Section 1 - Approvals

[See the separate document entitled “BYU Hawaii Curriculum Proposal Instructions” for instructions. Reminder: delete or replace all text in square brackets. Retain all other text.]

Approvals

Name of Proposal: EDU Certificates
Submitted by: Brent Chowen Signature: 

Date: August 18, 2014

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Vote: For 6 Against 0 Abstain 0 Absent</td>
<td></td>
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</tr>
<tr>
<td>1. Approved by Department</td>
<td>Signature: Brent Chowen</td>
<td>10/18/14</td>
</tr>
<tr>
<td>2. Approved by College</td>
<td>Signature: John Bailey</td>
<td>9/30/14</td>
</tr>
<tr>
<td>3. Approved by University Curriculum Committee</td>
<td>Signature: Jennifer Lane</td>
<td>10/15/14</td>
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</table>
Section 2 – Overview (Support)

Summary:

1. Educational Leadership Certificate
2. Education Counseling Certificate
3. Teacher Education Certificate

1. Educational Leadership Certificate

The School of Education has a partnership with the LDS Church Seminary & Institutes Pacific LDS Church Schools based in Tonga, Samoa, Fiji and Kiribati with central office at the Pacific Area offices in Auckland New Zealand.

This partnership has been in place since 1997. The initial focus of the partnership is the delivery of BYUH School of Education teacher certification courses to untrained teachers employed in those schools. The partnership, named International Teacher Education Program (ITEP), operates with the help of retired and qualified educators who are LDS Church missionaries at the school sites.

Over the years since 1997 we have also supported the schools by enabling teachers to complete undergraduate degrees through the “year on BYUH campus” program.

This proposal seeks to formalize an Education Leadership Certificate (16 credits) for educators using the proposed courses. Courses proposed are those typically found in School Administrator certification programs and will enable potential school administrators to perform effectively.

The Leadership Certificate is primarily planned to be offered off-campus by qualified adjunct faculty. If any of these courses are offered on campus (e.g. to S&I or Marshallese schools teachers on campus) the instructors will be primarily adjunct faculty.

**Education Leadership Certificate (16 credits) All new courses.**

- **Edu 470** Human Resource/Law (1cr) (FWS)
- **Edu 471** Educational Measurement and Evaluation (2cr) (FWS)
- **Edu 472** Introduction to the Principalship (2cr) (FWS)
- **Edu 473** History and Foundations of Education (2cr) (FWS)
- **Edu 474** School Finance (1cr) (FWS)
- **Edu 475** Curriculum Leadership (2cr) (FWS)
- **Edu 476** Theories of Instructional Supervision (2cr) (FWS)
- **Edu 477** Theories of Organizational Leadership (1cr) (FWS)
- **Edu 478** Leadership Internship and Portfolio (3cr) (FWS)

2. Educational Counseling Certificate

The School of Education has a partnership with the LDS Church Seminary & Institutes Pacific LDS Church Schools based in Tonga, Samoa, Fiji and Kiribati with central office at the Pacific Area offices in Auckland New Zealand.

This partnership has been in place since 1997. The primary focus of the partnership is the delivery of BYUH School of Education teacher certification courses to untrained teachers employed in those schools.
The partnership, named International Teacher Education Program (ITEP), operates with the help of retired and qualified educators who are LDS Church missionaries at the school sites. Over the years since 1997 we have also supported the schools by enabling teachers to complete undergraduate degrees through the “year on BYUH campus” program.

This proposal seeks to formalize a Counseling Certificate (16 credits) for educators using the proposed courses. Courses proposed are those typically found in a School Counselor certification program and will enable potential school counselors to perform effectively.

The Counseling Certificate is primarily planned to be offered off-campus by qualified adjunct faculty. If any of these courses are offered on campus (eg to S&I or Marshallese schools teachers on campus) the instructors will be primarily adjunct faculty.

**Education Counseling Certificate (16 cr) The final three are new courses.**

- Edu 200 Human Growth and Learning (2cr) (FWS) (existing course)
- Sped 300 (3cr)(FWS) (existing course)
- Edu 452 Introduction to School Counseling and Comprehensive Guidance (3cr) (FWS)
- Edu 454 Career Development and Academic Counseling (3cr) (FWS)
- Edu 455 Counseling Practicum (5cr) (FWS)

**3. Teacher Education Certificate**

The School of Education provides programs in Elementary and Secondary Education which lead to State licensing. These programs include courses in Pedagogy and Methods.

The MRS’s for the Secondary Education licensing programs already exist and are attached – we want to group the Education course list as a “Teacher Education Certificate”.

This course list is in place and taught by the faculty currently in place – no new courses or course loads.

This Teacher Education Certificate is used in our ITEP partnership schools in the Pacific and also with our 5th year licensing only students.

The list of Requirements for the **Teacher Education Certificate (all courses are existing courses):**

- EDU 212 Foundations of Education (2) FWS
- SPED 300 Education of Exceptional Students (3) FWS
- Psych 111 General Psychology (3) FWS
- HWST 101 Intro to Hawaiian Studies (3) FWS (required for US licensing only)
- EDU 200 Human Growth and Learning (2) FWS
- EDU 305 Comp/Tech Assisted Instruction (1) FWS
- EDU 312 Effective Pedagogy (3) FWS
- EDU 385 Education Assessment in the Classroom (3) FWS
- SCED 301 Reading in the Content Area (2) FWS
- SCED 330 Classroom Management (2) FWS
- SCED 491 Observation and Practicum (3) FWS
SCED 492 Student Teaching (12)  FWS
BYU Hawaii Curriculum Proposal Number [14-16]

Section 3 - Program Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

Effective Date: Immediately upon approval
College: Human Development
Abbreviation: EDU

Immediately following this page, attach the revised Major Requirements Sheet and sample Major Academic Plan.

Following the MRS and MAP, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
# Certificate in Educational Leadership

**CTEDLC/F.2014  DRAFT**

16 credits

**Effective Date:** 09/2014

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>EDU 470</td>
<td>Human Resource/Law</td>
<td>1</td>
<td>Instructor Permission required</td>
<td>FWS</td>
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<tr>
<td>EDU 471</td>
<td>Educational Measurement and Evaluation</td>
<td>2</td>
<td>Instructor Permission required</td>
<td>FWS</td>
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<td>EDU 472</td>
<td>Introduction to the Principalship</td>
<td>2</td>
<td>Instructor Permission required</td>
<td>FWS</td>
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<td>EDU 473</td>
<td>History and Foundations of Education</td>
<td>2</td>
<td>Instructor Permission required</td>
<td>FWS</td>
<td></td>
<td></td>
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<tr>
<td>EDU 474</td>
<td>School Finance</td>
<td>1</td>
<td>Instructor Permission required</td>
<td>FWS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 475</td>
<td>Curriculum Leadership</td>
<td>2</td>
<td>Instructor Permission required</td>
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<td>EDU 476</td>
<td>Theories of Instructional Supervision</td>
<td>2</td>
<td>Instructor Permission required</td>
<td>FWS</td>
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<tr>
<td>EDU 477</td>
<td>Theories of Organizational Leadership</td>
<td>1</td>
<td>Instructor Permission required</td>
<td>FWS</td>
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<tr>
<td>EDU 478</td>
<td>Leadership Internship and Portfolio</td>
<td>3</td>
<td>Instructor Permission required</td>
<td>FWS</td>
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**Total Credits Mapped for Graduation:**

No grade below C- will be accepted in fulfilling certificate requirements.
Certificate in Education Counseling
CTEDCC/F.2014 DRAFT
16 credits

Effective Date: 09/2014

No grade below C- will be accepted in fulfilling certificate requirements.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Semester</th>
<th>Grade</th>
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<tr>
<td>EDU 200/300</td>
<td>Human Growth and Learning</td>
<td>2</td>
<td></td>
<td>FWS</td>
<td></td>
<td></td>
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<tr>
<td>SPED 300/200</td>
<td>Education of Exceptional Students</td>
<td>3</td>
<td>EDU 212</td>
<td>FWS</td>
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<tr>
<td>EDU 452</td>
<td>Introduction to School Counseling and Comprehensive Guidance</td>
<td>3</td>
<td>Instructor Permission Required</td>
<td>FWS</td>
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<tr>
<td>EDU 454</td>
<td>Career Development and Academic Counseling</td>
<td>3</td>
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<td>FWS</td>
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<td>EDU 455</td>
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</table>

Total Credits Mapped for Graduation: 16 credits

Name of Student: 
Student ID #: 
Graduation Date: 
Home Country: 
Academic Advisor: Name 
Date 

FWS
Certificate in Teacher Education
CTEDTC/F.2014 DRAFT
Minimum of 39 credits

Effective Date: 09/2014

Name of Student: ____________________________
Student ID #: ____________________________
Home Country: ____________________________
Graduation Date: ____________________________
Academic Advisor: Name ____________________________
Date ____________________________

No grade below C- will be accepted in fulfilling certificate requirements.
NEW COURSE.

**Full Title:** Human Resource/Law

**Short Title:** Human Resource/Law

**Catalog Entry:** EDU 470 – Human Resource/Law

This course is designed to provide an understanding of school law and its relationship with human resources and specifically how it relates to Pacific Schools.

**Prerequisites:** Instructor permission

**Credit Hours:** 1 credit

**Frequency:** FWS

**Grading Method:** Letter Grades A - F

**Course Fees:** None

**Learning Outcomes:**

This course will enable students to:

- Explain the world of human resources
- Define what is meant by human resources
- Describe what matters most with human resources
- Help employees understand the basic types of compensation philosophies, and the Church’s position on compensation
- Ensure further communication between managers and employees of the S & I on the matter of compensation
- Discuss general principles of hiring/workforce planning
- Discuss management’s role in working with HR to fill an employment need
- Review expectation for hire and continued employment
- Educate managers and employees on the Guiding Performance Process
- Provide managers and employees with the basic tools used in the Guiding Performance Process
- Provide managers and employees with information and additional resources for the Guiding Performance Process

**Assessment Methods:**

- Assigned Readings
- Group Activities
- Individual Presentations
- Individual Projects
- Written Papers
Mid-term and Final Exams

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015

College: College of Human Development, School of Education

Course Prefix: EDU
Course Number: 471

NEW COURSE.

Full Title: Educational Measurement and Evaluation
Short Title: Ed Meas & Eval
Catalog Entry: EDU 471 Educational Measurement and Evaluation

This course provides an understanding of the general principles related to school assessment and the use of evidence collected from assessments using a standards based system.

Prerequisites: Instructor permission

Credit Hours: 2 credits

Frequency: FWS

Grading Method: Letter Grades A - F

Course Fees: None

Learning Outcomes:

This course will enable students to:

- Describe the rationale behind the standards based movement, and the basics of standardized testing, administration, and interpretation
- Write outcomes that are measurable, related to standards and guide teachers in the writing of standards
- Assessment to relevant State/CES guidelines
- Explain and use the differences between norm referenced and criterion referenced inferences to make informed decisions
- Describe the relationship between grades and student accountability
- Write functional rubrics and understand the relationship of the rubric to standards based assessment and evaluation
- Design, implement, integrate a portfolio system for a school that is related to required performance standards
- Apply the principles of reliability and validity (not related to exhaustive statistical tests)
- Describe the relationship of blooms Taxonomy to standards
- Integrate subject content guidelines, outcomes, lessons and assessment
- Develop systems to measure and evaluate individuals within a school system for the purposes of improvement and performance related to teaching
- Create individual professional development plans related to specific defined standards of performance
- Write connections to student performance on national exams as related to teaching to specific standards
- Develop specific projects related to specific requirements for reporting to CES entities while incorporating principles learned in the course (e.g. outcome based budgeting)
- Demonstrate gospel connections to the above course guidelines
Assessment Methods:
Assigned Readings
Group Activities
Individual Presentations
Individual Projects
Written Papers
Mid-term and Final Exams

Immediately following this page, attach a sample syllabus if needed.
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
NEW COURSE.

Full Title: Introduction to the Principalship
Short Title: Intro to Principalship
Catalog Entry: EDU 472 Introduction to the Principalship
This course is designed to provide an understanding of the roles and responsibilities of the school principal. Emphasis is placed on the instructional leadership and general responsibilities of the principal.

Prerequisites: Instructor permission
Credit Hours: 2 credits
Frequency: FWS
Grading Method: Letter Grades A - F
Course Fees: None

Learning Outcomes:

This course will enable students to:
- Describe the various leadership theories and the essential role of the principal to provide instructional leadership
- Explain the principal’s role in creating a school vision, along with supportive goals and implementation
- Demonstrate knowledge and application skills related to instructional leadership, curriculum, and assessment of student learning, school accountability, evaluation and human resources management
- Give an overview of and describe various roles of the principal relating to site based decision-making, collaboration, public relations, communication and conflict resolution, school finance, and facilities management
- Demonstrate appropriate skills to address the purposes of schools in a democratic society, political processes relating to public education, legal and ethical issues, and these areas
- Display knowledge and skills about student activities, student supervision, discipline, safe schools and the principal’s responsibilities with special needs students
- Participate in writing activities, cooperative learning activities, collegial sharing through reading and group activities

Assessment Methods:
- Class presentations
- Philosophy/vision of educational leadership presentation
- Case study one analysis
- Case study two analysis
- Principal Interview case study
- Research article/sharing
- Final exam
- In addition, other assignments, tests and quizzes may be given by the instructor to evaluate what level of learning has been attained.

[A sample course syllabus should normally be inserted after this page. The syllabus itself is supporting material. The information on the current page is core material.]

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Section 4 - Course Proposal (473)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015

College: College of Human Development, School of Education

Course Prefix: EDU

Course Number: 473

NEW COURSE.

Full Title: History and Foundations of Education

Short Title: History & Foundations

Catalog Entry: EDU 473 History and Foundations of Education

This course will help school leaders look at different ways of thinking about education, reflecting upon their own schools and helping them use practices that produce more effective schools.

Prerequisites: Instructor permission

Credit Hours: 2 credits

Frequency: FWS

Grading Method: Letter Grades A - F

Course Fees: None

Learning Outcomes:

This course will enable students to:

- Explain different ways of thinking about education
- Reflect on their own school culture
- Describe why people think differently about education
- Plan to institute change for a more effective school using the best of educational theories
- Plan to use the school to be a positive change agent in each country’s society
- Identify what are the positive and negative motivators in a school and what motivators will work best in each school
- Identify what makes LDS Church Schools unique
- Determine what is essential education and what is considered essential education within a school’s country
- Determine a school’s place to teach citizenship and democracy and how does Sheltered Instruction Observation Protocol (SIOP) help with this
- Determine where Church Schools are in relation to the philosophy of Postmodernism

Assessment Methods:

Assigned Readings
Group Activities
Individual Presentations
Individual Projects
Written Papers
Mid-term and Final Exams
[A sample course syllabus should normally be inserted after this page. The syllabus itself is supporting material. The information on the current page is core material.]

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Section 4 - Course Proposal (474)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015
College: College of Human Development, School of Education
Course Prefix: EDU
Course Number: 474

NEW COURSE.

Full Title: School Finance
Short Title: School Finance
Catalog Entry: EDU 474 School Finance

This course is designed to provide an understanding of general finance and budgeting principles, goal setting, budget worksheets, and managing a budget as it relates to Schools.

Prerequisites: Instructor permission
Credit Hours: 1 credit
Frequency: FWS
Grading Method: Letter Grades A - F
Course Fees: None

Learning Outcomes:

This course will enable students to:

- Explain general finance and budgeting principles and procedures
- Describe budgeting principles and procedures generally and specifically as they relate to the context
- Apply budget goal setting
- Develop a budget using a budget worksheet
- Demonstrate revenues and expenditures
- Describe financial self-reliance and financial responsibility
- Describe how to manage a budget as a school administrator
- Reference the relevant sections of the Policy manual
- Explain the types of donated funds and their use
- Explain the proper use of school funds
- Explain the relationship between physical facilities and the budgeting process

Assessment Methods:

Assigned Readings
Group Activities
Individual Presentations
Individual Projects
Written Papers
Mid-term and Final Exams
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Section 4 - Course Proposal (475)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015

College: College of Human Development, School of Education

Course Prefix: EDU

Course Number: 475

NEW COURSE

Full Title: Curriculum Leadership

Short Title: Curriculum Leadership

Catalog Entry: EDU 475 Curriculum Leadership

This course is designed to study school curriculum design, effective instructional processes, school programs, and assessment of student and school outcomes and how to integrate them into Church instructional programs.

Prerequisites: Instructor permission

Credit Hours: 2 credits

Frequency: FWS

Grading Method: Letter Grades A - F

Course Fees: None

Learning Outcomes:

This course will enable students to:

- Demonstrate an understanding of the purposes of schooling, mission of Church Schools, and the importance of effective school curriculum and instructional process
- Utilize professional terms associated with school curriculum, assessment, and leadership
- Examine various curriculum design models including content and standards based curriculum
- Analyze the integrated relationship between Church School Objectives, curriculum and assessment, including student outcomes and Church Schools Key Indicators
- Apply enhanced leadership skills and behaviors relating to effective curriculum, instruction, and assessment practices
- Demonstrate their understanding of course content through class participation, assignments, and assessments

Assessment Methods:

Assigned Readings
Group Activities
Individual Presentations
Individual Projects
Written Papers
Mid-term and Final Exams
[A sample course syllabus should normally be inserted after this page. The syllabus itself is supporting material. The information on the current page is core material.]

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
NEW COURSE.

Full Title: Theories of Instructional Supervision
Short Title: Instructional Supervision
Catalog Entry: EDU 476 Theories of Instructional Supervision

This course provides strategies in developmental supervision, assessment, formal observations, and program and teacher evaluation. It also provides training in clinical supervision, peer coaching and professional and curriculum development.

Prerequisites: Instructor permission
Credit Hours: 2 credits
Frequency: FWS
Grading Method: Letter Grades A - F
Course Fees: None

Learning Outcomes:
This course will enable students to:
- Describe how to develop and implement school improvement plans (ISLLC Standard 1)
- Apply consensus-building and negotiation skills (ISLLC Standard 1)
- Reflect on their own beliefs, assumptions and practices as potential school leaders (ISLLC Standard 1)
- Propose a school 'vision' for high standards of learning (ISLLC Standard 1)
- Compare and contrast theories of adult and curriculum, development, assessment, supervision, collaboration, professional learning and inquiry (ISLLC Standard 2)
- Reflect on the personal learning processes (ISLLC Standard 2)
- Analyze processes of human resources supervision (ISLLC Standard 3)
- Analyze formal and informal teacher assessment strategies (ISLLC Standard 3)
- Acquire knowledge of how learning, teaching and student development inform leadership decisions and priorities (ISLLC Standard 3)
- Evaluate strategies to develop teachers as researchers and school as learning communities (ISLLC Standard 3)

Assessment Methods:
Assigned Readings
Group Activities
Individual Presentations
Individual Projects
Written Papers
Mid-term and Final Exams

[A sample course syllabus should normally be inserted after this page. The syllabus itself is supporting material. The information on the current page is core material.]

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015

College: College of Human Development, School of Education
Course Prefix: EDU
Course Number: 477

NEW COURSE.

Full Title: Theories of Organizational Leadership
Short Title: Organizational Leadership
Catalog Entry: EDU 477 Theories of Organizational Leadership

This course is designed to study schools as organizations, their purposes and characteristics. Students will engage in the study of organizational theory and application of leadership in Church Schools.

Prerequisites: Instructor permission
Credit Hours: 1 credit
Frequency: FWS
Grading Method: Letter Grades A - F
Course Fees: None

Learning Outcomes:
This course will enable students to:
- Develop an understanding of organizations and organizational theory
- Compare and contrast frames, or views, in which organizations may be examined, analyzed, and better understood
- Demonstrate insights about schools as organizations with their characteristics and complexities
- Analyze knowledge and applications of leadership importance and roles in organizations and schools
- Present an enhanced vision of the organization and purposes of Church Schools
- Demonstrate their understanding of organizations and school organizations through a variety of class participatory activities and assignments

Assessment Methods:
Assigned Readings
Group Activities
Individual Presentations
Individual Projects
Written Papers
Mid-term and Final Exams

Immediately following this page, attach a sample syllabus if needed.
Section 4 - Course Proposal (478)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015
College: College of Human Development, School of Education
Course Prefix: EDU
Course Number: 478

NEW COURSE.

Full Title: Leadership Internship and Portfolio
Short Title: Internship & Portfolio
Catalog Entry: EDU 478 Leadership Internship and Portfolio

This course is the culmination of the leadership and management core classes. This course is composed of four major components: Mentoring/Observation meetings, culminating project, portfolio, and assessment of competencies.

Prerequisites: Instructor permission
Credit Hours: 3 credits
Frequency: FWS
Grading Method: Letter Grades A - F
Course Fees: None

Learning Outcomes:
This course will enable students to:

- Develop a comprehensive understanding of the skills and competencies for effective School leadership
- Analyze aspects related to the role of an effective school leader
- Apply theory in terms of practice
- Demonstrate administrative responsibility in an effective manner
- Describe enhanced understandings gained from a mentor
- Propose a professional disposition in acquiring competencies to function as an effective school leader

Assessment Methods:
Regular mentoring and coaching session logs
Culminating Project and presentation
Portfolio
Formative assessment and reflection (Intern self-assessment and Instructor assessment)
Leadership Vision and Philosophy

Immediately following this page, attach a sample syllabus if needed.
Section 4 - Course Proposal (452)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015
College: College of Human Development, School of Education
Course Prefix: EDU
Course Number: 452

NEW COURSE

Full Title: Introduction to School Counseling and Comprehensive Guidance
Short Title (for Transcript, 30-char max): Intro to Couns & Guidance

Catalog Entry (50-word recommended maximum):
EDU 452 - Introduction to School Counseling and Comprehensive Guidance (3 cr) Discovering what is involved in a School Counseling Program - its delivery system design, its benefits and development.

Prerequisites: Instructor permission
Credit Hours: 3 credits
Frequency: FWS
Grading Method: Letter Grades A - F
Course Fees: None

Learning Outcomes: (assessments included here)

This course will enable students to:
1. Define the basic philosophical aspects of K-12 school counseling. (C, LEA and R)
2. Identify basic counseling concepts, strategies and techniques suitable to K-12 counseling programs. (Position Paper) (C, LEA and R)
3. Review basic vocational development theories. (C, R)
4. Formulate for peer review, a Position Paper on one's knowledge and philosophy of guidance and counseling and how these will be applied in a school setting. (LEA, R)
5. Examine learning styles of K-12 school students (Learning Style-Multiple Intelligences activity). (C, LEA and R)
6. Distinguish the historical, environmental, cultural, legal and current issues which influence today's educational climate. (C, R)
7. Identify basic ingredients of Comprehensive Developmental Guidance Programs. (Position Paper) (C, R)
8. Identify suitable approaches of cooperative learning when implementing Comprehensive Developmental Programs. (Position Paper) (C, LEA and R)
9. Formulate legal and ethical positions relevant to school guidance work. (Position Paper) (C, R)
10. Identify a variety of assessment and goal setting strategies used with K-12 student populations (EXPLORE-PLAN-ACT World of Work activity). (C, R)

11. Create a usable needs assessment that will be administered at your school location.

[A sample course syllabus should normally be inserted after this page. The syllabus itself is supporting material. The information on the current page is core material.]

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (454)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015
College: College of Human Development, School of Education
Course Prefix: EDU
Course Number: 454

NEW COURSE.

Full Title: Career Development and Academic Counseling
Short Title (for Transcript, 30-char max): Career & Academic Cnclg

Catalog Entry (50-word recommended maximum):
EDU 454 - Career Development and Academic Counseling (3cr) Study strategies, approaches and processes in vocational development of Comprehensive Counseling and Guidance Career Counseling within an education climate.

Prerequisites: Instructor permission
Credit Hours: 3 credits
Frequency: FWS
Grading Method: Letter Grades A - F
Course Fees: None

Learning Outcomes:
This course will enable students to:
1. Define the basic philosophical aspects of Comprehensive Counseling and Guidance Career Counseling.
2. Identify basic career counseling contexts, processes and techniques suitable for a Comprehensive Counseling and Guidance Program.
3. Thoroughly explain basic vocational developmental theories.
4. Formulate for peer review, Position Paper on one’s knowledge and philosophy of Career Guidance and Career Counseling and how these will be applied in your Comprehensive Counseling and Guidance school setting.
5. Distinguish the historical, environmental, cultural, legal and current issues which influence today’s Career and Education climate.
6. Identify basic ingredients of Comprehensive Developmental Guidance Programs and how the goals of Career Guidance, Development, and Counseling fit in the realm of a Comprehensive Counseling and Guidance Program.
7. Present plans, strategies, and approaches to involve teacher integration of career information into their curriculum.

8. Create a Career Guidance Portfolio that will be implemented in their school. This will include career assessments, curriculum and content for the Student Spiritual Educational Occupational Plan (SSEOP) for each grade level.

[A sample course syllabus should normally be inserted after this page. The syllabus itself is supporting material. The information on the current page is core material.]

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]
Section 4 - Course Proposal (455)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: January 2015
College: College of Human Development, School of Education
Course Prefix: EDU
Course Number: 455

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NEW COURSE.

Full Title: Counseling Practicum
Short Title (for Transcript, 30-char max): Counseling Practicum

Catalog Entry (50-word recommended maximum):

Prerequisites: Instructor permission
Credit Hours: 5 credits
Frequency: FWS
Grading Method: Letter Grades A - F
Course Fees: None

Learning Outcomes:
Upon completion of this course, students will have a portfolio which includes a School Calendar with the following events to be listed for the calendar year accompanied by journal notes and records for each of the following events:

- SSEOP Conference schedules for each grade level
- COPS schedule including teaching vocabulary, administering the inventory, scoring the inventory, classroom activities
- Career Week
- Career Expo
- Guidance Curriculum, teaching in the classroom
- Classroom visits
- Responsive Services (individual or group)
- Regularly scheduled meetings (Leadership, HOD’s)
- Deadlines for university applications
- System Support
- Any additional events that require scheduling for your program

**Assessment Methods:**
The completed Comprehensive Counseling and Guidance Calendar should indicate time allocated to each of the four components of Comprehensive Counseling and Guidance: Individual Planning (SSEOP), Guidance Curriculum, Responsive Services and System Support.

**Immediately following this page, attach a sample syllabus if needed.**
**Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]**
Section 1 - Approvals

[See the separate document entitled “BYU Hawaii Curriculum Proposal Instructions” for instructions. Reminder: delete or replace all text in square brackets. Retain all other text.]

**Approvals**

Name of Proposal: School of Education - Teacher Education Certificate Course List

Submitted by: John L. Bailey  Signature:

Date: May 26, 2015

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Vote: For [7]  Against [0]  Abstain [0]  Absent [0]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Approved by Department [separate block for each dept]</td>
<td>Signature: John L. Bailey</td>
<td>5/28/15</td>
</tr>
<tr>
<td>2. Approved by College [separate block for each college]</td>
<td>Signature: Mark Wolfersberger</td>
<td>5/28/15</td>
</tr>
<tr>
<td>3. Approved by General Education (if any GE course is affected)</td>
<td>Signature: N/A GE: David Beus</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Approved by University Curriculum Committee</td>
<td>Signature: Jennifer Lane</td>
<td>6/2/15</td>
</tr>
<tr>
<td>5. Approved by Deans’ Council</td>
<td>Signature: AVP: John Bell</td>
<td></td>
</tr>
<tr>
<td>6. Approved by the President’s Council (for new programs)</td>
<td>Signature: Pres: Steven Wheelwright</td>
<td></td>
</tr>
</tbody>
</table>
Section 2 – Overview (Support)

Summary: The School of Education recently processed a Curriculum document (14-16) seeking approval for three certificates – Teacher Education, Educational Leadership and Educational Counselling. This proposal updates the course list.

This proposal seeks to update the list of courses that make up the Teacher Education Certificate because of curricular changes made since that time in School of Education courses. The approved course list is as follows: deletions as strikethrough and additions in bold italics.

We would like to propose that this Teacher Education Certificate be utilized by ITEP students as well as on-campus students, providing both populations with 1 certificate.
Section 3 - Program Proposal

Effective Date: August 2015
College: College of Human Development, School of Education
Abbreviation: EDU

The list of Requirements for the Teacher Education Certificate:

EDU 212 Foundations of Education (2) FWS
SPED 290 300 Education of Exceptional Students (3) FWS
Psych 111 General Psychology (3) FWS
HWST 101 Intro to Hawaiian Studies (3) FWS (required for US licensing only)
Or EDU 340 Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (2) FWS (required for Intl licensing)
EDU 300 Human Growth and Learning (2) (3) FWS
EDU 305 Comp/Tech Assisted Instruction (2) (2) FWS
EDU 312 Effective Pedagogy (3) FWS
EDU 385 Education Assessment in the Classroom (3) FWS
SCED 401 Reading in the Content Area (2) (3) FWS and
SCED 350 Secondary Teaching Methods (2) FWS
Or ELED 320 Methods of Literacy Instruction for the Emergent Reader (2) and
ELED 421 Methods of Literacy Instruction for the Fluent Reader (3)
SCED 430/ELED 430 Classroom Management (2) FWS
SCED 491/ELED 491 Observation and Practicum (3) FWS
SCED 492/ELED 492 Student Teaching (12) FWS

This Teacher Education certificate is not listed in the catalog but can be. It is available to the participants in the ITEP-Church Schools (South Pacific), the ITEP-Public Schools (in Micronesia), International Undergraduate students as well as US 5th Year Certificate students. On-campus US Undergraduate students can ask for the certificate when completed but the document which will be of most value to them will be the Hawaii Teacher License issued by the Hawaii Teacher Standards Board.
# Certificate in Teacher Education

**CTEDTC (mrs 1146)**  
40-42 credits  

**Effective Date:** 08/2015

## Requirements

*Take all of the following:*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>EDU 212</td>
<td>Foundations of Education</td>
<td>2</td>
<td></td>
<td>FWS</td>
<td></td>
<td></td>
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<td>EDU 200</td>
<td>Human Growth and Learning</td>
<td>3</td>
<td></td>
<td>FWS</td>
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<tr>
<td>HWST 101 OR EDU 340</td>
<td>Intro to Hawaiian Studies (US license only)</td>
<td>3</td>
<td></td>
<td>FWS</td>
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<tr>
<td></td>
<td>Multiculturalism &amp; Cul. Resp. Tch (SIOP)</td>
<td>2</td>
<td>Required for International Licensing</td>
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<tr>
<td>SPED 300</td>
<td>Education of Exceptional Students</td>
<td>3</td>
<td>EDU 212</td>
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<td>EDU 305</td>
<td>Comp/Tech Assisted Instruction</td>
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<td>EDU 212</td>
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<tr>
<td>EDU 312</td>
<td>Effective Pedagogy</td>
<td>3</td>
<td>EDU 212</td>
<td>FWS</td>
<td></td>
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</tr>
<tr>
<td>EDU 385</td>
<td>Education Assessment in Classroom</td>
<td>3</td>
<td>EDU 312</td>
<td>FWS</td>
<td></td>
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<tr>
<td>SCED 401* OR ELED 320*</td>
<td>Reading in Content Area</td>
<td>2</td>
<td>EDU 312 (co-req SCED 491)</td>
<td>FWS</td>
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<td></td>
<td>Methods of Literacy Inst for Fluent Rdr</td>
<td>2</td>
<td>EDU 312 (co-req SCED 491)</td>
<td>FWS</td>
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<tr>
<td>SCED 350* OR ELED 421*</td>
<td>General Secondary Methods</td>
<td>3</td>
<td>EDU 312</td>
<td>F,W</td>
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<td></td>
<td>Methods of Literacy Inst for Fluent Rdr</td>
<td>3</td>
<td>EDU 312, ELED 320, co req of ELED 491 (except non-cert track)</td>
<td>F,W,S</td>
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<tr>
<td>SCED/ELED 430</td>
<td>Classroom Management</td>
<td>2</td>
<td>EDU 312 (co-req SCED/ELED 491 except non-cert track)</td>
<td>FWS</td>
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<tr>
<td>SCED/ELED 491</td>
<td>Observation &amp; Practicum</td>
<td>3</td>
<td>EDU 312, co-req with SCED/ELED 401/ELED 421, SCED/ELED 430, ELED 451 and formal admission to SOE</td>
<td>FWS</td>
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<tr>
<td>SCED/ELED/ITEP 492</td>
<td>Student Teaching</td>
<td>12</td>
<td>SCED/ELED 491 and formal admission to SOE</td>
<td>FWS</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Credits Mapped for Graduation:**

*Pairing of these courses must be taken as SCED 401 and SCED 350 or ELED 320 and ELED 421.*

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This Teacher Education certificate is available to the participants in the ITEP-Church Schools (South Pacific), the ITEP-Public Schools (in Micronesia), International Undergraduate students as well as US 5th Year Certificate students. On-campus US Undergraduate students can ask for the certificate when completed but the document which will be of most value to them will be the Hawaii Teacher License issued by the Hawaii Teacher Standards Board.

No grade below C- will be accepted in fulfilling certificate requirements.