 Welcome Wei Qiu 

**Course Proposals**

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List of all proposals

Course Name: Language Development and Emergent Literacy in Early Childhood

Course Prefix: CHF Course Number: 4130

Submitted by: Wei Qiu, [weiqiu@weber.edu](mailto:weiqiu@weber.edu)

Current Date: 1/5/2015 College: Education

Department: Child & Family Studies

From Term: Fall 2015

Substantive new

Current Course Subject: CHF Current Course Number: 4130

**New/Revised Course Information:**

Subject: CHF

Course Number: 4130

Check all that apply:

This is for courses already approved for gen ed. Use a [different form (http://documents.weber.edu/catalog/forms.htm)](http://documents.weber.edu/catalog/forms.htm) for proposing a new gen ed designation.



DV CA HU LS PS SS EN AI QL TA TB TC TD TE

Course Title: Language Development and Emergent Literacy in Early Childhood

Abbreviated Course Title: Language & Literacy in EC Course Type: LEC

Credit Hours: 3

o r if variable hours: to

Contact Hours:

Lecture: 2.5hrs/wk; 112.5hrs/semester

Lab: 0

Other: 0

Repeat Information:

Limit: 0

Max Hrs: 0

Grading Mode: standard

This course is/will be:



a required course in a major program

a required course in a minor program

a required course in a 1­ or 2­ year program

elective

Prerequisites/Co­requisites:

CHF 1500 Human Development

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

CHF 4130 ­ Language Development and Emergent Literacy in Early Childhood

Credits: (3) Typically taught: Fall [Full Sem] Spring [Full Sem]

This course explores current theory, research, and evidence based practices for promoting early language and emergent literacy development (birth­ 8 years) in home, child care, prekindergarten, and primary education environments through collaborative practices between early childhood professionals and parents. Prerequisite: CHF 1500.

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.)

This new course fills the gap in the Early Childhood program by exposing students to current theory, research, and

evidence based practices for promoting early language and emergent literacy development (birth­ 8 years) in home, child care, prekindergarten, and primary education environments. Course objectives will align with standards of the National Association for the Education of Young Children (NAEYC). In addition, according to the State Office of Education, in­ service elementary school teachers in Utah with 1st­6th grade licensure must take certain early childhood college courses in order to apply for license to teach kindergarten. The Child and Family Studies Department at Weber State University

has been asked by the State Office of Education to provide a "package" of early childhood courses to prepare teachers to teach kindergarten. A course that focuses on early childhood language development and literacy learning is one of the required courses geared towards kindergarten teaching license.

**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 addresses gaps in the Early Childhood program that cannot be included within existing courses that focus

on other distinct areas of early childhood care and education. There are no other courses offered in another department that focuses only on early childhood language and literacy.

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.

This course has received support from Chair of the Teacher Education Department.

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, e­mail a syllabus to [Faculty Senate (mailto:kbrown4@weber.edu)](mailto:kbrown4@weber.edu) 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 (SignaturePage.PDF)](https://portalapps.weber.edu/lCourseProposal/SignaturePage.PDF)to the Faculty Senate Office, MA 210J, MC 1033.