Course Name: Elementary Mathematics: Evaluation, Remediation and Supports
Course Prefix: Educ
Course Number: 3575
Submitted by: David Byrd, davidbyrd@weber.edu

Current Date: 9/30/2014 College: Education
Department: Teacher Education
From Term: Fall 2015

Substantive

new
Current Course Subject: N/A
Current Course Number:

New/Revised Course Information:

Subject: EDUC
Course Number: 3575

Check all that apply:*This is for courses already approved for gen ed. Use a*[*different form*](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: Elementary Mathematics: Evaluation, Remediation and Supports
Abbreviated Course Title: Elem Math ERS
Course Type: LEC
Credit Hours: 2
or if variable hours: to

Contact Hours:Lecture: 30
Lab:
Other:

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/Co-requisites:Prerequisites: Completion of Education Level 1 courses with a grade of B- or better
Co-requisites: Educ 3545, Educ 3565, Educ 4521, Educ 4530, Educ 4550

Course description (exactly as it will appear in the catalog, including prerequisites):Educ 3575 Elementary Mathematics: Evaluation, Remediation and Supports
Credits: (2)
Typically taught:
Spring [full semester]

This course is designed to teach teacher candidates validated evaluation and remediation strategies for K-5 students struggling in mathematics. This course focuses on techniques in elementary mathematics. Candidates will be introduced to the process of identifying math difficulties, selecting evidence based interventions, implementing instruction, and using the data-based instructional decision model to monitor students’ math progress and intervention effectiveness.

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.)Educ 3575 meets the needs of teacher candidates who need to be able to remediate mathematics curriculum for special education students with elementary math deficits, specifically meeting the Council for Exceptional Children (CEC) beginning teacher standards. This course will teach candidates to follow the instructional planning and evaluation cycle in math that will facilitate effective teaching of special education students. This course will address the Utah Core Standards, in order to give candidates the ability to provide special education students access to the general education curriculum at this level. The course content is based on the requirements of the Utah State Office of Education for K-12 special education teacher candidates.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?trueIf not, what are the major concerns raised by the opponents?N/A

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 other course at Weber State meets the objectives of this course.

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 in any other departments contains this course content.

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.

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.).