruction based on student needs within the Utah Core Curriculum.

Course Assignments:

Practicum grading: Grading of student performance during the semester will include (1) Cooperating Teacher Checklists, (2) Observation Evaluations, (3) Curriculum Notebook, (4) Self Observations:

(1) The Cooperating Teacher Checklist addresses classroom preparation, management, instruction, response to cooperating teacher feedback, and professional conduct. The practicum students will give the cooperating teacher enough notice to complete the checklists so that they can be turned in by the due dates. The students will also put a copy of the checklist in their practicum notebook for the supervisor to review when doing an observation. No late checklists will be accepted.

(2) Students will be observed at their practicum setting during the semester by their supervisor. The first observation is scored, but does not count towards the grade. All remaining observations at the practicum site will be scored. There will be three formal scored observations. Each observation is worth 100 points. Two of the formal observation scores must be at least 80%.

(3) The reflective notebook should be organized and set up at the beginning of the semester, and constantly maintained. It should be available and ready to grade when a supervisor comes to observe a student's teaching. The final notebook will be turned into the supervisor for a final evaluation. The notebook contains the completed cooperating teacher checklists, observation reflections and goals, self-observation reflection and resulting goals.

(4) Students will complete three self-evaluations during the semester. The practicum observation form will be used for both evaluations. Students will video tape themselves (no pupils in video tapes please) delivering the lesson and afterwards they will fill out the observation form as well as write a one-page summary of what they did well and what they want to work on. After the self-evaluation report is graded, it should be kept in the notebook.

Student Evaluation:

Title	Points
Informal Observation	0
First Formal Observation	100
Second Formal Observation	100
Third Formal Observation	100
Video Self Evaluations (25 points each)	75
Reflective Notebook: Total Points 60	
Cooperating Teacher Checklists (10 points each)	30
Initial Instructional Unit Plan	10
Response and Goal Setting	
Informal Observation	10
First Formal Observation	10
Second Formal Observation	10
Third Formal Observation	10
Final Evaluation with Summary	10
Total Points Possible	465

Students must receive a grade of at least B-.

Percentage	Grade		
95 - 100	A	77 - 79.99	C+
90 - 94.99	A -	73 - 76.99	C
87 - 89.99	B+	70 - 72.99	C -
83 - 86.99	B	65 - 69.99	D+
80 - 82.99	B -	60 - 64.99	D
		Below 60	F

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student's admission to the Teacher Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Campus Closure:

In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website <https://learn-wsu.uen.org/login> for information on how class will proceed.

Week	Activity/Due Assignments
1	Orientation
2	Initial Instructional Unit Plan
3	Informal Observation
4	Response and Goal Setting for Informal Observation
5	First Formal Observation, Teacher Checklist #1
6	Response and Goal Setting for First Formal Observation
7	Second Formal Observation
8	Video Self-evaluation #1
9	Response and Goal Setting for Second Formal Observation
10	Teacher Checklist #2
11	Video Self-evaluation #2
12	Third Formal Observation,
13	Response and Goal Setting for Third Formal Observation
14	Video Self-evaluation #3, Teacher Checklist #3
15	Final Evaluation with Summary

Course Name: Media Integration in Elementary Education Settings

Course Prefix: EDUC

Course Number: 3115

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 9/20/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

new

New/Revised Course Information:

Subject: EDUC

Course Number: 3115

Course Title: Media Integration in Elementary Education Settings

Abbreviated Course Title: Media in Elementary Schools

Course Type: LEC

Credit Hours: 2

Contact Hours: Lecture 30

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Prerequisite: TBE TA 1510, TB 1502, TC 1503

Co-requisite: EDUC 4300, EDUC 4320, EDUC 4330, EDUC 3280, and EDUC 4210

Course description (exactly as it will appear in the catalog, including prerequisites):

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 for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

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.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No. This course differs from other courses on campus in that its focus is on meeting the needs of secondary teaching candidates for future teaching requirements.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No courses overlap, as the focus in this course is on how to apply the information to the elementary teaching context.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

EDUC 3115

MEDIA INTEGRATION IN ELEMENTARY EDUCATION SETTINGS

Credit Hours: 2

This course supports the content being taught in the Level 3 Elementary Education courses in the Teacher Education Program. Understanding how to use and apply instructional technology is a required component of teaching. This course is not a lab class for other courses. This course provides practical skills for teaching with technology in educational settings. These skills are based on Common Core technology and include:

Anchor Standard for Writing K–5
Production and Distribution of Writing
Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Anchor Standard for Language Arts
Integrate multimedia components (e.g., graphics, sound) and visual displays of information into presentations when appropriate to enhance the development of main ideas or themes, clarify meaning, and support teaching of concepts.
Supporting Skills to include such skills as the ability to:
Create visual and multimedia elements to contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Use technology to produce and publish writing as well as to interact electronically and collaborate with others.
Create information to present visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)
Introduce a topic; organize ideas, concepts, and information, using technology strategies that show understanding of formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia used to aid comprehension.
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Catalog Description:

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. Co-requisites: EDUC 4300, EDUC 4320, EDUC 4330, EDUC 3280, EDUC 4210.

Prerequisite:

Completion of the technology literacy requirements (NTM TA1501, TB1502, and TC1503) through course work or testing and successful completion of course prerequisite to Level 3 training.

Course Outcomes/Objectives:

The WSU teacher preparation conceptual framework theme is Student Achievement: Students, Teachers, & Communities Working Together through programs, purposes, philosophy, outcomes and evaluation. There are three overlapping components in the model: *Reflecting, Engaging, and Collaborating*. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework.

The purpose of this course is to insure students' technology skills in the use of hardware and software technologies to support teaching with and applying educational technology skills and knowledge in grades K-8 classroom environments. This class is to prepare teacher candidates to teach with and about technology in grades K-8 settings. The curriculum in this course also teaches skills necessary to support the 6 areas of the National Educational Technology Standards for Students (NETS-S) guidelines for technology literacy used by the State of Utah as the foundation for educational technology literacy for primary grade students. Utah adopted the NETS-S standards for all students graduating from K-12 schools as of Fall 2002; all public education students must either take and pass Computer Technology course or pass an alternative certification tests provided by Certiport Corporation.

This class promotes development of the critical performance outcomes listed above and provides practice in using technology skills for teachers prior to their Student Teaching experience. This course is not intended to meet technology certification requirements for educational technology specialists in school settings.

Each of these critical performance outcomes is assessed primarily through performance-based assignments. Assignments objectives are tied to both Common Core and Educational Technology standards adopted by the Utah State Board of Education (K-8).

Support documents for course:

- **Canvas**
- **Instructor web site**
- **Text: Frei, Gammel, Irons (2007). Integrating Technology into the Curriculum**
- **ISBN-13: 978-1425803797**

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and/or withdrawal of the students admission to the Master of Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

ASSIGNMENTS AND ASSESSMENT

The assignments in this class will provide evidence of the participants both an understanding of and ability to use technology. These assignments reflect the needed knowledge, skills, and dispositions indicated in the Common Core Standards that a K-8 student and therefore teacher must have to promote work as a professional educator.

Assigned activities for this course:

- Weeks 1-3: Applying understanding of Copyright and Fair Use principles in creation of multimedia presentations and through correct citation of both electronic and non-electronic resources.
- Weeks 4-5: Create a resource guide containing reviews of eMedia such as web sites, picture and video resources, primary source documents.
- Week 6: Analyze a web site to provide information regarding validity of source and supporting sites.
- Weeks 7-8: Create an original media product such as a movie, podcast, or electronic book for use in a classroom setting.
- Weeks 9-10: Demonstration of various media by using media for instructional use as well as using media to create supporting documents. This will include proficiency with interactive whiteboards.
- Weeks 11-15: Create and teach to both peers and in a classroom setting an electronic media-enhanced lesson of a concept taught in the Utah Core Curriculum. The lesson must be taught using a computer, a LCD projector, and one other type of electronic media such as an interactive whiteboard.

GRADES

Assignment	Points	Grade awarded based on percentage of possible points earned
Copyright and Fair Use Guidelines Test	50	
Web site analysis	50	
Resource Review	50	
Peer Lesson presentation	75	A = 100-97%
Media project	75	A- = 96-93%
Media Enhanced Lesson Plan (MEL)	50	B+ = 92-88%
MEL presentation	75	B = 87-84%
		B- = 83-80%
Total	425	RETAKE COURSE 79% or less

Course Name:Elementary Level III Practicum

Course Prefix: EDUC

Course Number: 4210

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 10/12/2012

College: Select College

Department: Select Department

From Term: Select Semester 2010

Substantive

new

New/Revised Course Information:

Subject: EDUC

Course Number: 4210

Course Title: Elementary Level III Practicum

Abbreviated Course Title: Elem Level III Practicum

Course Type: SUP

Credit Hours: 3

Contact Hours: Other 60

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Co-requisites: EDUC 4300, EDUC 4320, EDUC 4330, EDUC 3280, EDUC 3115.

Course description (exactly as it will appear in the catalog, including prerequisites):

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 for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

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.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

Existing courses do not allow evaluation of practical teaching application.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

Practicum courses offered in other departments would not fulfill the needs of Teacher Education.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to [Faculty Senate](#) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

Course: EDUCATION 4210
Title: Elementary Level III Practicum
Credit Hours: 3 semester hours
Instructor:
Class Time
Classroom:
Office:
Office hours:
Telephone:

E-mail:

Purpose:

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 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. Students must receive a grade of at least B-.

The student will apply the following objectives based on the Utah Effective Teaching Standards:

1. Create a positive classroom environment.
2. Integrate content area knowledge with effective teaching and management.
3. Serve as a professional role model.
4. Adapt teaching to meet the diverse needs of all students.
5. Collaborate with professionals, parents, and community members.
6. Use reflective assessment procedures to enhance the teaching and learning environment.
7. Create integrated instruction based on student needs within the Utah Core Curriculum.

Course Assignments:

Practicum grading: Grading of student performance during the semester will include (1) Cooperating Teacher Checklists, (2) Observation Evaluations, (3) Curriculum Notebook, (4) Self Observations:

(1) The Cooperating Teacher Checklist addresses classroom preparation, management, instruction, response to cooperating teacher feedback, and professional conduct. The practicum students will give the cooperating teacher enough notice to complete the checklists so that they can be turned in by the due dates. The students will also put a copy of the checklist in their practicum notebook for the supervisor to review when doing an observation. No late checklists will be accepted.

(2) Students will be observed at their practicum setting during the semester by their supervisor. The first observation is scored, but does not count towards the grade. All remaining observations at the practicum site will be scored. There will be three formal scored observations. Each observation is worth 100 points. Two of the formal observation scores must be at least 80%.

(3) The reflective notebook should be organized and set up at the beginning of the semester, and constantly maintained. It should be available and ready to grade when your supervisor comes to observe you. The final notebook will be turned into your supervisor for a final evaluation. The notebook contains the completed cooperating teacher checklists, observation reflections and goals, self-observation reflection and resulting goals.

(4) Students will complete three self-evaluations during the semester. The practicum observation form will be used for both evaluations. Students will video tape themselves (no pupils in video tapes please) delivering the lesson and afterwards they will fill out the observation form as well as write a one-page summary of what they did well and what they want to work on. After the self-evaluation report is graded, it should be kept in the notebook.

Student Evaluation:

Title	Points
Informal Observation	0
First Formal Observation	100
Second Formal Observation	100
Third Formal Observation	100
Fourth Formal Observation	100
Video Self Evaluations (25 points each)	100
Reflective Notebook: Total Points 0	
Cooperating Teacher Checklists (10 points each)	40
Initial Instructional Unit Plan	10
Response and Goal Setting	
Informal Observation	10
First Formal Observation	10
Second Formal Observation	10
Third Formal Observation	
Fourth Formal Observation	10
Final Evaluation with Summary	10
Total Points Possible	600

Percentage	Grade		
94 – 100	A	77 – 79.99	C+
90 – 93.99	A -	73 – 76.99	C
87 – 89.99	B+	70 – 72.99	C -
83 – 86.99	B	65 – 69.99	D+
80 – 82.99	B -	60 – 64.99	D
		Below 60	F

Students must receive a grade of at least B-.

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student=s admission to the Teacher Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Campus Closure:

In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website <https://learn-wsu.uen.org/login> for information on how class will proceed.

Week	Activity/Due Assignments
1	Orientation
2	Initial Instructional Unit Plan, Informal Observation
3	Response and Goal Setting for Informal Observation
4	First Formal Observation, Teacher Checklist #1
5	Response and Goal Setting for First Formal Observation, Video Self-evaluation #1
6	Second Formal Observation
7	Response and Goal Setting for Second Formal Observation, Teacher Checklist #2
8	Video Self-evaluation #2
9	Third Formal Observation
10	Response and Goal Setting for Third Formal Observation
11	Video Self-evaluation #3, Teacher Checklist #3
12	Fourth Formal Observation
13	Response and Goal Setting for Fourth Formal Observation
14	Video Self-evaluation #4, Teacher Checklist #4
15	Final Evaluation with Summary

Special Education**PROGRAM CHANGES**
WEBER STATE UNIVERSITY**Submission Date:****College:** **Education Department:** Teacher Education**Program Title:** Special Education

Check all that apply:

- New course(s) required for major, minor, emphasis, or concentration.
- Modified course(s) required for major, minor, emphasis, or concentration.
- Credit hour change(s) required for major, minor, emphasis, or concentration.
- Credit hour change(s) for a course which is required for the major, minor, emphasis, or concentration.
- Attribute change(s) for any course.
- Program name change.
- Deletion of required course(s).
- Other changes (specify)

Change in required support courses and change to composition of “blocks” of courses after admission to Teacher Education

JUSTIFICATION:

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.

<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>Require MATH 2010 and 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>	<ul style="list-style-type: none"> • Add new course EDUC 3270 Differentiation and Collaboration for Inclusive Settings (3) in the Level 1. (replaces EDUC 3260 for Elem Ed and EDUC 4520 for SpEd) • New requirement to take EDUC 3120 Reading Instruction in the Primary Grades (3) with Elem Ed majors • Rearrange courses within professional levels to accommodate changes.
<p>Graded practica will allow greater knowledge of prospective teachers' abilities in the classroom without the performance being "hidden" by coursework.</p>	<p>New requirement: EDUC 4521 Practicum in Special Education (2)</p>
<p>The addition of graded practica should have minimal impact on credit hours required.</p>	<p>Reduce credits for each of EDUC 4640, 4650, and 4660 from 4 hours to 3 hours.</p>

Special Education BACHELOR'S DEGREE (BS)

» Program Prerequisite: Provisional admission to a Teacher Education Program (see the admission requirements described under the Teacher Education Department).

» Specialization: Required (9 or more credit hours). Students may choose any academic teaching minor (refer to department listings for specific requirements). Or, choose from the following specialization areas:

- o Mathematics
- o Reading/Language Arts
- o ESL
- o Early Childhood

» Grade Requirements: A "B-" or higher is required for any upper division EDUC or MED course; in addition, Special Education majors must maintain a cumulative GPA of 3.00 or higher in all college/university work.

» Credit Hour Requirements: A minimum of 120 credit hours is required for graduation. The following are required within the program: Support Courses 18; Specialization 9; Professional Education [714](#); Special Education [46-42](#). A total of 40 upper division credit hours is required (courses number 3000 and above).

Admission Requirements

• Declare a [program of study](#). Follow the provisional admission requirements outlined under the Teacher Education department. (Also refer to the [Department Advisor Referral List](#).)

Advisement

All Special Education majors should meet with an advisor in the Teacher Education Advisement Center and also an assigned advisor from the Special Education faculty. Call 801--626-6309 for more information or to schedule an appointment.

For Special Education majors, there are 4 areas of course work are required: I. University and General Education Requirements; II. Support Courses; III. ~~Professional Education Courses; and, IV. Mild/Moderate Areas of Specialization~~ ; IV. Professional Courses. Details for each of these required areas follow.

General Education

I. University and General Education Requirements

Refer to Degree and General Education Requirements for Bachelor of Science requirements. The following courses required for the Special Education major will also satisfy general education requirements: COMM HU1020 or COMM HU2110, [MATH QL1050](#), and CHF SS1500.

Students pursuing a BS degree must take 9 credit hours, at least one (1) course from a life science group and at least one (1) course from a physical science group. One of the courses must be GEO 1350 PS

(Principles of Earth Science), CHEM 1360 PS/PHYS 1360 PS (Principles of Physical Science), or BTNY 1370 LS/MICR 1370 LS/ZOOL 1370 LS (Principles of Life Science), or at least one science lab course.

Major Course Requirements for BS Degree

II. Support Courses Required (or equivalent) (~~18~~ 24 credits, 18 without GenEd courses)

- EDUC 1010 Exploring Teaching (3)
- EDUC 2010 Human Exceptionality (3)
- CHF SS1500 Human Development (3)

- COMM HU1020 Principles of Public Speaking (3)
or
- COMM HU2110 Interpersonal & Small Group Communication (3)
- MATH 2010 Mathematics for Elementary Teachers (3) Grade of C or above required
- MATH 2020 Mathematics for Elementary Teachers II (3) Grade of C or above required

And at least 6 credit hours from the following

- ENGL 3300 - Children's Literature (3)
- EDUC 3390 - Literacy in the Primary Grades (2)
- EDUC 3430 - Creative Processes in the Elementary School (3)
- EDUC 4250 - Second Language Acquisition: Theories and Implementation (3)
- EDUC 4270 - Literacy Strategies for Teaching English Language Learners (3)
- CHF 2400 - Family Relations (3)
- CHF 2500 - Development of the Child: Birth Through Eight (3)
- CHF 2570 - Middle Childhood Development (3)
- CHF 3640 - Working with Parents (3)
- PSY 3000 - Child Psychology (3)
- PSY 3140 - Psychology of Adolescence (3)
- PSY 3250 - Conditioning & Learning (3)
- PSY 3300 - Applied Behavior Intervention (3)
- PEP 3660 - Physical Education for Students with Disabilities (2)

III. Area of Specialization options (9 credits)

Mathematics – choose 9 credits from the following:

(MATH QL1050, MATH 2010 and MATH 2020 are prerequisites)

- MATH 1060 - Trigonometry (3)
- MTHE 3060 - Probability and Statistics for Elementary Teachers (3)
- MTHE 3070 - Geometry for Elementary Teachers (3)
- MTHE 3080 - Number Theory for Elementary Teachers (3)
- MTHE 4040 - Mathematical Problem Solving for Elementary Teachers (3)

Reading/Language Arts - choose 9 credits from the following:

- EDUC 3390 - Literacy in the Primary Grades (2)
- EDUC 4920 - Reading and Writing Conference (1)
- MED 6330 - Using Children's Literature and Informational Text in the Classroom (2)
- MED 6360 - Foundations of Literacy (3)
- EDUC 5120 - Culture and Language (3)
- ENGL 3040 - History of the English Language (3)
- ENGL 3310 - Young Adult Literature (3)
- ENGL 4400 - Multicultural Perspectives on Literature for Young

People (3) ESL – choose 9 credits from the following:

- EDUC 4250 - Second Language Acquisition: Theories and Implementation (3)
- ENGL 4420 - English Phonology and Syntax for ESL/Bilingual Teachers (3)
- EDUC 4270 - Literacy Strategies for Teaching English Language Learners (3)
- *ENGL 4410 - Strategies and Methodology of Teaching ESL/Bilingual (3)
- ENGL 4450 - ESL/Bilingual Assessment: Theories, Methods and Practices (3)
- EDUC 4740 - Building School Partnerships with ESL/Bilingual Families (1)
- EDUC 5770 - Field Experience in ESL/Bilingual Education (2)

*FL 4400 Methods of Teaching a Foreign Language can be used in lieu of this course.

Early Childhood

- CHF 2500 - Development of the Child: 0-8 (3)
- CHF 2600 - Introduction to Early Childhood Education (3)
- CHF 3640 - Working with Parents (3)

Family Studies

- CHF DV 3350 - Diverse Families (3)
- CHF 3550 - Parenting Education (3)
- CHF 4400 - The Family in Stress (3)

English (Secondary Emphasis) – These courses must be taken as a block

- ENG 3020 Introduction to the Study of Language for Teachers (3)
- ENG 3400 The Teaching of Literature (3)
- ENG 3420 Teaching with Young Adult Literature (3)
- *NOT REQUIRED - ENG 3410 The Teaching of Writing (3) since all Special Education majors take EDUC 4660 Validated Instructional Practices: Written Expression (4)

IV. Professional Courses (56 credits)

Foundations (17 credits)

- EDUC 3370 Advanced Instructional Technology (2)
- EDUC 3120 Reading Instruction in the Primary Grades (3)
- EDUC 3140 Educational Psychology, Interpersonal Skills & Classroom Management (3)
- EDUC 3200 Culturally, Linguistically Responsive Teaching (3)
- EDUC 3270 Differentiation and Collaboration for Inclusive Settings (3)
- EDUC 4515 Foundations in Special Education Practice and Law (3)

Integrated Methods (14 credits)

- EDUC 4521 Practicum in Special Education (2)
- EDUC 4530 Principles and Applications of Special Education Assessment (3)
- EDUC 4540 Managing Student Behavior (3)
- EDUC 4550 Instructional Planning and Learning Environments for Special Education Students (3)
- EDUC 4640 Validated Instructional Methods: Mathematics (3)

Advanced Methods (13 credits)

- EDUC 4580 Learning Strategies and Transition for Special Education Students (3)
- EDUC 4581 Pre-Student Teaching in Special Education: Assessment, Behavior Management, Instruction (4)
- EDUC 4650 Validated Instructional Methods: Reading (3)
- EDUC 4660 Validated Instructional Methods: Written Expression (3)

Student Teaching in Special Education (12 credits)

- EDUC 4680 Student Teaching in Special Education (8)
- EDUC 4686 Special Education Student Teaching Seminar and Synthesis for Special Education Majors (4)

INFORMATION PAGE

Did this program change receive unanimous approval within the Department?

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

Explain any effects this program change will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program.**

The proposed changes have little impact on any other program as they are internal to Teacher Education.

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

Special Education: 83

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

Special Education: 81

Course Name: Validated Instructional Methods: Mathematics

Course Prefix: EDUC

Course Number: 4640

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 10/12/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

change Current Course Subject EDUC
 Current Course Number 4640

EDUC 4640 - Validated Instructional Methods and Practicum: Mathematics (4) 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.

New/Revised Course Information:

Subject: EDUC

Course Number: 4640

Course Title: Validated Instructional Methods: Mathematics

Abbreviated Course Title: Validated Methods: Math

Course Type: LEC

Credit Hours: 3

Contact Hours: Lecture 45

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Prerequisite: EDUC 4515

Co-requisite: EDUC 4521

Course description (exactly as it will appear in the catalog, including prerequisites):

EDUC 4640 Validated Instructional Methods: Mathematics (3)

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.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

The credit hour change is a reflection of the removal of the practicum from the 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.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to [Faculty Senate](#) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

SYLLABUS
Department of Teacher Education
Weber State University

Course Number:	EDUC 4640
Title:	Validated Instructional Methods: Mathematics
Credit:	3 semester hours
Semester:	Fall 2013
Instructor:	Dr. Fran Butler
Class Time:	Thurs. 4:30 – 7:10 p.m. ED 015
Office Hours:	Mon & Thurs 2:00 – 4:00 ED 311
Telephone:	626-7410 or e-mail fbutler@weber.edu
Instructor website:	http://faculty.weber.edu/fbutler
Course website:	This course is web-enhanced and may be accessed at http://canvas.weber.edu
Prerequisites:	EDUC 4515

Course Description:

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.

Course Outcomes:

WSU's teacher preparation conceptual framework theme is "Student Achievement: Students, Teachers, & Communities Working Together." The model that illustrates the program's purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. View the conceptual framework, INTASC Standards, and the CEC Standards on the teacher education website and on the Special Education website.

Upon completion of this course, the student will be able to:

CEC Standard 3: Individual Learning Differences, INTASC Principle 3: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

1. Prepare and teach a math unit appropriate for use with individuals with math disabilities. **CEC Standard 4: Instructional Strategies, INTASC Principle #4:** *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

2. Prepare and use appropriate commercially-made and teacher-made materials for math instruction.
3. Include appropriate technology for math instruction in general, resource, and self-contained classrooms.

CEC Standard 5: *Learning Environments and Social Interactions*, **INTASC Principle 5:** *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.*

4. Discuss the relationship between student motivation and learning mathematics in the context of the NCTM Process Standards.

CEC Standard 7: *Instructional Planning*, **INTASC Principle 7:** *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

5. Develop a prescriptive instructional plan based on math assessment findings.
6. Apply appropriate scope and sequence for math instruction in a math unit.
7. Identify the components of effective and validated math instruction for students with learning problems.
8. Develop or modify methods for teaching concepts, computation, and problem solving to students with math learning problems using the NCTM Standards as a framework.

CEC Standard 8: *Assessment*, **INTASC Principle 8:** *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

9. Develop, administer, and analyze an informal math assessment appropriate for students with learning problems.

Required Text:

Stein, M., Kinder, D., Silbert, T., & Carnine, D. (2006). *Designing effective mathematics instruction: A direct instruction approach 4th ed.*. Upper Saddle River, NJ: Pearson Prentice Hall.

Butler, F.M. (2008). *Course Supplement*. Ogden, UT: WSU

Two manuals of your choice from the *Strategic Math Series*.

New York Times and *Standard Examiner* newspapers available free on campus.

Assignments:

The instructor believes that you are taking this course to learn how to teach mathematics and that different people learn at different rates. Therefore, you may resubmit any assignment for a better grade *as long as the original assignment was turned in on time*. Please consult the instructor before the due date if you need an extension of time to complete any assignment, but be aware that you will not be able to resubmit an assignment if you have received an extension of time. Assignments turned in after the due date will be docked 20%. No assignments will be accepted for grading if turned in beyond two weeks past the due date unless special arrangements have been made in advance.

1. Class attendance and participation. Each student is expected to read assigned material, do homework assignments, and participate in class discussions and activities. If you are unable to attend class **for any reason** you must contact Dr. Butler before class. Class participation and

attendance are counted up to 5 points per session.

2. Curriculum Based Assessment. Students will construct an informal assessment (CBA) to be used for instructional planning. This assessment will be administered to pupils in the field placement.
4. Intervention Plan (Unit). The unit is a natural outcome of results of the CBA and will be taught during field placement. Students are expected to use Teacher Work Sample methodology. Please be aware that one component of this assignment will be to present a short lesson on the last day of class.
5. **For Masters credit –Action Research Project**. Under the direction of the instructor, students will research one area of the mathematics curriculum (e.g., fractions, plane geometry, measurement). Applying information gained from this research and information learned in class, students will design an action research project, collect data, and take action based on the results obtained. Students will present their findings to the class. (This assignment is worth 100 points.)
6. Lesson Demonstration. Each student will work with a partner to present a mathematics lesson/intervention for students with learning problems. Please use the lesson plan format provided in the *Course Supplement*. These will be due the day that topic is discussed in class.
7. Unit Presentation. Short demonstration of one lesson from the Intervention Plan. Please include the game developed for the unit in your demonstration. Each student will be allocated approximately 3-5 minutes on the last day of class.
8. Homework assignments. These will require a short write-up to be handed in. Each assignment is counted 10 points.
9. Field Experience. Practical experience in application of the knowledge and skills gained in this course. Students are expected to take initiative in planning, implementing, documenting, and evaluating lessons for students with problems in mathematics. A minimum of 30 hours in a K-12 setting is required. The instructor will arrange an appropriate placement for this experience if the student is not already employed in a school and serving students with mild-moderate disabilities.

Grading Policy

Requirement

Points Possible

1. Participation	20 points
2. Curriculum Based Assessment	50 points
3. Intervention Plan (Unit)	80 points
4. Lesson Demonstration	20 points
5. Homework	130 points
Total	300 points

<u>Points Earned</u>	<u>Percentage Score</u>	<u>Grade</u>
285-300	95 or higher	A
270-284	90-94.9	A-
255-269	85-89.9	B+
240-254	80-84.9	B
225-239	75-79.9	B-
210-214	70-74.9	C
195-209	65- 69.9	D
<194	<64.9	E

Class Web Site

The class web site can be accessed via <http://canvas.weber.edu> This web site is the central repository for information about the class. If you have a question, please check the web site first.

Plagiarism and Academic Honesty

Plagiarism is complex because it comes in many shapes and forms, but in simple terms it means copying material from somewhere else and passing it off as your own work, **either intentionally or unintentionally**. [For the sake of clarity, keep in mind the following:](#) **every word of your paper is expected to be your own work, written specifically for this class** (no resubmitting work from previous classes). It is acceptable to use a few short quotations so long as the source is properly attributed **and quotation marks are used**, but papers copied in whole or in part are entirely unacceptable. Failure to use quotation marks, even if only by accident, is still plagiarism.

Collusion also falls into this category. Collusion is defined as “the unauthorized collaboration with another person in preparing work offered for credit.” Unless the assignment is clearly designated as a group assignment, you must turn in your own original work.

If you are caught submitting a copied paper, **even if you didn't mean to**, you are guilty of academic dishonesty, and the range of penalties runs from failing the assignment (for the most minor infractions only), failing the class (the most common penalty) or expulsion from the university (for extreme repeat offenders). These penalties also apply to anyone caught cheating on exams.

Other Considerations

I am very aware that many students have work and family commitments outside the classroom. I am willing to accommodate conflicts within reason, but keep in mind that your responsibilities outside class do not excuse you from your responsibilities as a student. If you have any questions about those responsibilities, please check the Student Code, available on the web at <http://documents.weber.edu/ppm/6-22.htm>.

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The SSD office has a web page at <http://departments.weber.edu/ssd/>

Classroom Etiquette

Please try to remember that while you are in class, I am talking to each and every person in the room, including *you*. Please **do not** do any of the following things in class:

- Talk to other people while I am talking or while one of your classmates is talking.
- Bring in a switched-on cell phone or pager (please **switch off** all cell phones).

- Check your text messages or send texts to anyone.
- Read materials not related to this class, grade papers, finish homework.
- If using a laptop, navigate to external sites, browse, visit social networking sites.
- Start packing your books and notes before class is finished.
- Sleep.

This last one can be very tough for those of you working night shifts or with small children keeping you up late at night. However, if you sleep in class you are not learning anything, you are not contributing to class discussions, and you are distracting other students (as well as me). If you are too tired to make it through class, please go home and get some sleep instead

Course Schedule:

Subject to change as needed.

Session	Topics	Readings/Assignments
Session 1	<ul style="list-style-type: none"> • Course overview • Why is math difficult for some students? • National Council of Teachers of Mathematics 	Chapter 1 Course handout packet Assignment 1 due
Session 2	<ul style="list-style-type: none"> • Instructional design • Instructional delivery • Classroom organization and management • Using research to inform instruction 	Chapters 2,3 Assignment 2 due
Session 3	<ul style="list-style-type: none"> • Concrete-representational-abstract sequence • Counting • Constructing a CBA in Math 	Chapters 4, 5 Assignment 3 due
Session 4	<ul style="list-style-type: none"> • Number and place value • Basic concepts, basic facts 	Chapter 6 Assignment 4 due CBA due
Session 5	<ul style="list-style-type: none"> • Addition • Alternative Algorithms 	Chapter 7 Assignment 5 due
Session 6	<ul style="list-style-type: none"> • Subtraction • Alternative Algorithms 	Chapter 8 Assignment 6 due
Session 7	<ul style="list-style-type: none"> • Multiplication • Alternative Algorithms 	Chapter 9 Assignment 7 due
Session 8	<ul style="list-style-type: none"> • Division • <i>Alternative Algorithms</i> 	Chapter 10 Assignment 8 due
Session 9	<ul style="list-style-type: none"> • Problem Solving 	Chapter 11 Assignment 9 due
Session 10	<ul style="list-style-type: none"> • Fractions 	Chapter 12 Assignment 10 due

Session 11	<ul style="list-style-type: none"> • Decimals, • Percents • Ratios 	Chapters 13, 14 Assignment 11 due
Session 12	<ul style="list-style-type: none"> • Telling Time • Money • Measurement 	Chapters 15, 16, 17 Assignment 12 due
Session 13	<ul style="list-style-type: none"> • Graphs, Charts, and Maps 	Chapters 18, 19, 20
	<ul style="list-style-type: none"> • Statistics • Geometry • Pre-Algebra 	Assignment 13 due
Session 14	Presentations and Wrap-Up Bring your notebook to class	Intervention Plan due MEd Project due

EDUC 4640/MEDUC 6560 HOMEWORK ASSIGNMENTS

Please check the course schedule provided in the syllabus for due dates.

Assignment 1: Write a short reflective paper (1 – 2 pages).

How do you personally feel about learning math? Why do you think this is so? What experiences have you had that have contributed to these feelings?

Assignment 2: Write a short reflective paper (1 – 2 pages).

Describe how you could use the research outlined in Chapters 2 and 3 to evaluate a mathematics curriculum and improve learning outcomes for your students.

Assignment 3: Respond to one of the Application Items on p. 41. Items 2, 4, and 6 on p. 60.

Assignment 4: Items 1, 2, 3, and 6 on pp. 89 – 90.

Assignment 5: Items 1, 2, 3, and 4 on p. 109.

Assignment 6: Items 1, 2, 4, and 7 on pp. 132 – 133.

Assignment 7: Items 1, 2, and 3 on p. 156.

Assignment 8: Items 1, 2, 3, and 7 on pp. 182 – 184.

Assignment 9: Items 1, 2, and 4 on p. 217.

Assignment 10: Items 1, 2, 7, 11, and 13 on pp. 271 – 273.

Assignment 11: Items 1, 2, 4, and 8 on pp. 320 – 321. Item 1 on p. 342

Assignment 12: Items 2 and 3 on pp. 358 – 359. Items 1 and 2 on p. 372. Item 5 on p. 390.

Assignment 13: Items 1 and 2 on p 407. Items 2, 3, and 8 on p. 424. Items 1, 2, 3, 5, and 6 on p. 453.

Course Name: Validated Instructional Methods: Reading

Course Prefix: EDUC

Course Number: 4650

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 10/12/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

change Current Course Subject EDUC
 Current Course Number 4650

EDUC 4650 - Validated Instructional Methods and Practicum: Reading (4) 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.

New/Revised Course Information:

Subject: EDUC

Course Number: 4650

Course Title: Validated Instructional Methods: Reading

Abbreviated Course Title: Validate Methods: Reading

Course Type: LEC

Credit Hours: 3

Contact Hours: Lecture 45

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Prerequisite: EDUC 4530, EDUC 4530, EDUC 4550, EDUC 4640, EDUC 4521, Co-requisite: EDUC 4581

Course description (exactly as it will appear in the catalog, including prerequisites):

EDUC 4650 Validated Instructional Methods: Reading (3)

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

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

The credit hour change is a reflection of the removal of the practicum from the 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.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to [Faculty Senate](#) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

SYLLABUS

Department of Teacher Education
Weber State University

Course Number: EDUC 4650
 Title: Validated Instructional Methods: Reading
 Credit: 3 semester hours
 Semester: Fall 2013
 Instructor: Dr. Fran Butler
 Class Time: 4:30 – 7:10 PM Monday and Wednesday
 Office Hours: By appointment
 Telephone: 801---626---7410
 Prerequisite: EDUC 4515, 4521, 4530, 4540, 4550

Course Description:

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

Course Outcomes:

WSU's teacher preparation conceptual framework theme is "Student Achievement: Students, Teachers, & Communities Working Together." The model that illustrates the program's purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance---based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. View the conceptual framework, INTASC Standards, and the CEC Standards on the Teacher Education website and on the Special Education website.

Upon completion of this course, the student will be able to:

CEC Standard 3: Individual Learning Differences, INTASC Principle 3: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

1. Teach a lesson in reading appropriate for use with individuals with mild/moderate disabilities. **CEC**

Standard 4: Instructional Strategies, INTASC Principle #4: *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

2. Prepare and use commercially---made and teacher---made instructional materials.
3. Include appropriate technology to facilitate reading in general, resource, and self---contained classrooms.

CEC Standard 5: Learning Environments and Social Interactions, INTASC Principle 5: *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.

4. Discuss the relationship between student motivation and reading.

CEC Standard 7: Instructional Planning, INTASC Principle 7: *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

5. Develop a prescriptive instructional plan based on assessment findings.
6. Apply appropriate scope and sequence for reading instruction within an integrated unit.
7. Identify the components of effective and validated reading instruction for students with learning problems.

CEC Standard 8: Assessment, INTASC Principle 8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

8. Develop and evaluate an informal reading assessment appropriate for students with learning problems.

Required Text:

O'Connor, R. E. & Vadasy, P. F. (2011). *Handbook of Reading Interventions*. New York: The Guilford Press
 Harris, M. L., Schumaker, J.B., & Deshler, D. D.. (2008) *The Word Mapping Strategy*. Lawrence, KS: Edge
 Schumaker, J.B., Knight, J., & Deshler, D. D. (2007) *The Fundamentals of Paraphrasing and Summarizing*.

Lawrence, KS: Edge

(Note: you must purchase the instructor and the student manuals for each strategy.)

Assignments:

The instructor believes that you are taking this course to learn how to teach reading and that different people learn at different rates. Therefore, you may resubmit any assignment for a better grade *as long as the original assignment was turned in on time*. Please consult the instructor before the due date if you need an extension of time to complete any assignment, but be aware that you will not be able to resubmit an assignment if you have received an extension of time. Late assignments will be docked 10%, and no assignments will be accepted beyond 2 weeks after the due date unless special arrangements have been made in advance.

3. Class attendance and participation. Each student is expected to read assigned material, do homework assignments, and participate in class discussions and activities. If you are unable to attend class **for any reason** you must contact the instructor before class. Class participation and attendance are counted up to 5 points per session.
4. Research Summaries. Students will read and report on two research articles that explore validated practices for teaching reading to students with mild/moderate disabilities.
5. CBA. Students will construct an informal assessment (CBA) to be used for instructional planning. This assessment will be administered to pupils in the field placement.
10. Intervention Plan. Students will develop an instructional unit using TWS methodology using validated methods for reading instruction. Students are encouraged and expected to use assistive technology and adapted materials suitable for students with mild/moderate disabilities. The unit is a natural outcome of results of the CBA and will be taught during field placement.
11. Lesson Demonstration. **Each student will demonstrate one lesson from one of the strategies taught in class. You will be expected to use your best teaching skills in this presentation. Please feel free to add to the instructions given in the Strategy Manuals to personalize your**

lesson.

12. Graded Discussions. Some weeks contain discussion questions. Please post your response on the class website.
13. IRIS Modules and Case Studies. Please follow the instructions on the course website.

Grading Policy

<u>Requirement</u>	<u>Points Possible</u>
1. Participation	25 points
2. Research summaries (25 pts each)	50 points
3. CBA	50 points
4. Intervention Plan	75 points
5. Lesson Demonstration	25 points
6. Graded Discussions (10 pts each)	50 points
7. IRIS Modules and Case Studies	25 points
Total	300 points

<u>Percentage Score</u>	<u>Grade</u>
95 or higher	A
90--94.9	A-
85--89.9	B+
80--84.9	B
75--79.9	B-
70--74.9	C
65-- 69.9	D
<64.9	E

Class Web Site

The class web site can be accessed via <http://canvas.weber.edu> This web site will contain assignment and study guides, a copy of this syllabus and class schedule, links to useful web sites, and copies of the PowerPoint presentations shown in class. This web site is the central repository for information about the class. If you have a question, please check the web site first.

Plagiarism and Academic Honesty

Plagiarism is complex because it comes in many shapes and forms, but in simple terms it means copying material from somewhere else and passing it off as your own work, either intentionally or unintentionally. For the sake of clarity, keep in mind the following: every word of your paper is expected to be your own work, written specifically for this class (no resubmitting work from previous classes). It is acceptable to use a few short quotations so long as the source is properly attributed and quotation marks are used, but papers copied in whole or in part are entirely unacceptable. Failure to use quotation marks, even if only by accident, is still plagiarism.

Collusion also falls into this category. Collusion is defined as “the unauthorized collaboration with

another person in preparing work offered for credit.” Unless the assignment is clearly designated as a group assignment, you must turn in your own original work.

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Other Considerations

I am very aware that many students have work and family commitments outside the classroom. I am willing to accommodate conflicts within reason, but keep in mind that your responsibilities outside class do not excuse you from your responsibilities as a student. If you have any questions about those responsibilities, please check the Student Code, available on the web at

<http://documents.weber.edu/ppm/6-22.htm>.

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The SSD office has a web page at <http://departments.weber.edu/ssd/>

Classroom Etiquette

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- Talk to other people while I am talking or while one of your classmates is talking
- Bring in a switched-on cell phone or pager (please switch off all cell phones).
- Check your text messages, or send texts to anyone
- Start packing your books and notes before class is finished.
- Sleep.

Session	Topics	Readings/Assignments
Session 1	<ul style="list-style-type: none"> • Course Overview 	Chapter 1
Session 2	<ul style="list-style-type: none"> • Phonemic Awareness and Alphabetics 	Chapter 2
Session 3	<ul style="list-style-type: none"> • Constructing a Reading CBA • Preschool Foundations for Reading and Writing Success 	Chapter 3
Session 4	<ul style="list-style-type: none"> • Phases in Reading Words and Phonics Interventions • IRIS Module: <i>Classroom Assessment (Part 2*)</i>: <i>Evaluating Reading Progress</i> 	Chapter 4 Iris Module http://iris.peabody.vanderbilt.edu/rpm/chalcycle.htm
Session 5	<ul style="list-style-type: none"> • Morphemic Approaches • The Word Mapping Strategy 	Word Mapping Strategy Manual CBA due

Session 6	<ul style="list-style-type: none"> Spelling Instruction 	Chapters 5 and 6 Research Summary 1 due
Session 7	<ul style="list-style-type: none"> Vocabulary Interventions IRIS Case Study: Comprehension and Vocabulary Grades 3 – 5 (In class activity) 	Chapter 7 IRIS Case Study: <i>Comprehension and Vocabulary Grades 3 – 5</i>
Session 8	<ul style="list-style-type: none"> Fluency Problems IRIS Case Study: Fluency and Word Identification Grades 3 – 5 	Chapter 8 IRIS Case Study: <i>Fluency and Word Identification Grades 3 – 5</i>
Session 9	<ul style="list-style-type: none"> Main Idea and Summarization Instruction The <i>Fundamentals of Paraphrasing and Summarizing</i> 	The Fundamentals of Paraphrasing and Summarizing Manual
Session 10	<ul style="list-style-type: none"> Metacognition to Improve Comprehension IRIS Module: <i>CSR: A Reading Comprehension Strategy</i> 	Chapters 9 and 10 IRIS Module http://iris.peabody.vanderbilt.edu/csr/chalcycle.htm
Session 11	<ul style="list-style-type: none"> Teaching Narrative and Expository Text Structures Peer-Mediated Approaches to Reading Instruction 	Chapters 11 and 12
Session 12	<ul style="list-style-type: none"> Supplemental Reading Instruction by Paraeducators Content Area Literacy Choose ONE of the PALS modules on the IRIS website 	Chapters 13 and 14 IRIS Module due
Session 13	<ul style="list-style-type: none"> Cultural Aspects of Teaching Reading Teaching Older Students to Read 	Chapters 15 and 14 Research Summary 2 due
Session 14	<ul style="list-style-type: none"> Discussion and wrap up – bring your notebook to class 	Intervention Plan due

Course Name: Validated Instructional Methods: Written Expression

Course Prefix: EDUC

Course Number: 4660

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 10/12/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

change Current Course Subject EDUC
 Current Course Number 4660

EDUC 4660 - Validated Instructional Methods and Practicum: Written Expression (4) 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.

New/Revised Course Information:

Subject: EDUC

Course Number: 4660

Course Title: Validated Instructional Methods: Written Expression

Abbreviated Course Title: Validate Methods: Writing

Course Type: LEC

Credit Hours: 3

Contact Hours: Lecture 45

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Prerequisite: EDUC 4530, EDUC 4530, EDUC 4550, EDUC 4640, EDUC 4521
 Co-requisite: EDUC 4581

Course description (exactly as it will appear in the catalog, including prerequisites):

EDUC 4660 Validated Instructional Methods: Written Expression (3)

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

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

The credit hour change is a reflection of the removal of the practicum from the 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.

INFORMATION PAGE for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

SYLLABUS
Department of Teacher Education
Weber State University

Course Number: EDUC 4660
 Title: Validated Instructional Methods: Written Expression
 Credit: 3 semester hours
 Semester: Fall 2013
 Instructor: Dr. Fran Butler
 Class Time: 4:30 – 7:10 PM Thursday
 Office Hours: Mon, Tues, Thurs 2 – 4 PM Ed 311
 Telephone: 801-626-7410
 Prerequisite: EDUC 4515, 4521, 4530, 4540, 4550

Course Description:

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

Course Outcomes:

WSU's teacher preparation conceptual framework theme is "Student Achievement: Students, Teachers, & Communities Working Together." The model that illustrates the program's purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. View the conceptual framework, INTASC Standards, and the CEC Standards on the Teacher Education website and on the Special Education website.

Upon completion of this course, the student will be able to:

CEC Standard 3: Individual Learning Differences, INTASC Principle 3: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

2. Teach a lesson in written expression appropriate for use with individuals with mild/moderate disabilities.

CEC Standard 4: Instructional Strategies, INTASC Principle #4: *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

5. Prepare and use commercially-made and teacher-made instructional materials.
6. Include appropriate technology to facilitate writing in general, resource, and self-contained classrooms.

CEC Standard 5: Learning Environments and Social Interactions, INTASC Principle 5: *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.*

7. Discuss the relationship between student motivation and writing.

CEC Standard 7: Instructional Planning, INTASC Principle 7: *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

9. Develop a prescriptive instructional plan based on assessment findings.

10. Apply appropriate scope and sequence for writing instruction within an integrated unit.

11. Identify the components of effective and validated writing instruction for students with learning problems.

CEC Standard 8: Assessment, INTASC Principle 8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

12. Develop and evaluate an informal writing assessment appropriate for students with learning problems.

Required Text:

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful Writing Strategies for All Students*. Baltimore: Brookes Publishing

Schumaker, J.B., & Sheldon, J. (1998) *Fundamentals in the Sentence Writing Strategy*. Lawrence, KS: Edge

Schumaker, J.B., & Sheldon, J. (1998) *Proficiency in the Sentence Writing Strategy*. Lawrence, KS: Edge

(Note: you must purchase the instructor and the student manuals for each strategy.)

Assignments:

The instructor believes that you are taking this course to learn how to teach effectively and that different people learn at different rates. Therefore, you may resubmit any assignment (not including quizzes) for a better grade as long as the original assignment was turned in on time. You will have one week from the date the grade was posted to resubmit. Please consult the instructor before the due date if you need an extension of time to complete any assignment, but be aware that you will not be able to resubmit an assignment if you have received an extension of time. Assignments turned in after the due date will be docked 20%. No assignments will be accepted for grading if turned in beyond two weeks past the due date unless special arrangements have been made in advance. **ALL ASSIGNMENTS MUST BE SUBMITTED THROUGH THE CANVAS DROPBOX.**

6. Class attendance and participation. Each student is expected to read assigned material, do homework assignments, and participate in class discussions and activities. If you are unable to attend class **for any reason** you must contact the instructor before class. Class participation and attendance are counted up to 5 points per session.

7. Research Summaries. Students will read and report on two research articles that explore validated practices for teaching writing to students with mild/moderate disabilities.

8. CBA. Students will construct an informal assessment (CBA) to be used for instructional

- planning. This assessment will be administered to pupils in the field placement.
14. Intervention Plan. Students will develop an instructional unit using TWS methodology using validated methods for writing instruction. Students are encouraged and expected to use assistive technology and adapted materials suitable for students with mild/moderate disabilities. The unit is a natural outcome of results of the CBA and will be taught during field placement.
 15. Lesson Demonstration. **Each student will demonstrate one lesson from one of the Sentence Strategies taught in class. You will be expected to use your best teaching skills in this presentation. Please feel free to add to the instructions given in the Strategy Manuals to personalize your lesson.**
 16. Graded Discussions. Some weeks contain discussion questions. Please post your response on the class website.
 17. IRIS Module and Case Study. Please follow the instructions on the course website.

Grading Policy

<u>Requirement</u>	<u>Points Possible</u>
1. Participation	25 points
2. Research summaries (25 pts each)	50 points
3. CBA	50 points
4. Intervention Plan	75 points
5. Lesson Demonstration	25 points
6. Graded Discussions (10 pts each)	50 points
7. IRIS Module and Case Study	25 points
Total	300 points

<u>Percentage Score</u>	<u>Grade</u>
95 or higher	A
90-94.9	A-
85-89.9	B+
80-84.9	B
75-79.9	B-
70-74.9	C
65- 69.9	D
<64.9	E

Class Web Site

The class web site can be accessed via <http://weber.instructure.com>. This web site will contain assignment and study guides, a copy of this syllabus and class schedule, links to useful web sites, and copies of the PowerPoint presentations shown in class. This web site is the central repository for information about the class. If you have a question, please check the web site first.

Plagiarism and Academic Honesty

Plagiarism is complex because it comes in many shapes and forms, but in simple terms it means copying material from somewhere else and passing it off as your own work, either intentionally or unintentionally. For the sake of clarity, keep in mind the following: every word of your paper is expected to be your own work, written specifically for this class (no resubmitting work from previous classes). It is acceptable to use a few short quotations so long as the source is properly attributed and quotation marks are used, but papers copied in whole or in part are entirely unacceptable. Failure to use quotation marks, even if only by accident, is still plagiarism. Collusion also falls into this category. Collusion is defined as “the unauthorized collaboration with another person in preparing work offered for credit.” Unless the assignment is clearly designated as a group assignment, you must turn in your own original work.

If you are caught submitting a copied paper, even if you didn't mean to, you are guilty of plagiarism and the range of penalties runs from failing the assignment (for the most minor infractions only), failing the class (the most common penalty) or expulsion from the university (for extreme repeat offenders). These penalties also apply to anyone caught cheating on exams.

Other Considerations

I am very aware that many students have work and family commitments outside the classroom. I am willing to accommodate conflicts within reason, but keep in mind that your responsibilities outside class do not excuse you from your responsibilities as a student. If you have any questions about those responsibilities, please check the Student Code, available on the web at <http://documents.weber.edu/ppm/6-22.htm>.

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The SSD office has a web page at <http://departments.weber.edu/ssd/>

Classroom Etiquette

Please try to remember that while you are in class, I am talking to each and every person in the room, including you. Please do not do any of the following things in class:

- Talk to other people while I am talking or while one of your classmates is talking
- Bring in a switched-on cell phone or pager (please switch off all cell phones).
- Check your text messages, or send texts to anyone
- Start packing your books and notes before class is finished.
- Sleep.

Session	Topics	Readings/Assignments
Session 1	<ul style="list-style-type: none"> • Course Overview • What is SRSD? 	Chapter 1,2
Session 2	<ul style="list-style-type: none"> • Why Strategy Instruction is Important • Why Students Have Difficulty in Written Expression • Developing CBAs 	Chapter 3, 4
Session 3	<ul style="list-style-type: none"> • The Sentence Writing Strategy Overview • Fundamentals in Sentence Writing • Proficiency in Sentence Writing 	Sentence Strategy Manuals
Session 4	<ul style="list-style-type: none"> • Demonstration Lessons in Sentence Writing • Sentence Expansion 	Sentence Strategy Manuals Chapter 5
Session 5	<ul style="list-style-type: none"> • Computer Assisted Instruction and Writing • Teaching Writing Strategies to Middle School Students with Disabilities • The Effects of Adapting a Writing Course to Students' Writing Strategies 	CBA due
Session 6	<ul style="list-style-type: none"> • Effective Writing Instruction for Students Who Have Writing Difficulties • Teaching Writing to At-Risk Students: The Quality of Evidence for Self-Regulated Writing Instruction 	Research Summary 1 due
Session 7	<ul style="list-style-type: none"> • PLEASE: A Paragraph Writing Strategy • Using Mnemonic Instruction to Teach Writing 	Chapters 6, 7
Session 8	<ul style="list-style-type: none"> • Persuasive and Explanatory Writing • Writing Explanations 	Chapters 8 and 9
Session 9	<ul style="list-style-type: none"> • Accessing Skills Toward Successful Writing Development • Teaching Writing to Diverse Student Populations • Differentiation for Writing 	
Session 10	<ul style="list-style-type: none"> • Comparison/Contrast • Report Writing 	Chapter 10 and 11
Session 11	<ul style="list-style-type: none"> • Revising 	Chapter 12 - 15

Session 12	<ul style="list-style-type: none"> • IRIS Case Studies: Choose one from B or C and complete the assignment. • IRIS Module: Complete the Assessment portion of the module 	IRIS Case Study Due IRIS Module due
Session 13	<ul style="list-style-type: none"> • The Essay Test Writing Strategy • Guidelines for Implementing Writing Strategy 	Chapter 16 and 17 Instructor Handouts
	Instruction	Research Summary 2 due
Session 14	<ul style="list-style-type: none"> • Discussion and wrap up – bring your notebook to class 	Intervention Plan due

Secondary Education Licensure

PROGRAM CHANGES
WEBER STATE UNIVERSITY

Submission Date:

College: **Education**

Department: Teacher Education

Program Title: Secondary Education licensure

Check all that apply:

New course(s) required for major, minor, emphasis, or concentration.

Modified course(s) required for major, minor, emphasis, or concentration.

Credit hour change(s) required for major, minor, emphasis, or concentration.

Credit hour change(s) for a course which is required for the major, minor, emphasis, or concentration.

Attribute change(s) for any course.

Program name change.

Deletion of required course(s).

Other changes (specify)

JUSTIFICATION:

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.

<i>Rationale</i>	<i>Associated Changes</i>
Graded practicum will allow greater knowledge of prospective teachers' abilities in the classroom without the performance being "hidden" by coursework.	New Course: EDUC 3910 (2) Secondary Education Practicum.
The addition of graded practicum should have minimal impact on credit hours required.	Reduce credits in each of EDUC 3220, 3930, 3260 from 3 hours to 2 hours.
Ensure that education students have necessary technology skills, without increasing additional credits	New Course: EDUC 3315 Media Integration in Secondary School Settings (1).

Copy the present program from the current catalog and add the required changes (exactly as you wish them to appear in the catalog). Use ~~strikeout~~ when deleting items in the program and **highlight** when adding items. If multiple changes are being proposed, please provide a summary.

Submit the original to the Faculty Senate Office, MC 1033, and an electronic copy to kbrown4@weber.edu

Secondary Education Licensure

Program Prerequisite: Provisional admission to a Teacher Education Program (see the admission requirements described under the [Teacher Education Department](#)). Select an academic teaching major and teaching minor or composite teaching major ~~and teaching minor~~ that WSU offers. In many departments the teaching major and teaching minor are different from the departmental major and minor.

- **Minor:** A teaching minor is ~~recommended and may be~~ required with most teaching majors (please consult your content major advisor). A teaching minor is generally not required with a composite teaching major (refer to specific composite major program requirements).

Grade Requirements: Secondary Education students must meet minimum major course grade requirements and maintain a cumulative GPA of 3.00 or higher in all college work and achieve at least a "B-" grade in each professional education course to continue in the program.

- **Credit Hour Requirements:** A total of 120 semester hours is required for graduation; a minimum of 24 of these is required within the Secondary Licensure program. A total of 40 upper division credit hours is required (courses number 3000 and above).

*The academic teaching major and teaching minor must consist of not less than 30 and 16 semester hours respectively, or a composite major of a minimum of 46 semester hours. The teaching major and teaching minor **must be in subjects taught in Utah public secondary schools**. Either the major or minor must be a subject which Utah secondary schools are required to teach (those marked with asterisks do not satisfy this second requirement – see the list of teaching majors and minors below).*

*The Utah State Office of Education requires that all licensure candidates **pass** the appropriate Praxis II Content area test for their licensure endorsement area (e.g., biology, language arts, mathematics, fine arts) in order to be eligible for recommendation for licensure by their teacher education preparation program. It is strongly recommended that this requirement be completed by students admitted to the teacher education program prior to their student teaching semester in order to avoid delays in their licensure recommendation by the department. For more information see <http://www.ets.org/praxis/ut>.*

Admission Requirements

Declare a [program of study](#). Follow the provisional admission requirements outlined under the Teacher Education Department.

Advisement

All Secondary Education students should meet with an advisor in the Department of Teacher Education. Call 801-626-6309 for more information or to schedule an appointment. In addition, students should seek advisement from both their teaching major and their teaching minor program areas. (Also refer to the [Department Advisor Referral List](#).)

For Secondary Licensure candidates, there are 4 areas of course work that are required: I. University and General Education Requirements; II. Support Courses; III. Teaching Major and Teaching Minors (when

required) that WSU offers; and IV. Professional Education Courses. Details for each of these required areas follow.

General Education

I. University and General Education Requirements

Refer to Degree and General Education Requirements for either Bachelor of Science or Bachelor of Arts requirements. The following courses required for the Secondary Education Licensure Program will also satisfy general education requirements: COMM 1020 or COMM 2110 and CHF SS1500.

Course Requirements for Licensure (9 credit hours)

II. Support Courses Required (or equivalent)

- *EDUC 1010 Exploring Teaching (3)*

One course from the following

- CHF SS1500 Human Development (3) OR
- PSY 3140 Psychology of Adolescence (3)

One course from the following

COMM HU1020 Principles of Public Speaking (3) OR
COMM HU2110 Interpersonal & Small Group Communication (3)

III. Teaching Majors and Minors

Majors and Minors

- Chemistry
- Communications*
- Dance
- English
- French
- Geography
- German
- History
- Mathematics
- Physical Education
- Physics
- Political Science*
- Psychology*
- Sociology*
- Spanish
- Theatre Arts

** Subjects which Utah secondary schools are not required to teach*

Minors Only

- Art
- Biology*
- Business Education
- Business/Marketing Education
- Computer Science
- Dance
- Earth Science*
- Economics
- ESL (English as a Second Language)
- Health Promotion
- Physical Education/Coaching Dual Teaching Minor

*Recommended for Chemistry or Physics teaching majors

Licensure Programs

- Special Education (Mild/Moderate)

Composite Majors

In lieu of the major and minor, a candidate may elect a composite teaching major which consists of a minimum of forty-six (46) hours of subjects in closely related fields.

- Art (*minor required*)
- Biology
- Business Education
- Earth Science
- Music Education
- Physical Science
- Social Science

IV. Professional Education Courses Required (24 hours)

Secondary Teacher Education Core

- EDUC ~~3200S-DV~~ – 3220 Foundations of Diversity: ~~Culturally, Linguistically Responsive Teaching (Secondary) (3) (2)~~
- EDUC ~~3260S-DV~~ – 3260 The Exceptional Student ~~Secondary) (3) (2)~~
- EDUC 3900 – Preparing, Teaching, and Assessing Instruction (3)
- EDUC 3930 – Reading and Writing Across the Secondary Curriculum (~~3~~2)
- EDUC 3315 Media Integration in Secondary School Settings (1)
- EDUC 3910 Secondary Education Practicum (2)

Secondary Teacher Education Student Teaching

- EDUC 4940 Student Teaching in Secondary Education (8)
- EDUC 4950 Integrated Secondary Student Teaching Seminar (4)

Provisional admission to teacher education is required prior to enrollment in 3000 level and above education classes.

*HIST 4500 is a **required course** for the Social & Behavioral Science Teaching Major/Teaching Minor.*

The Professional Education component of the Secondary Education program requires *two semesters* to complete. Therefore, it is *very important* that candidates have completed the General Education requirements and most of the major and minor requirements prior to entering the program. Because of possible scheduling difficulties, failure to do so could mean spending an extra semester (or more) in completing the program.

INFORMATION PAGE

Did this program change receive unanimous approval within the Department?

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

Explain any effects this program change will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program.**

These changes should have little impact on other programs. The total credit hours will not change and courses will be offered in “blocks”. Students will continue to have two sections, one in the morning and one in the afternoon.

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

Secondary licensure: 24

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

Secondary licensure: 24

Course Name: Foundations of Diversity

Course Prefix: EDUC

Course Number: 3220

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 9/20/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

change Current Course Subject EDUC
Current Course Number 3200S

EDUC 3200S DV - Foundations of Diversity: Culturally, Linguistically Responsive Teaching (Secondary)(3) F, Sp 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).

New/Revised Course Information:

Subject: EDUC

Course Number: 3220

Course Title: Foundations of Diversity

Abbreviated Course Title: Foundations of Diversity

Course Type: LEC

Credit Hours: 2

Contact Hours: Lecture 30

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Prerequisite: Admission to Teacher Education

Co-requisite: EDUC 3260, EDUC 3900, EDUC 3315, EDUC 3910, and EDUC 3930

Course description (exactly as it will appear in the catalog, including prerequisites):

EDUC 3220 Foundations of Diversity (2) F, Sp

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

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

There are three changes to this course. First, the number of credit hours has changed due to the removal of practicum requirements. (Practicum will be a new course). Second, the course name and number is changed to distinguish it from the elementary version of a similar course. Finally, the course number has changed (removing the S) as per university curriculum committee request.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

yes

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

EDUCATION 3220 SECONDARY PROFESSIONAL CORE

FOUNDATIONS OF DIVERSITY
2 CREDIT HOURS

RM. 225 (EDUCATION BLDG) WORK:

FAX:

EMAIL:

TIME OF CLASS:

TEXT: SPRADLIN, LYNN K. (2012). *DIVERSITY MATTERS: UNDERSTANDING DIVERSITY IN SCHOOLS*. WADSWORTH CENGAGE LEARNING: BELMONT, CA, U.S.A.

COURSE DESCRIPTION

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. Pre-requisite: Admission to Teacher Education. Should be taken concurrently with other courses in the Secondary Teacher Education Core (EDUC 3260, EDUC 3900, EDUC 3315, EDUC 3910, and EDUC 3930).

COURSE OBJECTIVES/OUTCOMES

1. Through examinations of their own experiences, values, beliefs, and biases, students will engage in self evaluations and how this influences others along with the impact of these influences on instructional practice. (INTASC--STANDARDS # 2, 7, 9 & 10).
2. Students will reflect critically on their own awareness and demonstrate competence toward problems confronting students in our society from diverse, disabled, cultural, ethnic, racial, religious, and linguistic backgrounds. (INTASC – STANDARDS #1, 2, 4, 5, 8,9).
3. Students will be able to organize classroom instruction so that it is relevant to students, especially those from culturally/linguistically diverse backgrounds and to teach from an equitable pedagogical perspective. (INTASC STANDARDS #5, 8).
4. Students will be familiar with multicultural terminology, models of instruction, assessment approaches, and recognize biased materials that minimize good teaching. (INTASC STANDARDS #2,3,4,6).

In concert with the guiding standards outlined by the InTASC (see Attachment), this course affirms the emphasis of the TREC model as it encourages students to become reflective practitioners. Students are given assignments that will help them (R) reflect on their teaching experiences and professional growth and they

will be actively (E) engaged in learning and the teaching experience, and they will, (C) collaborate in small and large groups as they analyze their professional experiences.

General Course Topics: (Summary)

- Cultural Pluralism and Equality
- Macro and Micro Culture & Society
- Valuing Diversity (Domestic & Global)
- Aspects of Diversity: (race, ethnicity, language, gender, religion, sexual orientation, age, class, exceptionality etc.)
- Dimensions of Multicultural Education
- Contexts for Multicultural Teaching/Classroom Climate
- Culturally Responsive Teaching Practices
- Multicultural Curriculum, Equity Pedagogy, Textbook Bias
- Language: acquisition, cultural relevance, learning styles, mainstreaming Social Justice
- Curriculum/Content Adaptations

COURSE REQUIREMENTS AND ASSESSMENT ACTIVITIES

***NOTE: LATE ASSIGNMENTS WILL NOT CARRY FULL POINT VALUE**

1.) A professional Journal Critique (5 points each) = 25 points total

Critique 5 of 8 Areas Listed:

- National Origin
- Race/Ethnicity
- Exceptionality
- Religion
- Gender
- Language
- Sexual Orientation
- Class/Socio-Economic
- National Origin
- Two pages and attach article reviewed
- APA referenced

2.) Field Experience Observation = 18pts (due in class)

- Field Exp. (A) Observation Form = 5 points
- Field Exp. (B) Case Study = 13 points

3.) Mid-Term (in class) = 24 points

4.) Attendance = 22 points (class roll taken 5 minutes after beginning hour).

5.) Curriculum Bias Reports = 11 pts (Team will present in class) see handout

SPECIAL NOTATIONS:

- Course reflection journals are due each class period (see Master Calendar)
- Cell phones – off! (We will have a 10-minute break for each meeting.)
- Late assignments will **NOT** carry full point value
- Special circumstances contact Instructor for an interview.
- 5 points will separate each letter grade (A, A-, B+, etc.) total = 100 points that you can earn.

3200 CALENDAR
FALL 2012

Week	
1	<ul style="list-style-type: none"> • Context and Rationale: Why Diversity Matters • Culture, Norms, Values Chapter 1 • Culture, Norms, Values Continued... • Defining Scope of Multicultural Education and Diversity • In class exercise and debrief
2	<ul style="list-style-type: none"> • Chapter 2 • Journal Critique #1 Due – In Class • Equity Journey • Marginalization – Impact on school, community, society.
3	<ul style="list-style-type: none"> • Demographic imperatives... • Primary/Secondary Diversity • Equity Journey • Equity Pedagogy • Barriers to full inclusion
4	<ul style="list-style-type: none"> • Equity Journey • In class exercise and debrief • Journal critique #2 • (Turn in Diversity Conference paper on October 10th in class).
5	<ul style="list-style-type: none"> • School Climate and Impact on Diversity/Learning • In class exercise • Equity Journey
6	<ul style="list-style-type: none"> • Effects of Teacher Expectations • Mid term review in class • Journal critique #3 due in class • Equity Journey • Field Experience Observation Form due

7	<ul style="list-style-type: none"> • Midterm Exam in class • Journal critique #4 due in class
8	<ul style="list-style-type: none"> • Pre-check outs for TWS • Post exam review • Equity Journey
9	<ul style="list-style-type: none"> • Transforming knowledge (Teacher Advocacy) Ch. 14 • Equity Journey • Guest panel • Curriculum bias reports/rubric outline <ul style="list-style-type: none"> ○ All participate ○ One applied exercise ○ Technology integration ○ At least three references along w/summary of article (single page to be given to each class member (handout)).
10	<ul style="list-style-type: none"> • FINAL CLASS • Journal Critique #5 due in class • Case study due December 10th • Curriculum bias reports/rubric outline <ul style="list-style-type: none"> ○ All participate ○ One applied exercise ○ Technology integration ○ At least three references along w/summary of article (single page to be give to each class member (handout)).

ETHICS

A professional standard of performance in class and in fieldwork is expected. Failure to maintain WSU academic ethics/honesty including the avoidance of cheating, plagiarism, collusion, and falsification will result in failing the course and may result in charges being issued, hearing held, and/or sanctions being imposed.

ADA STATEMENT

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

WRITING STYLE

Publications manual of American Psychological Association APA must be cited (when necessary) for all assigned work.

Course Name: The Exceptional Student

Course Prefix: EDUC

Course Number: 3260

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 9/20/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

change
Current Course Subject EDUC
Current Course Number 3260S

EDUC 3260S DV - The Exceptional Student (Secondary) (3) F, Sp 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).

New/Revised Course Information:

Subject: EDUC

Course Number: 3260

Course Title: The Exceptional Student

Abbreviated Course Title: The Exceptional Student

Course Type: LEC

Credit Hours: 2

Contact Hours: Lecture 30

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Prerequisite: Admission to Teacher Education

Co-requisites: EDUC 3220, EDUC 3900, EDUC 3315, EDUC 3930, EDUC 3910

Course description (exactly as it will appear in the catalog, including prerequisites):

EDUC 3260 - The Exceptional Student (2) F, Sp

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

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

There are two changes to this course. First, the number of credit hours has changed due to the removal of practicum requirements. Practicum will be a new course. Second, the course name is changed (removal of S) as per university curriculum committee request.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

COURSE SYLLABUS
Department of Teacher Education
Weber State University

Course: EDUCATION 3260
Title: The Exceptional Student
Credit Hours: 2 semester hours
Instructor: Melina Alexander, Ph.D.
Class Time Thursdays 9:00-10:15, 1:30-2:45 (see course schedule for dates)
Classroom: ED 227
Office: ED 324
Office hours: Tuesday: 9:00-11:00, 1:00-3:00; Thursday: 10:30-12:30
Telephone: Office: 626- 8742
 Cell: 644-8439
E-mail: melinaalexander@weber.edu

Secondary Teacher Education Core:

Secondary Teacher Education Core introduces students to the diversity of learners they will educate as teachers in today's society (EDUC 3910, EDUC 3315), provides pedagogical skills in the critical area of secondary literacy education and provides strategies to foster interdisciplinary learning (EDUC 3900, EDUC 3930). These courses supplement teaching methods courses that students take in their particular content areas. Principles of learning; skills in design, implementation, and assessment of instruction, are applied in classroom settings in the field experience.

Course Description:

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. Should be taken concurrently with the other courses in the Secondary Teacher Education Core (EDUC 3220, EDUC 3900, EDUC 3315, EDUC 3930, EDUC 3910).

Required Text:

Lewis, R. B. & Doorlag, D.H. (2011). *Teaching Special Students in General Education Classrooms, 8th edition*. Upper Saddle River, NJ: Prentice-Hall.

Course Outcomes/Objectives:

WSU's teacher preparation conceptual framework theme is: A Student Achievement: Students, Teachers, & Communities Working Together. The model that illustrates the program's purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: *Reflecting*,

Engaging, and Collaborating. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework and Utah Professional Teacher Standards.

Standard 1: Creating and maintaining a positive classroom environment that promotes student learning

Standard 2: Planning curriculum and designing instruction to enhance student learning

Standard 3: Engaging and supporting all students in learning

Standard 4: Assessing and evaluating student learning

Standard 5: Demonstrating professionalism to support student learning

Upon completion of this course, the student will meet the following objectives/outcomes:

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.

1. Describe the characteristics of students with exceptionalities as outlined in PL 108_446 (IDEiA 04) Analyze differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities.
2. Demonstrate knowledge of the effects an exceptional condition may have on the social and cultural aspects of an individual's life.
3. Demonstrate knowledge and understanding of differing learning needs of individuals with exceptional learning needs and how to adapt teaching to these needs.
4. Understand and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Demonstrate knowledge of methods and strategies to ensure access to the general curriculum for all students including students with diverse needs and abilities.
6. Identify appropriate educational interventions for exceptional students to promote success in the general classroom and in accordance with the Individualized Education Plan (IEP).
7. Self identify and analyze personal attitudes, beliefs, and perceptions related to the instruction of students with disabilities.
8. Demonstrate knowledge of federal mandates regarding the education of students with disabilities and their implications for educational practice.
9. Discuss differences between various roles and responsibilities of school personnel involved in the education of students with disabilities.
10. Understand the importance of collaboration in the IEP process.

Course Requirements:

1. Attendance and Participation: Preservice teachers are expected to demonstrate professional behavior; therefore, you must notify the instructor **before** missing any class sessions. Each student is expected to read the assigned material before class and to participate in class discussions and activities. 1 pt

will be given for showing up on time and 1 pt for participation in class discussions. **Excessive tardiness (i.e., more than 5 minutes late) will result in loss of points. (24 points).**

2. Class assignments: Throughout the semester there will be activities/assignments either provided in class or online. Students will be required to complete these activities either in groups or on their own. Submission of these activities will be through canvas. **(5@3 pts; 15 pts total)**
3. Reading reviews: For each reading students will provide a brief review. This will include a **one-sentence** summary of the article, your reaction to the article (app 1 paragraph), and how you could use this information in your own teaching practice (app 2 paragraphs). Papers should be double spaced using 12 pt. font. **Reading reviews are due the night before assigned class. (4 @ 5 pts; 20 points total)**
4. Reaction papers: Students will write a short (2-3 page) reaction paper on selected class activities or topics. Stimulus questions will be given to respond to following each activity. Papers should be double spaced using 12 pt. font. **(3 @ 10 pts 30 points total)** graded as follows:
 1. **10-8 pts**: clear and concise, supporting details; excellent writing mechanics.
 2. **7-5 pts**: some details; good writing mechanics with few errors.
 3. **4-3 pts**: lack of detail and/or accuracy; several writing errors noted.
 4. **2-1 pts**: failure to address the topic in any meaningful way; poorly written.
 5. **0 pts**: no response

Activity #1: Lower Incidence Disability Simulation

Activity #2: IEP Meeting Simulation

Activity #3: F.A.T. City Video

5. Iris Modules: Students will complete a series of online activities located at <http://iriscenter.com/resources.html> Each module is divided into 5 sections—Challenge, Thoughts, Perspectives and Resources, Assessment, and Wrap up. Students will be required to view each section of the module, write a one sentence summary for each page in the perspectives and resources section, complete all activities, and answer and turn in the questions located in the assessment section. **(5 @ 5 pts 25 points)**

IRIS Module A: [What do you see: Perceptions of disability](#)

IRIS Module B: [Universal Design](#)

IRIS Module C: [Differentiated Instruction](#)

IRIS Modules D: [Who's in Charge? Developing a Comprehensive Behavior Management System](#)

IRIS Modules E: [You're in Charge! Developing Your Own Comprehensive Behavior Management Plan](#)

6. Final Case: This take-home project will require a synthesis of course materials including topics from each session and assigned readings. For this project you will be required to complete specific activities

for a given case study class. **(50 points)**

7. **Final Quiz:** This online timed quiz will cover topics from assigned chapters in the textbook **(25 points)**
8. **Extra Credit:** There is an option to receive up to 5 extra credit pts. Extra credit is due the before class on the date listed on the class schedule. Details on extra credit will be explained the first day of class.

Grading Standard:		Grading Scale:	
Participation	24	A	95%-100%
Class assignments	15	A-	90%-94%
Reading	20	B+	87%-89%
Reaction Papers	30	B	84%-86%
Iris Modules	25	B-	80%-83%
Final Case	50	C+	77%-79%
Final	25	C	74%-79%
Student Evaluations	5	C-	70%-73%
		D	65%-69%
		E	64% and below
Total	179		

Instructor Expectations:

Late Assignments: Late submissions will result in the loss of **20%** of the points earned for the first week. **Assignments over 7 calendar days late will be assessed with a loss of 30%** unless prior arrangements have been made with the instructor. The instructor reserves the right to lower any grade based on lack of professional behaviors, lack of quality assignments, or lack of adherence to professional ethics.

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student's admission to the Teacher Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Campus Closure:

In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website <https://learn-wsu.uen.org/login> for information on how class will proceed.

** The instructor reserves the right to change any requirements or the course outline as deemed necessary. Students will be notified of any changes to the syllabus.*

Session	Session Topic	Readings	Online Materials/Needed Materials	Assignments Due
Session 1	Introduction	None	IRIS Module A	
Session 2	- A1 Disability Simulation Historical, philosophical and legal foundations of special education	Ch 1&3 Reading 1		EC 1&3 Reading 1 review Iris Module A
Session 3	Collaboration-Educational Partnerships -A2 IEP Meeting Simulation	Ch 2 Reading 2		EC 2 Reading 2 review Activity 1 reaction (Disability Simulation)
Session 4	Teaching Students with Physical, Health, Visual, and Hearing Impairments Contextual Factors	Ch 15	Guided Notes Take the contextual factors school to the school visit on the 25th	EC 15 Activity 2 reaction (IEP Meeting) CA 1 Guided Notes
Session 5	FERPA Classroom Arrangement	Ch 8 IRIS Star Sheets Room arrangement	FERPA IRIS Module B	EC 8 IRIS Module B CA 2 FERPA Quiz CA3 Room Arrangement

Session 6	Teaching students with Intellectual disabilities	Ch 11 Reading 3	Curriculum Modification ladder With your teaching partner, bring in a lesson plan	EC 11 Reading 3 review CA 4 Lesson Modification
Session 7	Teaching students with Autism Questioning Activity	Ch 14	IRIS Module C With teaching partner, bring in a formative assessment	EC 14 IRIS Module C CA 5 Assessment Questions
Session 8	Teaching students with Communication disorders	Ch 13	Graphic Organizer	EC 13 CA 6 Graphic Organizer
Session 9	Lesson Planning, I do We do You do		Lesson Plan Blank	
Session 10	Teaching Students with Learning disabilities -Fat City Video	Ch 5 & 10 Reading 4		EC 5 & 10 Reading 4 Review Lesson Plan
Session 11	Online Class		--IRIS Module D --IRIS Module E	Contextual Factors Activity 3 reaction Iris Module D Iris Module E
Session 12	Teaching Students with Behavior Disabilities -Classroom Management	Ch 6 & 12		EC 6 & 12 Reading 5 Review FINAL CASE DUE (last week of sem)

Course Name: Reading and Writing Across the Secondary Curriculum

Course Prefix: EDUC

Course Number: 3930

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 9/20/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

change Current Course Subject EDUC
 Current Course Number 3930

EDUC 3930 - Reading and Writing Across the Secondary Curriculum (3) F, Sp

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).

New/Revised Course Information:

Subject: EDUC

Course Number: 3930

Course Title: Reading and Writing Across the Secondary Curriculum

Abbreviated Course Title: Reading and Writing Secondary

Course Type: LEC

Credit Hours: 2

Contact Hours: Lecture 30

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Prerequisite: Admission to Teacher Education

Co-requisite: EDUC 3220, EDUC 3260, EDUC 3315, EDUC 3910, and EDUC 3900

Course description (exactly as it will appear in the catalog, including prerequisites):

EDUC 3930 - Reading and Writing Across the Secondary Curriculum (2) F, Sp

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

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

The number of credit hours has changed due to the removal of practicum requirements. Practicum will be a new course.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

Course Title: Reading and Writing Across the Secondary Curriculum

Course Number: ED 3930 2 Semester hours (Credits)

Semester:

Instructor: Linda Gowans, Ph.D.

Dates/Times: See Calendar

Level Description:

The purpose of the Secondary Core Level is to prepare candidate for student teaching. In this level there are 4 classes: (EDUC 3200) Foundations in Diversity, (EDUC 32060) Exceptional Student, (EDUC 3900) Preparing, Teaching, and Assessing Instruction, and (EDUC 3930) Reading & Writing Across the Secondary Curriculum and Integrated Technology. The candidates come from their content areas with the course work completed in their major and minor. Some will have completed their methods course(s). Then in the Secondary Core Level, candidates are placed in teaching pairs of either their major or minor content for the purpose of planning a unit of instruction (Teacher Work Sample) under the assistance of a cooperating teacher and the instructors in the core level. Candidates teach the unit and evaluate its effectiveness and reflect on their experience in the site. One main concern at this point is for candidates to begin to see students.

Course Description:

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. Should be taken concurrently with the other courses in the Secondary Teacher Education Core (EDUC 3220, EDUC 3260, EDUC 3315, EDUC 3910, and EDUC 3900).

1. The diagnosis of reading/writing abilities and the recognition of students' deficiency in these skills;
2. Preparation of lessons for direct teaching of vocabulary, comprehension, writing, and study skills, integrated as part of teaching;
3. Peer and teacher evaluation.

Required Text and Materials:

1. Packet from WSU printing: Gowans, L. P. (2012). *Reading and writing across the secondary curriculum*. Weber State University: Ogden, UT.
2. Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy*. Pearson: Boston.

Course Outcomes/Objectives:

WSU's teacher preparation conceptual framework theme is "Student Achievement: Students, Teachers, & Communities Working Together." The model that illustrates the program's purposes, philosophy, outcomes and evaluation is represented by an easel, at the center are three overlapping components:

Reflecting, Engaging, and Collaborating. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. View the conceptual framework, INTASC Standards and the critical performances for each level on the teacher education website.

The Candidate outcomes for this course are:

**Critical Performances/Outcomes of the Secondary Professional Core Level
Using Utah Professional Teacher Standards**

1. Environment: Creating and maintaining a positive classroom environment that promotes student learning.

Artifacts:

Successful completion of a content unit of instruction under guidance of a collaborating teacher and University faculty for 5-10 days in one period in a secondary setting. Candidates are assigned by major or minor.

2. Instruction: Planning curriculum and designing instruction to enhance student learning. Artifacts: Teacher Work Sample (individual/group), which includes a Content Unit of Instruction. Completion of all 7 parts of the TWS.

3. Diversity and Communication: Engaging and supporting all students in learning. Artifacts: Dispositions: Candidates demonstrate evidence of the nine program dispositions. Dispositions forms completed by the Secondary Core Level faculty, and collaborating teacher in field experience site.

4. Assessment: Assessing student learning. Artifacts:

Successful completion of a Utah Professional Teacher Standards portfolio initiated in the Secondary Core Level. The UPT portfolio has 5 standards. Artifacts are chosen for the portfolio by candidates as a demonstration of the fulfillment of each standard.

5. Collaboration, Reflection, and Professional Development: Demonstrating Professionalism to support student learning.

Artifacts:

Full participation, collaboration, and reflection in all courses and coursework within the Secondary Professional Core Level.

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating,

plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student's admission to the Master of Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course

materials (including this syllabus) in alternative formats if necessary.

Course Requirements/Outcomes:

Individual requirements for 3930

- | | |
|--------|---|
| Part A | 1. Complete pre-assessment/post assessment for ED 3930. |
| | 2. Administer 2 SDQ tests and 2 Cloze tests correctly and submit the tests with a written analysis of the tests. Do a Fry on the cloze texts to determine grade level to add to the analysis. |
| | 3. Complete a Textbook Analysis. Include a Fry readability, Marshall/Wolpow checklist and submit the data with a written analysis of the textbook. |
| Part B | 4. Using a lesson plan, teach and evaluate a vocabulary lesson in class. Submit lesson plan. |
| Part C | 5. Video tape each member of the group while they are teaching a lesson during the Field Experience (Approximately 10-15 minutes each). Complete the Video Evaluation. Submit the written evaluation and show the video to class members on the Synthesis day |
| Part D | 6. Write a personal composition about your personal teaching philosophy in which you demonstrate the stages of the writing process. You must attend a peer review session. Submit the first draft, peer review, and final product. Copy of final product is in portfolio. |

Unit (TWS) Requirements for 3930

- | | |
|--------|---|
| Part A | 9. Prepare and administer a two part pre-assessment. One part is a survey (interest inventory) concerning the interests and nature of the students you will be teaching. The other part is an academic pre-assessment of the student's grasp of concepts and skills to be taught in the unit. Summarize the results explaining implications for your class. Use the results to tailor the unit to the class needs. Place this information in the Assessment Plan Section and the data will be placed in the Analysis of Student Learning Section. |
| Part B | 10. Complete a content/unit analysis on the instructional unit. Include: A content outline, core objectives that will be taught on the content analysis sheet or along with it. Submit with the unit plan for approval prior to teaching. Place in the Objectives/Intended Learning Outcomes Section. |
| | 11. The unit must include preparation, teaching, and evaluation of the following activities. This list is a minimum. Other activities not listed may be included because they are in the best interest of the students you will be teaching. For example, you may wish to lecture more than once or have more than one vocabulary lesson. |
| Part A | a. Checklist/Disclosure statement for students as the unit is taught. Place in Objectives Section. |

- | | |
|--------|--|
| Part B | b. One vocabulary lesson (Use multimodal techniques.) Place in the Design for Instruction Section. |
| Part C | c. One study skills lesson. Place in the Design for Instruction Section.
d. A reading lesson with a guide (3-level, QAR, Pattern, or etc.) to use with the text. Place in the Design for Instruction Section.
e. A listening guide to accompany a lecture demo, guest speaker, or video clip. Place in the Design for Instruction Section. |
| Part D | f. A writing assignment that requires either 2 write-to-learn assignments OR one formal paper with the stages of the writing process completed in class.
Include how you will evaluate the writing (ie. expectations or a rubric) and a summary of the activity. Place in the Design for Instruction Section. |

Grading Standard:

The grade of “A” is awarded for outstanding/excellent work.

1. Candidates participate **equally** with team members in preparation and in teaching the TWS.
2. The TWS packaging demonstrates **excellence** in planning, organization, teaching and evaluating.
3. Candidates participate in **all group** activities and discussions within the courses.
4. Candidates notify instructors in case of absence (illness or family emergency are excused. Instructors choose to excuse candidates for other types of absences.). A maximum of one unexcused absence is permitted. After one unexcused absence, grades may be affected.
5. All required assignments (on the checkout form) are **typed and submitted on time**.
6. Candidates submit in-class practice exercises on due dates. **Late assignments are accepted but with a reduction in credit or grade.**
7. Writing and assignments are reflective and thoughtful.
8. Use of teaching methods within the TWS is innovative.
9. Constructive feedback is honestly given and used.
10. Dispositions are met.

The grade of “B” is awarded for adequate work.

1. Candidates participate with team members in preparation and in teaching of the TWS. If a partner does not participate equally and fully, he/she may be asked to teach the TWS on their own or create a new TWS and teach it on their own before being cleared to student teach.
2. The TWS packaging demonstrates planning, organization, teaching and evaluating.
3. Candidates participate in some group activities and discussions within the courses.
4. Candidates notify instructors in case of absence (illness or family emergency are excused. Instructors choose to excuse candidates for other types of absences.) A maximum of 2 unexcused absences per course is permitted. After 2 unexcused absences, grades are affected.
5. Some required assignments (on the checkout form) are typed. Some are submitted on time.
6. Candidates submit some in-class practice exercises on time. **Late assignments are accepted but with a reduction in credit or grade.**

7. Some writing assignments are reflective and thoughtful.
8. A variety of teaching methods is contained in the TWS.
9. Constructive feedback is given and used.
10. Dispositions are met.

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student=s admission to the Teacher Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Campus Closure:

In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website <https://learn-wsu.uen.org/login> for information on how class will proceed.

Course Name: Media Integration in the Secondary School Setting

Course Prefix: EDUC

Course Number: 3315

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 9/20/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

new

New/Revised Course Information:

Subject: EDUC

Course Number: 3315

Course Title: Media Integration in the Secondary School Setting

Abbreviated Course Title: Media in Secondary

Course Type: LEC

Credit Hours: 1

Contact Hours: Lecture 15

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

Prerequisite: TBE TA 1510, TB 1502, TC 1503

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

Course description (exactly as it will appear in the catalog, including prerequisites):

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 for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

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.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No. This course differs from other courses on campus in that its focus is on meeting the needs of secondary teaching candidates for future teaching requirements.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No courses overlap, as the focus in this course is on how to apply the information to the secondary teaching context.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to [Faculty Senate](#) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

ED 3315**Media Integration in the Secondary School Setting**

Credit Hours: 1

This course supports the content being taught in the Professional Core Education courses in the Teacher Education Program. Understanding how to use and apply instructional technology is a required component of teaching. This course is not a lab class for other courses. This course provides practical skills for teaching with technology in educational settings. These skills are based on Common Core technology and include:

Anchor Standard for Grade 6-12 Literacy in History/Social Studies, Science & Technical Studies
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively (charts, tables, diagrams, time lines, animations, or interactive elements on web pages) as well as in words.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Supporting Skills to include such skills as the ability to:
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Gather relevant information from multiple print and digital sources and be able to correctly cite both electronic and non-electronic sources

Catalog Description:

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:

Completion of the technology literacy requirements (NTM 1501, NTM 1502, and NTM 1503) through course work or testing and successful completion of course's prerequisite to Level 3 training.

Support documents for course:

- **Canvas**
- **Instructor web site**
- **Text: Frei, Gammel, Irons (2007). Integrating Technology into the Curriculum**
- **ISBN-13: 978-1425803797**

Course Outcomes/Objectives:

WSU teacher preparation conceptual framework theme is Student Achievement: Students, Teachers, & Communities Working Together through programs purposes, philosophy, outcomes and evaluation.

There are three overlapping components in the model: *Reflecting, Engaging, and*

Collaborating. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework.

The purpose of this course is to insure students' technology skills in the use of hardware and software technologies to support teaching with and applying educational technology skills and knowledge in grades 9-12 classroom environments. This class is to prepare teacher candidates to teach with and about technology in grades 9-12 settings. The curriculum in this course also teaches skills necessary to support the 6 areas of the National Educational Technology Standards for Students (NETS-S) guidelines for technology literacy used by the State of Utah as the foundation for educational technology literacy for primary grade students. Utah adopted the NETS-S standards for all students graduating from K-12 schools as of Fall 2002; all public education students must either take and pass Computer Technology course or pass an alternative certification tests provided by Certiport Corporation.

This class promotes development of the critical performance outcomes listed above and provides practice in using technology skills for teachers prior to their Student Teaching experience. This course is not intended to meet technology certification requirements for educational technology specialists in school settings.

Each of these critical performance outcomes is assessed primarily through performance-based assignments. Assignments objectives are tied to both Common Core and Educational Technology standards adopted by the Utah State Board of Education (9-12).

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the students admission to the Master of Education Program.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

ASSIGNMENTS AND ASSESSMENT

The assignments in this class will provide evidence of the participants both an understanding of and ability to use technology appropriate to Common Core standards as indicated above.

Assigned activities for this course:

- Weeks 1-3: Applying understanding of Copyright and Fair Use principles in creation of multimedia presentations and through correct citation of both electronic and non-electronic resources.
- Weeks 4-5: Create a resource guide containing reviews of eMedia such as web sites, picture and video resources, primary source documents.
- Week 6: Analyze a web site to provide information regarding validity of source and supporting sites.
- Weeks 7-10: Demonstration of various media by using media for instructional use as well as using media to create supporting documents. This will include proficiency with interactive whiteboards.
- Weeks 11-15: Create and teach in a classroom setting an electronic media-enhanced lesson of a concept taught in the Utah Core Curriculum specific to the participants major/minor endorsements. The lesson must be taught using a computer, a LCD projector, and one other type of electronic media such as an interactive whiteboard.

GRADES

Assignment	Points	Grade awarded based on percentage of possible points earned
Copyright and Fair Use Guidelines Test	50	
Web site analysis	50	
Resource Review	50	
Media Enhanced Lesson Plan (MEL)	50	A = 100-97%
MEL presentation	75	A- = 96-93%
		B+ = 92-88%
Total	275	B = 87-84%
		B- = 83-80%
		RETAKE COURSE 79% or less

Course Name: Secondary Education Practicum

Course Prefix: EDUC

Course Number: 3910

Submitted by (Name & E-Mail): Louise Moulding, lmoulding@weber.edu

Current Date: 10/12/2012

College: Education

Department: Teacher Education

From Term: Fall 2013

Substantive

new

New/Revised Course Information:

Subject: EDUC

Course Number: 3910

Course Title: Secondary Education Practicum

Abbreviated Course Title: Secondary Educ Practicum

Course Type: SUP

Credit Hours: 2

Contact Hours: Other 60

Grading Mode: standard

This course is/will be: a required course in a major program

Prerequisites/Co-requisites:

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

Course description (exactly as it will appear in the catalog, including prerequisites):

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 for the new course or for changes to an existing course. (Note: Justification should emphasize

academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

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.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

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

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

Existing courses do not allow evaluation of practical teaching application.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No other practicum offered by other departments is appropriate to meet the needs of Teacher Education.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

EDUC 3910 (2 credit hours)**Secondary Pro Core Practicum**

Course: EDUCATION 3910
Title: Secondary Pro Core Practicum
Credit Hours: 2 semester hours
Instructor:
Class Time
Classroom:
Office:
Office hours:
Telephone:

E-mail:

Purpose:

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.

The student will apply the following objectives based on the Utah Effective Teaching Standards:

- Create a positive classroom environment.
- Integrate content area knowledge with effective teaching and management.
- Serve as a professional role model.
- Adapt teaching to meet the diverse needs of all students.
- Collaborate with professionals, parents, and community members.
- Use reflective assessment procedures to enhance the teaching and learning environment.
- Create instruction based on student needs within the Utah Core Curriculum.

Course Assignments:

Practicum grading: Grading of student performance during the semester will include (1) Cooperating Teacher Checklists, (2) Observation Evaluations, (3) Curriculum Notebook, (4) Self Observations:

(1) The Cooperating Teacher Checklist addresses classroom preparation, management, instruction, response to cooperating teacher feedback, and professional conduct. The practicum students will give the cooperating teacher enough notice to complete the checklists so that they can be turned in by the due dates. The students will also put a copy of the checklist in their practicum notebook for the supervisor to review when doing an observation. No late checklists will be accepted.

(2) Students will be observed at their practicum setting during the semester by their supervisor. The first observation is scored, but does not count towards the grade. All remaining observations at the practicum site will be scored. There will be three formal scored observations. Each observation is worth 100 points. Two of the

formal observation scores must be at least 80%.

(3) The reflective notebook should be organized and set up at the beginning of the semester, and constantly maintained. It should be available and ready to grade when your supervisor comes to observe you. The final notebook will be turned into your supervisor for a final evaluation. The notebook contains the completed cooperating teacher checklists, observation reflections and goals, self-observation reflection and resulting goals.

(4) Students will complete three self-evaluations during the semester. The practicum observation form will be used for both evaluations. Students will video tape themselves (no pupils in video tapes please) delivering the lesson and afterwards they will fill out the observation form as well as write a one-page summary of what they did well and what they want to work on. After the self-evaluation report is graded, it should be kept in the notebook.

Student Evaluation:

Title	Points
Informal Observation	0
First Formal Observation	100
Second Formal Observation	100
Third Formal Observation	100
Video Self Evaluations (25 points each)	75
Reflective Notebook: Total Points 60	
Cooperating Teacher Checklists (10 points each)	40
Initial Instructional Unit Plan	10
Response and Goal Setting	
Informal Observation	10
First Formal Observation	10
Second Formal Observation	10
Third Formal Observation	10
Final Evaluation with Summary	10
Total Points Possible	475

Percentage	Grade		
95 - 100	A	77 - 79.99	C+
90 - 94.99	A -	73 - 76.99	C

87 – 89.99	B+	70 – 72.99	C -
83 – 86.99	B	65 – 69.99	D+
80 – 82.99	B -	60 – 64.99	D
		Below 60	F

A Grade of B- or better is required.

Week	Activity/Due Assignments
1	Orientation
2	Initial Instructional Unit Plan
3	Informal Observation
4	Response and Goal Setting for Informal Observation
5	First Formal Observation, Teacher Checklist #1
6	Response and Goal Setting for First Formal Observation
7	Second Formal Observation
8	Video Self-evaluation #1
9	Response and Goal Setting for Second Formal Observation
10	Teacher Checklist #2
11	Video Self-evaluation #2
12	Third Formal Observation,
13	Response and Goal Setting for Third Formal Observation
14	Video Self-evaluation #3, Teacher Checklist #3
15	Final Evaluation with Summary

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Campus Closure:

In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website <https://learn-wsu.uen.org/login> for information on how class will proceed.