

MEMO

To: Moyes College of Education Curriculum Committee
From: Wei Qiu, Child and Family Studies
Date: February 11, 2010
Re: Early Childhood Education program change proposal

This proposal packet addresses program changes to the Early Childhood Education (ECE) major. Enclosed you will find the following documents:

- Program change proposal that outlines changes to the Early Childhood Education major and justifies the need to make those changes.
- The Early Childhood Education program from the 2010-2011 catalog.
- The proposed Early Childhood Education program.
- Course proposal to add a new course.
- A syllabus for the proposed new course CHF 4850.

Thank you for your thoughtful consideration of this proposal.

PROGRAM CHANGES
WEBER STATE UNIVERSITY

Submission Date: February 11, 2010

College: Education

Department: Child and Family Studies

Program Title: Early Childhood Education Major (B.S. or B.A.)

PROGRAM DESCRIPTION:

The Departments of Child and Family Studies and Teacher Education offer a major in Early Childhood Education with certification for teaching in programs which serve children from birth through eight years of age (Pre-K through 3rd grade). Students preparing to teach a Pre-K early care and education program, Head Start, or a Kindergarten to 3rd-grade classroom of a public school graduate with a major in Early Childhood 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) Description of suggested course sequence_____

If multiple changes are being proposed, please provide a summary. Use ~~strikeout~~ when deleting items in the program and highlight (~~highlight~~) when adding items.

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

JUSTIFICATION:

1. Removing EDUC 2000 from the program

According to the current catalogue, EDUC 2000 Social Studies Concepts for Elementary Teachers (3) focuses on “fundamental concepts from the social sciences commonly in elementary social studies curriculum”. Its target students are pre-service teachers who are going to teach 4th-6th grades in elementary schools. In the Early Childhood Education (ECE) program, we prepare students to teach in programs that serve children from Pre-K through 3rd grade. There is a major conflict of interest.

2. Changing the credit hours for required support courses

As EDUC 2000 is removed from the program, the number of credit hours for required support courses will be reduced from 25 to 22.

3. Adding CHF 4850 to replace EDUC 4850

CHF 4850 Integrated Elementary Education Student Teaching Seminar (4) is essentially the same course as EDUC 4850 (see attached syllabus). It will be taught by the Teacher Education Department as a cross-listed course between the two departments. Early Childhood Education students will be able to accumulate a certain number of CHF credits by registering for CHF 4850 instead of EDUC 4850.

4. Revising suggested course sequence

The current suggested course sequence is confusing and needs revision.

INFORMATION PAGE

Attach a copy of the present program from the current catalog and a revised version (exactly as you wish it to appear in the catalog).

See attached catalog and the revised version.

Did this program change receive unanimous approval within the Department? √ If not, what are the major concerns raised by the opponents?

Yes.

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.**

Dropping EDUC 2000 might affect the enrollment of the course that is offered by the Teacher Education Department. However, many ECE students are doing double majors in Early Childhood Education and Elementary Education and have to take EDUC 2000 as a required course. It is very unlikely that this change will cause a significant enrollment decline for EDUC 2000.

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

94 credit hours.

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

94 credit hours.

- » **Grade Requirements:** A grade of C or better in each course is required for this major in addition to a cumulative GPA of 2.50 for all courses. Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Family Studies or Early Childhood Committee, as appropriate, to graduate with the lower grade.
- » **Credit Hour Requirements:** A total of 120 credit hours is required for graduation – 43 of these are required within the major. A minimum of 40 credit hours must be upper division (courses numbered 3000 and above) – 22 of these are required within the major.

Advisement

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the department advisor located in the McKay Education Building, Room 248 (801-626-6411).

Admission Requirements

Declare your program of study (see page 18). Sign a Program of Study Contract with the Department of Child and Family Studies. Contact the department advisor, 801-626-6411.

Students enrolling in CHF 2600, 2610 and 2620 will be working with families and children; the State of Utah requires a background check and clearance. Applicants must be fingerprinted and complete a background check before being fully accepted into the program. A handout available from the department secretary explains the procedure and nominal expenses. If the background check reveals misconduct, you will not be allowed to enroll in these courses or any others which include field experience, practica or student teaching. Background checks required up to eight weeks and should be completed, or in progress, prior to enrolling in CHF 2600, 2610 and 2620. See the department secretary for further details.

General Education

Refer to pages 38-44 for either Bachelor of Science or Bachelor of Arts requirements. CHF SS1500 (3) will satisfy a general education requirement and is prerequisite to most major courses.

Course Requirements for BS or BA Degree

Pre Core Course Required (3 credit hours)

CHF SS1500 Human Development
(This course will satisfy a general education requirement.)

Core Courses Required (40 credit hours)

CHF 2400 Family Relations (3)
 CHF 2500 Development of the Child: Birth thru Eight (3)
 CHF 2570 Middle Childhood Development (3)
 CHF 2600 Intro to Early Childhood Education (3)
 (lab required)
 CHF 2610 Guidance Based on Development Theory (3)
 (lab required)
 CHF 2620 Planning Creative Experiences
 for Young Children (3) (lab required)
 CHF 3500 Young Children at Risk (3)
 CHF 3640 Working with Parents (3)
 CHF 4500 Comparative Study of Child
 & Adolescent Development (3)
 CHF 4710* Advanced Guidance and Planning (3)
 CHF 4720* Student Teaching-Children's School (6)
 CHF 4890 Cooperative Work Experience (3)
 CHF 4990A* A Seminar in Child Development (1)

* Taken concurrently. Students are encouraged to apply two semesters prior to teaching in the Melba S. Lehmer Children's School.

In addition, students must complete an advisor-approved specialization of 15 hours or advisor-approved minor.

EARLY CHILDHOOD EDUCATION MAJOR

BACHELOR'S DEGREE (BS OR BA)

The Departments of Child and Family Studies and Teacher Education offer a major in Early Childhood Education with certification for teaching in programs which serve children from birth through eight years of age (Pre-K through 3rd grade). Students preparing to teach a Pre-K early care and education program, Head Start, or a Kindergarten to 3rd grade classroom of a public school graduate with a major in Early Childhood Education.

- » **Program Prerequisite:** Students must have completed at least 40 credit hours of general education and relevant prerequisite courses. Students must also meet the Teacher Education admission and licensure requirements. (See Teacher Education Department in this catalog.)
- » **Minor:** Not required. Early Childhood is the specialization.
- » **Grade Requirements:** Early Childhood 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 the program. A grade of "C" or better in each course (except professional education courses) is required. Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Family Studies or Early Childhood Committee, as appropriate, to graduate with the lower grade.
- » **Credit Hour Requirements:** A minimum of 120 credit hours is required for a bachelor's degree – 94 of these are required within the major. A minimum of 65 upper division credit hours is required (courses numbered 3000 and above).

Advisement

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the department advisor located in the McKay Education Building, Room 248 (801-626-6411).

Admission Requirements

Declare your program of study (see page 18). Early Childhood Education majors must meet the Teacher Education admission and licensure requirements (see Teacher Education Department).

Students enrolling in CHF 2600, 2610 and 2620 will be working with families and children; the State of Utah requires a background check and clearance. Applicants must be fingerprinted and complete a background check before being fully accepted into the program. A handout available from the department secretary explains the procedure and nominal expenses. If the background check reveals misconduct, you will not be allowed to enroll in these courses or any others which include field experience, practica or student teaching. Background checks require up to eight weeks and should be completed, or in progress, prior to enrolling in CHF 2600, 2610 and 2620. See the department secretary for further details.

General Education

See pages 38-44 for either Bachelor of Science or Bachelor of Arts requirements. CHF SS1500 will satisfy a general education requirement and is prerequisite to most Child and Family courses. COMM HU1020 may be taken to fulfill both a support course and a general education requirement. A science class with a lab is a requirement for Teacher Education.

Course Requirements for BS or BA Degree

Pre Core Course Required (3 credit hours)

CHF SS1500	Human Development
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(This course will satisfy a general education requirement.)

Core Courses Required (25 credit hours)

CHF 2500	Development of the Child: Birth Through Eight (3)
CHF 2600	Intro to Early Childhood Education (3) (lab required)
CHF 2610	Guidance Based on Developmental Theory (3) (lab required)
CHF 2620	Planning Creative Experiences for Young Children (3) (lab required)
CHF 3640	Working with Parents (3)
CHF 4710*	Advanced Guidance & Planning (3)
CHF 4720*	Student Teaching-Children's School (6)
CHF 4990A	Seminar in Child Development (1)

* Taken concurrently. Students are encouraged to apply two semesters prior to teaching in the Melba S. Lehner Children's School.

Support Courses Required (25 credit hours)

EDUC 1010	Exploring Teaching (3)
COMM HU1020	Principles of Public Speaking (3)*
or COMM HU2110	Interpersonal & Small Group Communication (3)* or equivalent
MATH 2010	Mathematics for Elementary Teachers I (3)
MATH 2020	Mathematics for Elementary Teachers II (3)
EDUC 2000	Social Studies Concepts for Elementary Teachers (3)
ENGL 3300	Children's Literature (3)
PEP 3630	Physical Education K-6 (3)**
HLTH 4300	Health Education in the Elementary School (2)
EDUC 3110 or EDUC 3370	Instructional Technology (2)*** Advanced Instructional Technology (2)***

* Will satisfy a general education requirement

** Students must take PEP 3630 after Level 1

*** Based on a technology proficiency assessment, students will complete one of two courses prior to or concurrent with Level 1

Support Course Elective (2-4 credit hours)

Select one course from the following

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

* May not be used as both a support elective and general education

Professional Education Courses Required (42 credit hours)

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

• Level 1 (6 credit hours)

EDUC 3100	Instructional Planning and Assessment (3)
EDUC 3120	Reading Instruction in the Primary Grades [K-2] (3)

• Level 2 (12 credit hours, includes practicum)

EDUC DV3200E	Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3)
EDUC 3240	Reading Instruction in the Intermediate Grades [3-6] (3)
EDUC DV3260E or CHF 3500	The Exceptional Student (3) Young Children at Risk (3)
EDUC 3280	Elementary Social Studies Methods (3)

• Level 3 (12 credit hours, includes practicum)

EDUC 4300	Elementary Mathematics Methods (3)
EDUC 4320	Elementary Language Arts Methods (3)
EDUC 4330	Elementary Science Methods (3)
EDUC 4340	Elementary Art/Music Methods (3)

Students are encouraged to take their Praxis exam prior to Level 4.

• Level 4 (12 credit hours)

EDUC 4840 S	tudent Teaching in Elementary Education [K and 1-3] (8)
EDUC 4850	Integrated Elementary Education Student Teaching Seminar and Synthesis (4)

Suggested Course Sequence

Please refer to this program in the online catalog (weber.edu/catalog) and/or contact the department for a suggested course sequence.

FAMILY STUDIES MAJOR

BACHELOR'S DEGREE (BS OR BA)

- » Program Prerequisite: (1) Complete the Pre-professional Core courses listed on the next page under Course Requirements; (2) Declare your Family Studies major with the department academic advisor; (3) Complete a background check and clearance (see Policy Notes).
- » Minor: A minor is required.* Optional: In lieu of a minor, a specialization of 12-18 semester hours may be substituted as approved by the department advisor. Six of these hours must be upper division (courses numbered 3000 and above).
- » Grade Requirements: A grade of C or better in courses required for this major (a grade of C- is not acceptable). Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Family Studies or Early Childhood Committee, as appropriate, to graduate with the lower grade. Also refer to the grade requirements for graduation under General Requirements on page 38.
- » Credit Hour Requirements: A total of at least 120 credit hours is required for graduation – a minimum of 48 of these must be within the major. A total of 40 upper division credit hours is required by the University (courses numbered 3000 and above) – 33 of these are required within the major.

Advisement

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the department advisor located in the Advisement Center, McKay Education Building, Room 248 (801-626-6411).

Admission Requirements

Declare your program of study (see page 18). To be eligible for acceptance into and graduation from the Family Studies Program a candidate must:

1. Complete all of the Pre-professional Core courses listed under Course Requirements.
2. Declare the Family Studies major with the department academic advisor.
3. Complete a background check and clearance (see Policy Notes).

Policy Notes

Since students majoring in Family Studies will be working with families and children, the State of Utah requires a background check and clearance. Applicants must be fingerprinted and complete a background check before being fully accepted into the program. A handout available from the department secretary explains

General	PROFILE ENROLLMENT STUDENT AFFAIRS ACADEMIC INFO DEGREE REQ GEN ED
Engaged Learning & Interdisciplinary	OUR/CBL HNRS BIS LIBS INTRD MINORS
Applied Science & Technology	AUSV/ATTC CEET CS MFET/ETM MET CMT DGET ENGR IDT SST TBE
Arts & Humanities	MENG COMM ENGL FL DANC MUSC THEA ART/ARTH
Business & Econ	MBA MACC/ACTG BSAD FIN MGMT MKTG SCM ECON/QUAN IST
Education	MSAT/MED CHF AT/HLTH NUTR/PEP/RFC HPHP COURSES ATHL/PE EDUC
Health Professions	MHA/MSN MSRS CLS DENT PAR HTHS HAS/HIM NRSRG RADT DMS/NUCM RATH REST
Science	BTNY CHEM GEO MATH/MTHE MICR PHYS/ASTR ZOO
Social & Behavioral Sciences	MCJ/CJ ECON GEOG HIST POLS/PHIL PSY SW/GERT SOC/ANTH ABRO MUS NAVS
Continuing Ed	
Davis Campus	

Weber State University 2010 – 2011 Catalog

EARLY CHILDHOOD EDUCATION MAJOR

BACHELOR'S DEGREE (BS OR BA)

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» **Program Prerequisite:** Students must have completed at least 40 credit hours of general education and relevant prerequisite courses. Students must also meet the Teacher Education admission and licensure requirements (see Teacher Education Department in this catalog).

» **Minor or Concentration:** Not required. Early Childhood is the specialization.

» **Grade Requirements:** Early Childhood 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 the program. A grade of "C" or better in each course (except professional education courses) is required. Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Early Childhood Committee, as appropriate, to graduate with a lower grade.

» **Credit Hour Requirements:** A minimum of 120 credit hours is required for a bachelor's degree – 94 of these are required within the major. A minimum of 65 upper division credit hours is required (courses numbered 3000 and above).

Advisement

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the department advisor located in the McKay Education Building, Room 248 (801-626-6411).

Admission Requirements

Declare your program of study (see page 18). Early Childhood Education majors must meet the Teacher Education admission and licensure requirements (see Teacher Education Department).

Students enrolling in CHF 2600, 2610 and 2620 will be working with families and children; the State of Utah requires a background check and clearance. Applicants must be fingerprinted and complete a background check before being fully accepted into the program. A handout available from the department secretary explains the procedure and nominal expenses. If the background check reveals misconduct, you will not be allowed to enroll in these courses or any others which include field experience, practica or student teaching. Background checks require up to eight weeks and should be completed, or in progress, prior to enrolling in CHF 2600, 2610 and 2620. See the department secretary for further details.

General Education

See pages 37-43 for either Bachelor of Science or Bachelor of Arts requirements. CHF SS1500 will satisfy a general education requirement and is prerequisite to most Child and Family courses. COMM HU1020 may be taken to fulfill both a support course and a general education requirement. A science class with a lab is a requirement for Teacher Education.

Course Requirements for BS or BA Degree

Pre Core Course Required (3 credit hours)

CHF SS1500 Human Development
(This course will satisfy a general education requirement.)

Core Courses Required (25 credit hours)

CHF 2500 Development of the Child: Birth through Eight (3)
CHF 2600 Intro to Early Childhood Education (3)
CHF 2610 Guidance Based on Developmental Theory (3)
CHF 2620 Planning Creative Experiences for Young Children (3)
CHF 3640 Working with Parents (3)
CHF 4710* Advanced Guidance & Planning (3)
** Must be taken concurrently with CHF 4720. Students are encouraged to apply two semesters prior to teaching in the Children's School. Must enroll in the CHF 4710 section specified for EC and ECE majors.*
CHF 4720 Student Teaching – WSU Melba S. Lehner Children's School (6)
CHF 4990 A Seminar in Child Development (1)

Support Courses Required (25 credit hours)

EDUC 1010 Exploring Teaching (3)
COMM HU1020 Principles of Public Speaking (3) *
or COMM HU2110 Interpersonal and Small Group Communication (3) *
MATH 2010 Mathematics for Elementary Teachers I (3)
MATH 2020 Mathematics for Elementary Teachers II (3)
~~EDUC 2000 Social Studies Concepts for Elementary Teachers (3)~~
ENGL 3300 Children's Literature (3)
PEP 3630 Physical Education K-6 (3) **
HLTH 4300 Health Education in the Elementary School (2)
EDUC 3110 Instructional Technology (2) ***
or EDUC 3370 Advanced Instructional Technology (2) ***

* Will satisfy a general education requirement

** Students must take PEP 3630 after Level 1

*** Based on a technology proficiency assessment, students will complete one of two courses prior to or concurrent with Level 1

Support Course Elective (2-4 credit hours)

Select one course from the following

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

* May not be used as both a support elective and general education

Professional Education Courses Required (42 credit hours)

Admission to Teacher Education is required prior to enrollment in Professional Education Courses.

• Level 1 (Core)

- EDUC 3100 Instructional Planning and Assessment (3)
- EDUC 3120 Reading Instruction in the Primary Grades (K-2) (3)

• Level 2 (Learners and Literacy)

- EDUC DV3200 Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3)
- EDUC 3240 Reading Instruction in the Intermediate Grades (3-6) (3)
- EDUC 3280 Elementary Social Studies Methods (3)
- EDUC DV3260 The Exceptional Student (3)
- or CHF 3500 Young Children at Risk (3)

• Level 3 (Interdisciplinary Methods)

- EDUC 4300 Elementary Math Methods (3)
- EDUC 4320 Elementary Language Arts Methods (3)
- EDUC 4330 Elementary Science Methods (3)
- EDUC 4340 Elementary Art/Music Methods (3)

Students are encouraged to take their Praxis exam prior to Level 4.

• Level 4 (Synthesis)

- EDUC 4840 Student Teaching in Elementary Education (K and 1-3) (8)
- EDUC 4850 Integrated Elementary Education Student Teaching Seminar (4)
- CHF 4850 Integrated Elementary Education Student Teaching Seminar (4)

Suggested Course Sequence

Please refer to this program in the online catalog (weber.edu/catalog) and/or contact the department for a suggested course sequence. The Professional Teacher Education component (four levels) of the Early Childhood Education major requires three and a half semesters to complete. Therefore, it is important that HCB candidates have completed the General Education requirements, finished their Early Childhood core courses, and taken at least some of the required Support Courses prior to Level 1. Some support courses could be taken concurrently with Level 1. For further questions, please refer to this program in the online catalog (weber.edu/catalog) and/or contact the department for a suggested course sequence.

APPROVAL PAGE

for:

Early Childhood Education Major (B.S. or B.A.)

(Program Title)

Approval Sequence:

Chloe D Merrill 2-11-10
Department Chair/Date (& BIS Director if applicable)

College Curriculum Committee/Date

Program Director or ATE Director (if applicable)/Date

Dean of College/Date

Courses required in programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.

University Council on Teacher Education/Date

Master's program changes must be reviewed by the University Graduate Council before being submitted to the Curriculum Committee.

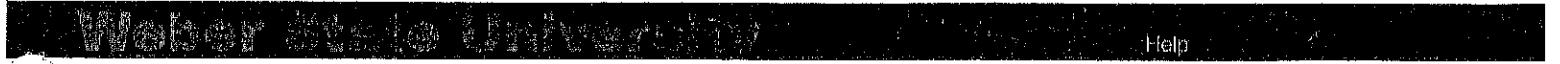
I have read the proposal and discussed it with the program director.

University Graduate Council Representative/Date

University Curriculum Committee/Date

Passed by Faculty Senate _____ Date

Effective Date (As per PPM 4-2a) _____



Course Proposals

List of all proposals

Course Name: Integrated Elementary Education Student Teaching Seminar
Course Prefix: CHF
Course Number: 4850
Submitted by (Name & E-Mail): Wei Qiu, weiqiu@weber.edu

Current Date: 2/11/2010
College: Education
Department: Child & Family Studies
From Term: Fall 2011

Nonsubstantive

new	Current Course Subject N/A
	Current Course Number

New/Revised Course Information:

Subject: CHF	Check all that apply: <i>This is for courses already approved for gen ed. Use a different form for proposing a new gen ed designation.</i>
Course Number: 4850	<input type="checkbox"/> DV <input type="checkbox"/> SI <input type="checkbox"/> CA <input type="checkbox"/> HU <input type="checkbox"/> LS <input type="checkbox"/> PS <input type="checkbox"/> SS <input type="checkbox"/> EN <input type="checkbox"/> AI <input type="checkbox"/> QL <input type="checkbox"/> TA <input type="checkbox"/> TB <input type="checkbox"/> TC <input type="checkbox"/> TD <input type="checkbox"/> TE

Course Title: Integrated Elementary Education Student Teaching Seminar

Abbreviated Course Title: EE Student Teaching Seminar

Course Type: LEC

Credit Hours: 4 or if variable hours: to

Contact Hours: Lecture 4 Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: crmc

This course is/will be:	<input checked="" type="checkbox"/> a required course in a major program <input type="checkbox"/> a required course in a minor program <input type="checkbox"/> a required course in a 1- or 2- year program <input type="checkbox"/> elective
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Prerequisites/Co-requisites:

EDUC 4840 Student Teaching in Elementary Education (K and 1-3) (8) should be taken concurrently. The student needs to complete Level 1 to Level 3 professional education courses.

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

This course will help you prepare for clinical practice and ultimately licensure with two different types of activities. First, you are expected to attend weekly, 3-hour collaboration and topical seminars will be held emphasizing on-going discussions and support on classroom management, preparing the TWS and INTASC portfolio, creating your career file, and other education issues. The second activity will be a two day workshop to synthesize the semester and have your INTASC portfolio assessed.

Early Childhood Education students need to take Level 4 professional education courses in order to receive K-3 teaching license. It is the final pre-licensure phase of your teaching career. This block consists of two courses: Integrated Elementary Student Teaching Seminar and Synthesis (4) and Elementary Student Teaching (8). In Student Teaching, students will be assigned to an elementary school in which you will teach pupils at two grade levels. Mentor teachers from the school will turn over their

classes and pupils to you and will help you in your teaching experience. Students will also have at a university supervisor through the Teacher Education Department. The Seminar will support the clinical practice through regular meetings on campus. There will be separate and specific requirements for both the seminar and clinical practice. This course is essentially the same as EDUC 4850. It will be taught by the Teacher Education Department as a cross-listed course between the two departments. Early Childhood Education students will be able to accumulate a certain number of CHF credits by registering for CHF 4850 instead of EDUC 4850.

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.).**

Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.

Weber State University, Ogden, Utah 84408, (801) 626-6000
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CHF 4850 Integrated Elementary Education Student Teaching Seminar **4 credits**

Instructors:

Office:

Phone:

Email:

Office Hours:

Elementary Education Student Teaching Block Description:

This block is the final pre-licensure phase of your teaching career. This block consists of two courses: Integrated Elementary Student Teaching Seminar and Synthesis (4) and Elementary Student Teaching (8). In Student Teaching, you will be assigned to an elementary school in which you will teach pupils at two grade levels. Mentor teachers from the school will turn over their classes and pupils to you and will help you in your teaching experience. You will also have at a university supervisor through the Teacher Education Dept. The Seminar will support the clinical practice through regular meetings on campus. There will be separate and specific requirements for both the seminar and clinical practice. Please note that you will receive a letter grade for 4850; you will be given a credit/no credit grade for student teaching.

Course Description:

This course will help you prepare for clinical practice and ultimately licensure with two different types of activities. First, you are expected to attend weekly, 3-hour collaboration and topical seminars will be held emphasizing on-going discussions and support on classroom management, preparing the TWS and INTASC portfolio, creating your career file, and other education issues. The second activity will be a two day workshop to synthesize the semester and have your INTASC portfolio assessed.

Course Objectives:

As a result of this course, teacher candidates will:

- have on-going contact and support from the teacher education department.
- understand various classroom management techniques and how to use them in their own classrooms.
- develop a classroom management style and policy that fits their own personality.
- become part of a collaborative professional learning community with fellow teacher candidates in an effort to support each other in becoming highly qualified teachers.
- learn about some of the issues affecting elementary schools today.
- learn about various districts' hiring processes and getting a job.
- create their final INTASC portfolio.
- submit their TWS and Reflective Journals for review & grading.

Required Text:

Evertson, C. M., & Emmer, E. T. (2009). *Classroom management for elementary teachers* (8th Ed.). Boston: Pearson, Allyn & Bacon.

Requirements and Assignments:

1. *Class Participation.* Regular, punctual attendance is critical. Class member input is an essential element of a successful community of learners. Thus, students should be prepared to reflect, engage, and collaborate regularly in the classroom. In order to fully benefit from this class, each student should:
 - attend consistently. Please inform instructor if you are going to be absent. Parent-teacher conference evenings will receive an excused absence upon documentation;

- a maximum of two other absences for any reason will be allowed. Beginning with the third absence, 3 points will be deducted from your final grade.
- be punctual. Tardies after 15 minutes will count as an absence. Three tardies between 1-14 minutes will count as an absence.
 - listen and contribute to class and small-group discussions.
2. *Classroom Management Plan.* In this paper, you will explain your philosophy of c.m., your expectations of student behavior, and the consequences of misbehavior. The total paper should be no more than five (5) pages in length split as follows. The paper should:
- be typewritten and no longer than 3 pages in length. Single-spaced, bulleted lists are appropriate for the time, space, materials, behaviors, rules and consequences sections. The philosophy should be in paragraph form.
 - have a plan of how you will manage time, space, materials, and behaviors in your classroom (This is not a course disclosure!)
 - contain a list of classroom rules and consequences.
 - have a c.m. philosophy statement written in paragraph form and be double-spaced. Include how you are going to develop an atmosphere of trust and community in your classes.
3. *Critical Summaries.* You will write a critical summary of 5 chapters of your choice from the classroom management text. A typed, 1-2 page critical summary should include:
- a bulleted list of items/thoughts that you deem important from the text. You should have approximately 10 items.
 - a reflection, in paragraph form, single-spaced, on this information. Discuss how this information will affect your classroom practices; why you think this is important; and how you will use the information.
4. *Service Project, Written and Oral Report.* Each student will complete a 30-hour service project. Prior to starting you project you must fill out and submit to the seminar instructor the application form which can be found on the Teacher Education's Department's home page. Failure to submit an application form will result in a 5 pt. deduction from your final grade. At the completion of the project, each candidate will have 5 to 10 minutes to share his/her project with the rest of the class. This is a chance to celebrate.
- The oral report should include a visual of some sort.
 - The written report must include a time-log and a one-page reflective summary.
5. *Classroom Management Reports.* During the semester, you will be required to turn in ten (one for each of ten weeks) classroom management reports equally divided between your two placements. Many of these will come directly from your required, reflective clinical practice journal. Anything that affects the classroom environment can be discussed in these reports. These reports will also help to inform your case study assignment. Each report should:
- be well-written and typed.
 - be approximately ½ page in length.
 - describe the issue and the steps you took to "fix" the problem.

Please note: On these final three assignments, you will be graded based on the department's rubric. You must have a "standard met" in ALL categories to pass this class. If not, you will receive an "I" until the standard is met. The licensing process will also be on hold until all standards are met.

6. *Two Teacher Work Samples (TWS).* There will be two TWSs due during student teaching (one for your K-2 experience and one for your 3-6 experience). Each will have two due dates. The first date will include the complete first four sections of the TWS (Contextual Factors, Objectives, Assessment Plan, and Design for Instruction, all full, daily lesson plans for the unit). If deemed acceptable, you will then teach this unit and complete the

COURSE PROPOSAL APPROVAL PAGE

for CHF 4850 Integrated Elementary Education Student Teaching Seminar (course title and number) date submitted on-line 2/11/2010

For new course proposals the following must be completed by the Library bibliographer:

The WSU Library has adequate information resources to support this proposal.

Currently, the WSU Library does not have adequate information resources to support this course. However, if this proposal is approved, a Library bibliographer will work closely with departmental faculty to acquire the information resources needed. Funding for the new resources will come from the Library's budget.

Shan Johnson 2-11-2010 WSU Librarian/Date
(Must be signed by the Library)

Approval Sequence:

Chloe D Merrill 2-11-10
Department Chair/Date

College Curriculum Committee/Date (Signature not needed on Experimental and Variable Title courses)

Program Director or ATE Director (if applicable)/Date

Dean of College/Date

Courses required in programs leading to teacher certification must be approved by the University Council on Teacher Education and by the Department of Teacher Education before being submitted to the Curriculum and General Education Committee.

University Council on Teacher Education/Date

Department of Teacher Education/Date

University Curriculum Committee/Date

Passed by Faculty Senate _____ Date



WEBER STATE UNIVERSITY

JERRY & VICKIE MOYES

COLLEGE OF

EDUCATION

DEPARTMENT OF TEACHER EDUCATION

DR. JACK MAYHEW, CHAIR

March 1, 2010

To: Moyes College of Education Curriculum Committee

From: Dr. Jack Mayhew, Chair Teacher Education Department

Re: Changes to the ECE program


Dear Committee Members:

As per discussions and agreements between our department and Child and Family Studies, I consent to the following changes to the Early Childhood Education program:

1. Removing EDUC 2000 Social Studies Concepts for Elementary Teachers from the ECE program, and
2. Adding CHF 4850 Integrated Elementary Student Teaching Seminar to replace EDUC 4850

Please contact me directly if you have any questions regarding these changes.

Sincerely,


Jack Mayhew, Chair

Cc: Dean Jack Rasmussen

