

Elementary Education Program, School of Teacher Education and Leadership

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Degrees offered: Bachelor of Science (BS), Bachelor of Arts (BA), Master of Science (MS), Master of Arts (MA), Master of Education (MEd), and Educational Specialist (EdS) in Elementary Education; BS and BA in Early Childhood Education; Kindergarten through Grade 6 (K-6) Licensure Program. The School of TEAL administers the Doctor of Education (EdD) and Doctor of Philosophy (PhD) programs, with a Curriculum and Instruction specialization.

Graduate specializations: MA, MS, MEd—Early Childhood Education; Educational Leadership; ESL Education; Gifted and Talented Education; Math and Science Education; Middle Education; Reading, Writing, and Language Arts; and Social Studies Education

Undergraduate Programs

Objectives

The purposes of the Elementary Education Program are:

1. To develop professional educators;
2. To advance knowledge in the field of education.

These purposes are realized through teaching, scholarly activities, and service. The program provides leadership in the preparation of teachers, supervisors, curriculum specialists, and other professional personnel for careers in elementary education, early childhood education, and middle education.

The Elementary Education Program at Utah State University offers nine programs leading to licensure as a teacher. In the following list, each program name is followed by the licensure obtained (shown in parentheses). (1) Elementary Education (grades 1 through 6); (2) Early Childhood Education (preschool through grade 3); (3) Elementary Education K-6 (kindergarten through grade 6); (4) Elementary and Early Childhood Education (preschool through grade 6); (5) Composite Elementary Education/Special Education—Mild/Moderate (grades 1 through 6, K through 6, and Special Education grades kindergarten through 12); (6) Composite Elementary Education/Special Education—Severe (grades 1 through 6, K through 6, and Special Education grades kindergarten through 12); (7) Composite Early Childhood Education/Special Education—Early Childhood (preschool through grade 3, and Special Education birth through age 5); (8) Composite Elementary Education/Deaf Education (grades 1-6, K through 6, and Master's in Deaf Education); (9) Composite Early Childhood Education/Deaf Education (preschool through grade 3, and Master's in Deaf Education).

Undergraduate Research

Undergraduate research opportunities are available with many departmental faculty members. Interested students should contact Francine Johnson, Associate Dean in the Emma Eccles Jones College of Education and Human Services, (435) 797-2714, francine.johnson@usu.edu.

Assessment

To review Elementary Education Program assessment information, visit: <http://www.teal.usu.edu/htm/eled/assessment/>

University Studies Requirements

Elementary Education Majors and Early Childhood Education Majors are required to take certain classes to fulfill the University Studies requirements. The following sections list the specific courses to choose from:

Computer and Information Literacy (0-3 credits)

Passing grade on six computer and information literacy related examinations. Although no specific course is required, USU 1000 and OSS 1400 teach the required skills.

Quantitative Literacy (QL) (3 credits)

(A grade lower than a C- will not be accepted in these courses.)

STAT 1040 (QL) Introduction to Statistics (F,Sp,Su) 3
(MATH 1050 or Math ACT score of 25 or higher is required to apply to the Teacher Education Program.)

Breadth Requirements (18-19 credits)

Choose one course from the following to meet the BAI requirement:
ECN 1500, HIST 2700, POLS 1100, USU 1300 3

Choose one course from the following to meet the BCA requirement:
MUSC 1010, USU 1330 3

Choose one course from the following to meet the BHU requirement:
ANTH 2210, HIST 1110, HIST 1510, PHIL 1000, PHIL 1120,
PHIL 1200, PHIL 2400, USU 1320 3

Choose one course from the following to meet the BSS requirement:
ANTH 1010, ANTH 2010, ASTE 2900, ENVS 2340, GEOG 1300,
GEOG 1400, JCOM 1500, NR 1010, POLS 2200, SOC 1010,
USU 1340 3

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Choose one course from the following to meet the BLS requirement:
BIOL 1010, NFS 1020, PLSC 2100, USU 1350, WATS 1200,
WILD 2200 3

Choose one course from the following to meet the BPS requirement:
CHEM 1010, CLIM 2000, GEO 1010, GEO 1110, GEOG 1000,
PHYS 1040, SOIL 2000, USU 1360 3

Exploration Requirement (3-4 credits)

Students in the Elementary and Early Childhood Education majors should fulfill this requirement by completing PHYS 1200 (BPS).

Depth Education Requirements

Communications Intensive (CI) (2 courses) (included in major)

ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II (F,Sp) 4-6
ELED 4030 (CI) Teaching Language Arts and Practicum Level III (F,Sp,Su) 3

Quantitative Intensive (QI) (1 course)

(A grade lower than a C- will not be accepted in this course.)
MATH 2020 (QI)¹ Introduction to Logic and Geometry (F,Sp,Su) 3

Depth Course Requirements (4 credits minimum)

Complete at least 4 credits in approved University Studies depth courses designated DSC, DHA, or DSS (outside of area of emphasis).

¹Prerequisite: MATH 1050, Math ACT score of 25 or higher, or Math SAT score of 580 or higher (also required to apply to the Teacher Education Program).

Requirements

Provisional Admission Process and Requirements

More students major in Elementary Education at USU than in any other major. Therefore, competition for admission into the program is very keen. Due to increased demands for admission, coupled with limited resources, a ceiling of 180 students has been placed on admissions each year. Thus, admission to USU does not necessarily guarantee admission into the Elementary Education Program.

Provisional admission to the Elementary and Early Childhood Teacher Education Program is determined by (1) the student's GPA in a set of core courses, (2) ACT scores or PPST test results, (3) the number of credits a student has taken, and (4) successful completion of a group assessment interview. (Additional factors to be weighted may be gender and/or minority status consistent with applicable law.) Additional requirements for application to the program are the CIL (Computer and Information Literacy) exams, a speech and hearing test, a Teacher Education Writing Exam, and a background check through the Utah State Office of Education. Applications are accepted each semester. Because there are typically more applicants than there is space available, the number accepted is limited. **Students who are not accepted may reapply.** Provisional admission requires formal action by the Office of the Dean of the Emma Eccles Jones College of Education and Human Services, as well as by the student's department.

Admission to the Teacher Education Program is a prerequisite for enrollment in the major, starting with Level II. A student desiring admission to the Teacher Education Program should file an application in the Elementary Education Office, located in room 373 of the Emma Eccles Jones Education Building.

Elementary Education SODIA Program

The acronym SODIA represents the Elementary Education Teacher Education Program. The name is derived from the initial letter of descriptive words (Self, Others, Discipline, Implementation, and Application) which represent emphasis placed at each level of the program.

The elementary education SODIA program is performance-based and field-centered. It utilizes public schools as partners in each phase of the Teacher Education Program. SODIA is an interdisciplinary and interdepartmental program utilizing staff members from the Departments of Psychology; Special Education and Rehabilitation; Family, Consumer, and Human Development; Health, Physical Education and Recreation; Music; Art; Theatre Arts; and Instructional Technology and Learning Sciences who work in conjunction with the Elementary Education Program. These University faculty members work with teachers and principals of cooperating public schools and the Edith Bowen Laboratory School on the USU campus in an integrated program.

Level I, Self, is represented by the "S" in the acronym SODIA. This includes the first-level course (ELED 1010) introducing the teacher training program at USU, exploring teaching as a career field (with emphasis on the INTASC standards), and emphasizing the student's self-assessment in relation to his or her ability and desire to teach. A minimum of 15 hours is spent observing in an elementary or middle school classroom, completing volunteer service in other community settings, and participating in personal development activities. In addition, a human growth and development course (FCHD 1500) is required. The two courses in Level I are prerequisites to applying to the Teacher Education Program.

Level II, Others, is represented by the "O" in the acronym SODIA. This stands for the many "others" who make up the education community or who have a vested interest in the education community. During the Level II semester, students take interdisciplinary coursework in the social foundations of education, educational psychology, special education, instructional technology, and their first course in teaching reading. Additionally, they are assigned as teacher assistants in elementary school classrooms. Entrance to Level II requires prior admission to the Teacher Education Program.

Level III, Disciplines, is represented by the "D" in the acronym SODIA. This stands for the disciplines that comprise the elementary curriculum. During the Level III semester, students take 16 credits of methods coursework, including reading, social studies, language arts, mathematics, science, and classroom management. Students apply what they have learned in this coursework during a five-week practicum.

Level IV, Implementation, is represented by the "I" in the acronym SODIA. This is the student teaching phase of the program. Student teaching constitutes full days of actual teaching experience for the entire semester.

Level V, Application, is represented by the "A" in the acronym SODIA. At this level, graduates of the program make a transition into the profession of teaching.

National INTASC Principles also receive major emphasis through SODIA's levels of progression. These principles are: Content Pedagogy, Student Development, Diverse Learners, Critical Thinking, Motivation and Management, Communication, Planning, Assessment, Professional Development, and School/Community Development. A student performance portfolio process (based around the INTASC Principles) is also included.

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Continuing Status Requirements

A minimum GPA of 2.75 is required to remain in good standing and to graduate from the program.

All students majoring in Elementary Education must be registered in the Emma Eccles Jones College of Education and Human Services. An advisor will be assigned from the Elementary Education Program. Programs of professional education courses, as well as teaching support courses and an area of emphasis, have been developed by the Elementary Education Program and approved by the Council on Teacher Education and the Utah State Office of Education. For a complete description of the program and requirements for graduation and licensure, students should visit the Elementary Education Program website: <http://www.teal.usu.edu/htm/eled/>

Prior to applying for student teaching, students are *required* to take and pass the Praxis II content test (10014) with a score of 150 or higher.

Each student completes a professional semester of student teaching. An application for student teaching must be made at least one semester in advance, and credentials are reevaluated at that time. Since not all student teachers can be accommodated by the schools located within Cache Valley, placements are made on a first-come, first-served basis. Students should be financially prepared to spend that time off campus in the event such an arrangement is necessary. Students must be responsible for their own transportation.

Students who carefully select their elective courses may also qualify for a special endorsement to the basic professional teaching license. Additional Praxis exams may be necessary for teaching minors and endorsements. All students complete an area of emphasis in a subject matter field, in addition to the teaching support courses. Information concerning special endorsements and additional areas of specialization may be obtained from the Elementary Education Program.

Students who have teaching licenses in areas other than elementary education may obtain the elementary license by meeting the same or equivalent requirements for licensure expected of an elementary education major. Those desiring to acquire a dual license should work with an advisor from the Elementary Education Program.

All courses listed as major subject courses must be taken on an *A-B-C-D-F* basis and the grade point average for these courses must be 2.75 or better. Major subject courses passed with less than a *C* grade must be repeated.

Course Requirements

Elementary Education Major (78-80 credits) (includes Teaching Support Courses and Emphasis)

Students majoring in Elementary Education should complete all the following courses as indicated.

Note: Teaching License requires 2.75 cumulative Grade Point Average (GPA). (Grades lower than a *C* will not be accepted in the major.)

Level I (6 credits) (2.75 GPA required in Level I courses)

ELED 1010 Orientation to Elementary Education (F,Sp,Su) 3
FCHD 1500 (BSS) Human Development Across the Lifespan (F,Sp) ... 3

Level II (17 credits) (courses taken concurrently)

Students must be admitted to the Teacher Education Program prior to taking these classes.

ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II (F,Sp)..... 6
ELED 3005 Beginning Classroom Management (F,Sp) 1
SPED 4000 Education of Exceptional Individuals (F,Sp,Su) 2
PSY 3660 Educational Psychology for Teachers (F,Sp)..... 2
INST 4010 Principles and Practices of Technology for Elementary Teachers (F,Sp) 3
ELED 3100² Classroom Reading Instruction (F,Sp,Su) 3

²ELED 3100 may be taken after Level II, but is required before Level III.

Level III (16 credits; must follow Level II) (courses taken concurrently)

ELED 4000 Teaching Science and Practicum Level III (F,Sp,Su) 3
ELED 4005 Intermediate Classroom Management (F,Sp,Su)..... 1
ELED 4030 (CI) Teaching Language Arts and Practicum Level III (F,Sp,Su) 3
ELED 4040 (CI) Assessment and Instruction for Struggling Readers (F,Sp,Su) 3
ELED 4050 Teaching Social Studies and Practicum Level III (F,Sp,Su) 3
ELED 4060 Teaching Mathematics and Practicum Level III (F,Sp,Su)..... 3

Level IV (15 credits; must follow Level III)

ELED 5100 Student Teaching—Primary Grades (1-3) (F,Sp) 6
ELED 5150 Student Teaching—Elementary (Grades 4-6) (F,Sp) 6
ELED 5250 Student Teaching—Seminar: Classroom Management (F,Sp)..... 3

Teaching Support Courses (Elementary Education Major, 13-15 credits; Early Childhood and Elementary Education Dual Major, 10-11 credits) (Grade of C- or better is required.) Required Courses (5 credits)

MUSC 3260 Elementary School Music (F,Sp,Su) 2
PEP 3050 Physical Education in the Elementary School (F,Sp,Su) 3

Teaching Support Electives (two or three courses, depending on major)

Choose *one* course from the following:

HEP 2000 First Aid and Emergency Care (F,Sp,Su) 2
HEP 2500 Health and Wellness (F,Sp,Su) 2
HEP 3000 Drugs and Human Behavior (F,Su) 3
HEP 3500 Elementary School Health Education (F,Sp)..... 2

From the following, Elementary Education Majors choose *two* courses; Early Childhood and Elementary Education Dual Majors choose *one* course:

ART 3700 Elementary Art Methods (F,Sp) 3
ELED 4410 Gifted Education in the Regular Classroom (F,Sp) 3
ELED 4480 Early Childhood Education Kindergarten through Grade 3 (F,Sp)..... 3
ELED 4710 Diversity in Education (F,Sp)..... 3
ENGL 3530 Children's Literature (Sp)..... 3
ENVS 5110 Environmental Education (Sp) 3
FCHD 2610 Child Guidance (F,Sp) 3
TEAL 4730 Educational Linguistics (F) 3
TEAL 4745 Second Language Acquisition in the Classroom (Sp)..... 3
THEA 4030 (DHA) Storytelling (F,Sp,Su)..... 3
THEA 4330 Drama and Theatre for Youth: Grades K-6 (F,Sp,Su) 3

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Emphasis (12 credits) (C- or better required)

Available Emphasis areas are shown below. For a listing of required and recommended courses, students should contact their advisor.

Early Childhood Education Major (80 credits) or Elementary Education K-6 Licensure Program (79 credits)

(includes Teaching Support Courses and Emphasis)

Note: Grades lower than a C will not be accepted toward major requirements.

Level I (6 credits) (2.75 GPA required in Level I courses)

ELED 1010 Orientation to Elementary Education (F,Sp,Su)	3
FCHD 1500 (BSS) Human Development Across the Lifespan (F,Sp)	3

Level II (14 credits) (courses taken concurrently)

Students must be admitted to the Teacher Education Program prior to taking these classes.

ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II (F,Sp)	4
ELED 3005 Beginning Classroom Management (F,Sp)	1
FCHD 2600 Seminar in Early Childhood Education (F,Sp)	2
FCHD 2630 Practicum in Early Childhood Education (F,Sp)	2
PSY 3660 Educational Psychology for Teachers (F,Sp)	2
ELED 3100 Classroom Reading Instruction (F,Sp,Su)	3

(ELED 3100 may be taken during transition semester, if desired.)

Transition (11 credits)

SPED 4000 Education of Exceptional Individuals (F,Sp,Su)	2
INST 4010 Principles and Practices of Technology for Elementary Teachers (F,Sp,Su)	3
FCHD 4550 ³ Preschool Methods and Curriculum (F,Sp)	3
ELED 4480 ³ Early Childhood Education Kindergarten through Grade 3 (F,Sp)	3

Level III (16 credits; must follow Level II) (courses taken concurrently during fall, spring, or summer semester)

ELED 4000 Teaching Science and Practicum Level III	3
ELED 4005 Intermediate Classroom Management	1
ELED 4030 (CI) Teaching Language Arts and Practicum Level III	3
ELED 4040 (CI) Assessment and Instruction for Struggling Readers	3
ELED 4050 Teaching Social Studies and Practicum Level III	3
ELED 4060 Teaching Mathematics and Practicum Level III	3

Level IV (21 credits for Early Child. Educ. or 23 credits for K-6) (taken during two semesters)

ELED 5050 ⁴ Student Teaching—Kindergarten (F,Sp)	6
ELED 5100 ⁴ Student Teaching—Primary Grades (1-3) (F,Sp) (for Early Childhood Education majors) (6 cr) or	6
ELED 5150 ⁴ Student Teaching—Elementary (Grades 4-6) (F,Sp) (for Dual majors) (6 cr)	6
ELED 5250 ⁴ Student Teaching—Seminar: Classroom Management (F,Sp)	3
FCHD 4960 ⁵ Practice Teaching in Child Development Laboratories (F,Sp)	3 (for K-6) or 6 (for Early Child. Educ.)
MUSC 3260 Elementary School Music (F,Sp,Su) (required for K-6 program <i>only</i>)	(2)
PEP 3050 Physical Education in the Elementary School (F,Sp,Su) (required for K-6 program <i>only</i>)	(3)

³Level II must be completed prior to taking this course.

⁴Level III and ELED 4480 must be completed prior to taking this course.

⁵FCHD 4550 must be completed prior to taking this course.

Emphasis (9 credits for Elementary Education K-6 Licensure Program, 12 credits for Early Childhood Education Major) (C- or better required)

A listing of available Emphasis areas is shown below. For a listing of required and recommended courses, students should contact their advisor.

Electives (to complete 120 credits)

The following courses are recommended to be taken as electives.

ART 3700 Elementary Art Methods (F,Sp)	3
MUSC 3260 Elementary School Music (F,Sp,Su)	2
PEP 3050 Physical Education in the Elementary School (F,Sp,Su)	3
HEP 3500 Elementary School Health Education (F,Sp)	2
FCHD 2610 Child Guidance (F,Sp)	3

Elementary/Early Childhood Areas of Emphasis

Students majoring in Elementary Education or Early Childhood Education are required to complete an area of Emphasis. All students majoring in Elementary Education or Early Childhood Education must complete an area of Emphasis consisting of 9-12 credits. (For the K-6 Licensure Program 9 credits are required, while 12 credits are required for all other programs.) The area of Emphasis must be chosen from the following fields: Language Arts, Social Studies, Mathematics, Mathematics/General Science, General Science, Fine Arts, Art, Music, Physical Education, Health/Wellness/ Nutrition, School Library Media, a Foreign Language, or an English as a Second Language (ESL) Endorsement.

Composite Elementary Education and Special Education Major

Elementary Education Major (65 credits) (includes Teaching Support Courses)

Students should complete all of the following courses as indicated.

Note: Teaching licensure requires a 2.75 cumulative grade point average (GPA). (Grades lower than a C will not be accepted toward the major.)

Level I (6 credits) (2.75 GPA required in Level I courses)

ELED 1010 Orientation to Elementary Education (F,Sp,Su)	3
FCHD 1500 (BSS) Human Development Across the Lifespan (F,Sp)	3

Level II (courses taken concurrently during spring semester) (17 credits)

Students must be admitted to the Teacher Education Program prior to taking these classes.

ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II	6
ELED 3005 Beginning Classroom Management	1
SPED 4000 Education of Exceptional Individuals	2
PSY 3660 Educational Psychology for Teachers	2
SPED 5530 Technology for Teaching Exceptional Learners	3
ELED 3100 Classroom Reading Instruction	3

Level III (courses taken concurrently during fall, spring, or summer semester) (16 credits)

ELED 4000 Teaching Science and Practicum Level III	3
ELED 4005 Intermediate Classroom Management	1
ELED 4030 (CI) Teaching Language Arts and Practicum Level III	3
ELED 4040 (CI) Assessment and Instruction for Struggling Readers	3
ELED 4050 Teaching Social Studies and Practicum Level III	3
ELED 4060 Teaching Mathematics and Practicum Level III	3

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Level IV (15 credits) (taken during fall or spring semester)

ELED 5100 Student Teaching—Primary Grades (1-3) (6 cr) or	
ELED 5150 Student Teaching—Elementary (Grades 4-6) (6 cr).....	6
SPED 5210 (CI) ⁶ Student Teaching in Special Education:	
Dual Majors	6
ELED 5250 Student Teaching—Seminar: Classroom Management.....	3

⁶Students must complete Special Education major coursework prior to student teaching.

Teaching Support Courses

MUSC 3260 Elementary School Music (F,Sp,Su)	2
PEP 3050 Physical Education in the Elementary School (F,Sp,Su).....	3
COMD 2910 (CI) ⁷ Sign Language I (F,Sp,Su)	4
HEP 2000 ⁷ First Aid and Emergency Care (F,Sp,Su).....	2

⁷Required for Special Education—Severe specialization only.

Special Education Major (33 or 29 credits)

Students should choose *either* the **Mild/Moderate** specialization or the **Severe** specialization.

Students must be admitted to the Special Education program prior to taking these courses.

Mild/Moderate Specialization (33 credits)

Fall:

SPED 5010 (QI) Applied Behavioral Analysis 1: Principles, Assessment, and Analysis.....	3
SPED 5040 Foundations of Effective Assessment and Instructional Practices	3
SPED 5070 Policies and Procedures in Special Education	3
SPED 5310 Teaching Reading and Language Arts to Students with Mild/Moderate Disabilities	4
SPED 5330 Eligibility Assessment for Students with Mild/Moderate Disabilities	1
SPED 5410 Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities	3

Spring:

SPED 5050 Applied Behavioral Analysis 2: Applications	3
SPED 5060 Consulting with Parents and Teachers	3
SPED 5320 Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities	3
SPED 5340 Teaching Math to Students with Mild/Moderate Disabilities	3
SPED 5420 Practicum: Teaching Mathematics to Students with Mild/Moderate Disabilities	4

Severe Specialization (29 credits)

Fall:

SPED 5010 (QI) Applied Behavioral Analysis 1: Principles, Assessment, and Analysis.....	3
SPED 5040 Foundations of Effective Assessment and Instructional Practices	3
SPED 5070 Policies and Procedures in Special Education	3
SPED 5510 Curriculum for Students with Severe Disabilities.....	4
SPED 5600 Practicum: Introduction to Instruction of Students with Severe Disabilities.....	3

Spring:

SPED 5050 Applied Behavioral Analysis 2: Applications.....	3
SPED 5060 Consulting with Parents and Teachers	3
SPED 5520 Curriculum for Secondary-Level Students with Severe Disabilities	3
SPED 5610 Practicum: Advanced Systematic Instruction of Students with Severe Disabilities	4

Composite Early Childhood Education and Special Education—Early Childhood Major

Early Childhood Education Major (68 credits)

Students should complete all of the following courses as indicated.

Note: Teaching licensure requires a 2.75 cumulative grade point average (GPA). (Grades lower than a C will not be accepted toward the major.)

Level I (6 credits) (2.75 GPA required in Level I courses)

ELED 1010 Orientation to Elementary Education (F,Sp,Su)	3
FCHD 1500 (BSS) Human Development Across the Lifespan (F,Sp)...	3

Level II (courses taken concurrently during fall or spring semester) (14 credits)

Students must be admitted to the Teacher Education Program prior to taking these classes.

ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II (F,Sp)	4
ELED 3005 Beginning Classroom Management (F,Sp)	1
FCHD 2600 Seminar in Early Childhood Education (F,Sp)	2
FCHD 2630 Practicum in Early Childhood Education (F,Sp).....	2
PSY 3660 Educational Psychology for Teachers (F,Sp).....	2
ELED 3100 Classroom Reading Instruction (F,Sp,Su).....	3

Transition (11 credits)

SPED 4000 Education of Exceptional Individuals (F,Sp,Su)	2
SPED 5530 Technology for Teaching Exceptional Learners (Sp <i>only</i>)..	3
FCHD 4550 ⁸ Preschool Methods and Curriculum (F,Sp)	3
ELED 4480 ⁸ Early Childhood Education Kindergarten through Grade 3 (F,Sp).....	3

Level III (courses taken concurrently during fall, spring, or summer semester) (16 credits)

ELED 4000 Teaching Science and Practicum Level III	3
ELED 4005 Intermediate Classroom Management.....	1
ELED 4030 (CI) Teaching Language Arts and Practicum Level III.....	3
ELED 4040 (CI) Assessment and Instruction for Struggling Readers...	3
ELED 4050 Teaching Social Studies and Practicum Level III	3
ELED 4060 Teaching Mathematics and Practicum Level III.....	3

Level IV (courses taken during two semesters, fall and spring) (21 credits)

ELED 5250 ⁹ Student Teaching—Seminar: Classroom Management....	3
ELED 5050 ⁹ Student Teaching—Kindergarten.....	3
ELED 5100 ⁹ Student Teaching Primary Grades (1-3)	6
SPED 5210 (CI) ⁹ Student Teaching in Special Education:	
Dual Majors	6
FCHD 4960 ¹⁰ Practice Teaching in Child Development Laboratories ...	3

⁸Level II must be completed prior to taking this course.

⁹Level III, Special Education major, and ELED 4480 must be completed prior to taking this course.

¹⁰FCHD 4550 must be completed prior to taking this course.

Special Education—Early Childhood Major (31 credits)

Students must be admitted to the Special Education program prior to taking these courses.

Fall:

SPED 5010 (QI) Applied Behavioral Analysis 1: Principles, Assessment, and Analysis.....	3
SPED 5040 Foundations of Effective Assessment and Instructional Practices.....	3

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SPED 5070 Policies and Procedures in Special Education	3
SPED 5730 Intervention Strategies for Young Children with Disabilities	3
SPED 5820 Preschool Practicum with Young Children with Disabilities in Community Environments	4
SPED 5840 Seminar: Preschool Practicum with Young Children with Disabilities	2
Spring:	
SPED 5050 Applied Behavioral Analysis 2: Applications	3
SPED 5060 Consulting with Parents and Teachers	3
SPED 5710 Young Children with Disabilities: Characteristics and Services	3
SPED 5810 Seminar and Field Experiences with Infants and Families	4

Composite Elementary Education and Deaf Education Major

Elementary Education Major (61 credits) (includes Teaching Support Courses)

Students should complete all of the following courses as indicated.

Note: Teaching licensure requires a 2.75 cumulative grade point average (GPA). (Grades lower than a C will not be accepted toward the major.)

Level I (6 credits) (2.75 GPA required in Level I courses)

ELED 1010 Orientation to Elementary Education (F,Sp,Su)	3
FCHD 1500 (BSS) Human Development Across the Lifespan (F,Sp) ...	3

Level II (courses taken concurrently during fall or spring semester) (17 credits)

Students must be admitted to the Teacher Education Program prior to taking these classes.

ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II	6
ELED 3005 Beginning Classroom Management	1
SPED 4000 Education of Exceptional Individuals	2
PSY 3660 Educational Psychology for Teachers	2
INST 4010 Principles and Practices of Technology for Elementary Teachers	3
ELED 3100 Classroom Reading Instruction	3

Level III (courses taken concurrently during fall, spring, or summer semester) (16 credits)

ELED 4000 Teaching Science and Practicum Level III	3
ELED 4005 Intermediate Classroom Management (F,Sp,Su)	1
ELED 4030 (CI) Teaching Language Arts and Practicum Level III	3
ELED 4040 (CI) Assessment and Instruction for Struggling Readers ...	3
ELED 4050 Teaching Social Studies and Practicum Level III	3
ELED 4060 Teaching Mathematics and Practicum Level III	3

Level IV (Student Teaching—taken during Master’s Program)

Teaching Support Courses

MUSC 3260 Elementary School Music (F,Sp,Su)	2
PEP 3050 Physical Education in the Elementary School (F,Sp,Su)	3
HEP 3500 Elementary School Health Education (F,Sp)	2

Deaf Education Requirements (47-49 credits)

COMD 2500 Language, Speech, and Hearing Development (F,Sp)	3
COMD 2910 (CI) Sign Language I (F,Sp,Su)	4
COMD 3080 American Sign Language Practicum (F,Sp)	1-3
COMD 3910 Sign Language II (F,Sp,Su)	4
COMD 5610 Introduction to Education of the Deaf and Hard of Hearing (F)	3

Note: COMD 2500, 2910, 3910, and 5610 should be completed prior to the Deaf Education blocks.

Fall:

COMD 4750 Teaching the English Language to Individuals who are Deaf and Hard of Hearing	3
COMD 4770 Audiology and Teachers of Children who are Deaf and Hard of Hearing	3
COMD 4780 Socio-Cultural Aspects of Deafness	3
COMD 4910 (CI) Sign Language III	4
COMD 5740 Teaching Reading to Deaf and Hard of Hearing Children	3

Spring:

COMD 4630 Teaching Speech to Deaf and Hard of Hearing Children	3
COMD 4790 Psychological Principles and Individuals who are Deaf and Hard of Hearing	3
COMD 4920 Sign Language IV	4
COMD 5600 Classroom Teaching Using American Sign Language	3
COMD 5620 Teaching School Subjects to Students who are Deaf and Hard of Hearing	3

Composite Early Childhood Education and Deaf Education Major

Early Childhood Education Major (50 credits)

Students should complete all of the following courses as indicated.

Note: Teaching licensure requires a 2.75 cumulative grade point average (GPA). (Grades lower than a C will not be accepted toward the major.)

Level I (6 credits) (2.75 GPA required in Level I courses)

ELED 1010 Orientation to Elementary Education (F,Sp,Su)	3
FCHD 1500 (BSS) Human Development Across the Lifespan (F,Sp) ...	3

Level II (courses taken concurrently during fall or spring semester) (14 credits)

Students must be admitted to the Teacher Education Program prior to taking these classes.

ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II	4
ELED 3005 Beginning Classroom Management	1
ELED 3100 Classroom Reading Instruction	3
FCHD 2600 Seminar in Early Childhood Education	2
FCHD 2630 Practicum in Early Childhood Education	2
PSY 3660 Educational Psychology for Teachers	2

Transition (11 credits)

SPED 4000 Education of Exceptional Individuals	2
INST 4010 Principles and Practices of Technology for Elementary Teachers	3
FCHD 4550 ¹¹ Preschool Methods and Curriculum	3
ELED 4480 ¹¹ Early Childhood Education Kindergarten through Grade 3	3

Elementary Education Program, School of Teacher Education and Leadership

Level III (courses taken concurrently during fall, spring, or summer semester) (19 credits)

ELED 4000 Teaching Science and Practicum Level III	3
ELED 4005 Intermediate Classroom Management (F,Sp,Su)	1
ELED 4030 (CI) Teaching Language Arts and Practicum Level III	3
ELED 4040 (CI) Assessment and Instruction for Struggling Readers ...	3
ELED 4050 Teaching Social Studies and Practicum Level III	3
ELED 4060 Teaching Mathematics and Practicum Level III	3
FCHD 4960 Practice Teaching in Child Development Laboratories	3

¹¹Level II must be completed prior to taking this course.

Deaf Education Requirements (47-49 credits)

COMD 2500 Language, Speech, and Hearing Development (F,Sp)	3
COMD 2910 (CI) Sign Language I (F,Sp,Su)	4
COMD 3080 American Sign Language Practicum (F,Sp)	1-3
COMD 3910 Sign Language II (F,Sp,Su)	4
COMD 5610 Introduction to Education of the Deaf and Hard of Hearing (F)	3

Note: COMD 2500, 2910, 3910, and 5610 should be completed prior to the Deaf Education blocks.

Fall:

COMD 4750 Teaching the English Language to Individuals who are Deaf and Hard of Hearing	3
COMD 4770 Audiology and Teachers of Children who are Deaf and Hard of Hearing	3
COMD 4780 Socio-Cultural Aspects of Deafness	3
COMD 4910 (CI) Sign Language III	4
COMD 5740 Teaching Reading to Deaf and Hard of Hearing Children	3

Spring:

COMD 4630 Teaching Speech to Deaf and Hard of Hearing Children	3
COMD 4790 Psychological Principles and Individuals who are Deaf and Hard of Hearing	3
COMD 4920 Sign Language IV	4
COMD 5600 Classroom Teaching Using American Sign Language	3
COMD 5620 Teaching School Subjects to Students who are Deaf and Hard of Hearing	3

Endorsements

The USU Elementary Education Program and Secondary Education Program jointly offer a K-12 English as a Second Language (ESL) Endorsement, as well as a Middle-Level Math Endorsement. Graduate endorsements are also available in Early Childhood Education, ESL, Reading, Gifted and Talented, and Middle-Level Education.

Suggested Four-year Plans

Suggested semester-by-semester four-year plans for students working toward bachelor's degrees within the Elementary Education Program of the School of TEAL can be found at:

<http://www.usu.edu/degreeplans/>

These plans are models of the requirements and possible sequences of courses. However, students may progress through their program or have more flexibility if they have high ACT scores, CLEP credit, concurrent enrollment credit, AP credit, and/or transfer credit; or if they attend during summer semesters.

Students should consult with their advisor to develop a plan of study tailored to their individual circumstances.

Departmental Honors

Students having majors within the Elementary Education Program may choose to add breadth and depth to their regular course offerings by enrolling in the departmental honors program. A cumulative GPA above 3.5 is required for enrollment.

Through original, independent work, Honors students enjoy the benefits of close supervision and mentoring, as they work one-on-one with faculty in select upper-division departmental courses. Honors students also complete a senior project, which provides another opportunity to collaborate with faculty on a problem that is significant, both personally and in the student's discipline. Participating in departmental honors enhances students' chances for obtaining fellowships and admission to graduate school. Students may enter the Honors Program at almost any stage in their academic career, including at the junior (and sometimes senior) level.

For additional information about departmental honors within the Elementary Education Program, contact Deborah Byrnes, (435) 797-0396, deborah.byrnes@usu.edu.

Additional Information

For more information concerning requirements for University graduation and for basic professional teaching licensure in elementary education, early childhood education, and middle education, see major requirement sheets available from the Elementary Education Program Advisement Center, Emma Eccles Jones Education Building, Room 373. Major requirement sheets can also be found online at: <http://www.usu.edu/majorsheets/>

Financial Support

The following scholarships are available to junior and senior students: Ballam, Blair, Bowen, DeHart, Frye, Hales, Jackson, Kurzhals, McEvoy, Stewart, Taylor, Vest, Watterson, and Young. To be eligible, students must have completed Level II of the Elementary Education Program and have a cumulative GPA of 3.5 or higher. Applications are available from the Elementary Education Program and are due by February 1.

Graduate Programs

Admission Requirements

Students applying for admission to master's programs must have GRE scores at or above the 40th percentile. This same percentile is the minimum required on the MAT. For the Educational Specialist (EdS) degree and the doctorate degree, GRE scores at or above the 40th percentile are also required on the verbal and quantitative tests. Admission committees also consider experience, undergraduate record, curricula completed, and formal recommendations. One year of successful elementary school teaching experience is required for the master's program. Two years of teaching experience or the equivalent is required for admission to the EdS or doctorate program. Students with deficient oral or written English skills will be required to complete additional coursework to improve their skills.

Elementary Education Program, School of Teacher Education and Leadership

Admission to graduate programs is contingent upon (1) completion of an application to graduate school and (2) recommendation by the School of TEAL screening committee for the master's program or the management admissions committee for the EdS or doctoral program. In addition to the requirements of the School of Graduate Studies (see pages 36-37), letters of recommendation must be received from three professionals in education.

Degree Programs—On Campus

Three avenues exist for on-campus students wishing to pursue a master's degree in the School of TEAL at Utah State University. They are as follows:

Master of Arts/Master of Science—Plan A

Students planning to pursue a future doctoral degree or wishing to follow a traditional master's degree should complete a Master of Arts or Master of Science (Plan A) degree. This is a 36-credit program, including 6 credits for the thesis. EDUC 6570 is required as a research course (rather than EDUC 6550). A copy of the Program of Study form listing other required core and professional option courses is available from the School of TEAL office. A committee chair and two committee members will work with students pursuing the Plan A master's degree. Plan A students should submit an Appointment for Examination form to their major professor, committee, and the Graduate School at least five working days before the final examination is to be held.

Requirements for the Master of Arts degree include two years of an acceptable foreign language or the equivalent, as determined by testing arranged by the supervisory committee and approved by the School of TEAL and the graduate dean. One year each, or the equivalent, of two languages is acceptable if approved by the student's committee.

Master of Education—Plan B

Students wishing to include a creative project as part of their master's degree program should enroll in the Master of Education (Plan B) program. Three credits will be given for TEAL 6960, Master's Creative Project. All MEd students will complete EDUC 6550 (Research for Classroom Teachers, 3 credits) and other courses listed on the current Program of Study form. A committee chair and two committee members will work with students completing the creative project; however, the chairperson will have major responsibility in approving the proposal and primarily work as the program advisor, with the committee members being involved more directly in the presentation of the creative project.

Master of Education—Plan C

In order to provide another option for prospective elementary education master's degree students, the School of TEAL conducts a Plan C option within its Master of Education Degree. The basic elements of a Plan C option include completion of 40 credits of prior approved graduate courses, completion of an exit paper, and an oral review.

The exit paper should be a pre-planned scholarly activity. It could be a paper discussing coursework applicability to the student's teaching assignment, or a written plan for changing curriculum and/or instruction drawing on coursework and the student's role, etc. The intent is that the exit paper be an integral part of the planned course of study.

A notice of intent to complete the degree must be filed with the School of Graduate Studies *at the beginning of the last semester of coursework*. A letter of completion should be filed by the School of TEAL chairperson upon successful completion of all requirements.

Degree Programs—Off Campus

Two avenues exist for students wishing to pursue a master's degree in the School of TEAL at Utah State University primarily through offerings at USU Distance Education centers. They are as follows.

Master of Education—Plan B

Off-campus students wishing to include a creative project as part of their master's degree program should enroll in the Master of Education Program. Three credits will be given for TEAL 6960 (Master's Creative Project). All MEd students will complete the required core and other courses listed on the current Program of Study form. A committee chair and two committee members will work with students completing the creative project; however, the chairperson will have major responsibility in approving the proposal and primarily work as the program advisor, with the committee members being involved more directly in the presentation of the creative project (oral exam).

Master of Education—Plan C

In order to provide another option for prospective off-campus elementary education master's degree students, the Elementary Education Program conducts a Plan C option within its Master of Education Degree. The basic elements of a Plan C option include completion of 40 credits or prior approved graduate courses, completion of an exit paper, and an oral review.

The exit paper should be a pre-planned scholarly activity. It could be a paper discussing coursework applicability to the student's teaching assignment, or a written plan for changing curriculum and/or instruction drawing on coursework and the student's role, etc. The intent is that the exit paper be an integral part of the planned course of study.

A notice of intent to complete the program should be filed by the student with the School of TEAL and the School of Graduate Studies *at the beginning of the semester the candidate is to finish the degree*. A letter of completion should be filed by the committee chairperson upon successful completion of all requirements.

Educational Specialist Degree (EdS)

The EdS is a 36-42 credit post-master's degree designed to enable experienced educators to specialize and improve their professional competence in specific areas or fields. The EdS degree meets the advanced study needs of persons seeking leadership roles in public education, junior colleges, and small private and state colleges. The coursework requirements extend competencies for individuals serving in such positions as program developers, trainers, curriculum specialists, supervisors, instructional leaders, and college instructors. The EdS is also related to certification needs of some educational leaders. Areas of emphasis in the Elementary Education Program are: Early Childhood; Instructional Leadership; Supervision and Leadership; Schooling, Culture, and Society; and Reading and Writing. The EdS is especially appropriate for those individuals who wish preparation beyond the master's degree level, but who are not interested in doctoral work with its greater emphasis on developing proficiencies in conducting independent research.

Doctoral Programs (PhD and EdD)

The School of TEAL administers the Doctoral Program in Education, which includes the Doctor of Philosophy (PhD) and the Doctor of Education (EdD). For information about admission requirements, procedures to follow, and research sponsored, as well as other information, see pages 234-235 of this catalog.

Additional Information

All students completing master's degrees in Elementary Education must enroll for a minimum of 9 credits *on the USU campus*, except for students completing their degrees at the following USU distance education centers: Uintah Basin Campus (Vernal and Roosevelt), Moab Center, Price Center, and Blanding Center.

The Program of Study form for the appropriate degree and plan described above should be approved by the committee and submitted to the School of Graduate Studies *at least two months prior to the oral exam, oral review, or presentation appropriate to that degree.*

After matriculation into the program, a master's degree must be completed within a six-year time period. Pass/fail grades will be accepted only for seminars, special problems, interdisciplinary workshops, thesis or dissertation research, and continuing graduate advisement. A maximum of 8 workshop credits may be included. Transfer credit accepted toward a degree is normally limited to 6 credits; however, with prior approval, 12 transfer credits may be accepted. A maximum of 15 credits taken during one summer may be counted toward the degree. A maximum of 12 credits taken before admission to the program may be counted toward the degree. All coursework in a student's area of specialization must be taken at the 6000 level or above, in order to be applied toward a graduate degree in the School of TEAL. Coursework goes out-of-date after eight years.

Admission deadlines for students applying to graduate programs are: June 15 for fall semester, October 15 for spring semester, and March 15 for summer semester.

Research

Cooperation with other departments and research centers at the University, as well as with public school and State Office of Education collaborators, permits strong graduate programs in all phases of elementary education. Research opportunities are available with the Edith Bowen Laboratory School, cooperating school districts in Utah and surrounding states, the Utah State Office of Education, and the United States Department of Education.

Financial Assistance

Both departmental and School of Graduate Studies support are available for the regular academic program and are awarded on a competitive basis. Students requesting financial support should apply to the School of TEAL by March 15. To be eligible for financial assistance, a student must attend USU full-time. No financial assistance is available for summer semester.

Assistantships

Teaching assistantships are available through the School of TEAL. Some research assistantships are available through faculty members who have ongoing projects with off-campus funding agencies.

Students are not eligible for assistantships or any form of financial assistance from the University until all application procedures are completed and the student is formally admitted to a program of studies.

Acceptance to pursue graduate study does not guarantee student financial assistance. Inasmuch as funds are limited, the assistantships are awarded by the School of TEAL to cover specific teaching assignments and by the faculty to provide for research.

Doctoral students desiring information about financial assistance should write to: Deborah A. Byrnes, Associate TEAL Department Head for Doctoral Program, Emma Eccles Jones College of Education and Human Services, 2800 Old Main Hill, Utah State University, Logan UT 84322-2800.

Career Opportunities

Positions in Higher Education— Master Teachers

Many school districts support and encourage teachers to further their education and expertise by obtaining a master's degree. Added financial remuneration generally accompanies the completion of such a degree. Supervisors, curriculum specialists, and other professional careers are enhanced by completion of a master's degree.

Completion of a doctorate degree qualifies the graduate for a wide variety of careers, including positions in higher education, curriculum specialist positions in school districts and state offices of education, positions in educational agencies of the United States government, and educational specialist positions in business and industry.

Elementary Education Program Faculty

Emma Eccles Jones Distinguished Professor
D. Ray Reutzell, reading

Professors

Deborah A. Byrnes, Associate Department Head for Doctoral Program; social studies education, early childhood education
Martha T. Dever, Department Head; foundations, early childhood education
James T. Dorward, Associate Dean for Research; mathematics, program evaluation
Patricia Moyer-Packenham, mathematics education

Associate Professors

Parker C. Fawson, Associate Department Head for Elementary Education Program; reading
Michael K. Freeman, Associate Dean for Education Outreach; educational leadership
Scott L. Hunsaker, gifted/talented education, foundations
Francine Fukui Johnson, Associate Dean for Teacher Education, Graduation, and Licensure; foundations, gifted/talented education, supervision
Rebecca M. Monhardt, science education
Martha L. Whitaker, Associate Department Head for Secondary Education; foundations

Clinical Associate Professor

Steven Laing, Coordinator of Administrative/Supervisory Certificate Program

Assistant Professors

Steve Camicia, social studies
Cindy Jones, literacy
Sylvia Read, language arts education
Cinthya Saavedra, Coordinator of English-as-a-second-language Education

Elementary Education Program, School of Teacher Education and Leadership

Clinical Assistant Professors

Barbara DeBoer, early childhood education
Richard Rhees, Coordinator of Teacher Education Accreditation
Council (TEAC)

Senior Lecturer

Eric Packenham, science education

Lecturers

Dorothy Dobson, social studies
Judy Greene, language arts/foundations

Temporary Lecturers

Janet Adams
Chad Downs, advisor; generalist
Kristen Whoolery

RCDE Faculty

James J. Barta, Associate Department Head for RCDE;
associate professor; mathematics, early childhood education
Amy Brown, assistant professor—Tooele
Laura Foley, assistant professor—Uintah Basin/Vernal
Amy Morris, assistant professor—Price
Gary Ockey, assistant professor—Ephraim
Jennifer Peterson, assistant professor—Brigham City
Janey Stoddard, RCDE Advising Coordinator

Elementary Education Student Teaching Director

Vesna Jenkins

Course Descriptions

Elementary Education (ELED), pages 547-548
Teacher Education and Leadership (TEAL), pages 667-671