


EDUC 342 Pre-Student Teaching Clinical Experience II- CrsRvs-2019-01-28

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Contact Person*	Jo-Anne Kerr	Contact Email*	jokerr@iup.edu
Proposing Department/Unit*	College of Education Educator Preparation Programs	Contact Phone*	724-357-2617

Course Level*	undergraduate-level
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Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
mod_prereq	<p>course_revision</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i></p>

Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>EDUC 342 is being revised as a dual listed course (342/542) to accommodate post-baccalaureate or master's level educator preparation program students.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>EDUC 342 is being revised as a dual listed course (342/542) to accommodate post-baccalaureate or master's level educator preparation program students.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>At present, the course revision will affect only students enrolled in the English 7-12 Certificate Post-Baccalaureate Program, as EDUC 342/020 will be offered to those students beginning fall 2019. It is anticipated, however, that other post-baccalaureate or master's level educator preparation courses will also offer this course at the graduate level in the future as needed.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	EDUC
Proposed Prefix	EDUC
(E) Current Number*	342
Proposed Number	342/542
(F) Current Course Title*	Pre-Student Teaching Clinical Experience II
Proposed Course Title	Pre-Student Teaching Clinical Experience II
(G) Prerequisite(s)	EDUC 242, admission to junior standing
Proposed Prerequisite(s)	EDUC 242, admission to junior standing (for EDUC 342) Admission to post-baccalaureate or master's level educator preparation program (for EDUC 542)
(H) Current Catalog Description	Continues to develop and refine competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in preK-grade 12 school field experience. Also incorporates strategies and techniques for the delivery of instruction to all students, including those with special and English language learning needs. May be repeated for students seeking dual certification.
Proposed Catalog Description	For EDUC 542 Continues to develop and refine competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in preK-grade 12 school field experience. Also incorporates strategies and techniques for the delivery of instruction to all students, including those with special and English language learning needs. The following units of study, in addition to others as determined by individual programs, may be included: school law, the development of a professional portfolio, and conducting classroom observations. May be repeated for students seeking dual certification.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	

<p>(I) Repeatable Course</p> <p>This is for a course that can be repeated</p> <p>Multiple times e. g. Internship</p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																					
<p>Proposed Repeatable Course</p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																					
<p>(J) Number of Credits</p>	<p>Class Hours per week:var - 1</p> <p>Lab Hours:0</p> <p>Credits:var-1 cr.</p>																					
<p>Proposed Number of Credits</p>	<p>Class Hours:var-1Lab Hours:0Credits:var-1 cr.</p>																					
<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<p>Establish entry-level connections to the profession of teaching</p> <p>Integrate pedagogical theory and practice</p> <p>Learn skills and protocols related to the art and craft of teaching</p> <p>Learn appropriate strategies related to planning for effective instruction</p> <p>Learn to conduct classroom observation</p>																					
<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="233 1184 1359 1522"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Establish entry-level connections to the profession of teaching</td> <td>Responses to assigned readings</td> </tr> <tr> <td>2</td> <td>Integrate pedagogical theory and practice</td> <td>Lesson planning</td> </tr> <tr> <td>3</td> <td>Learn skills and protocols related to the art and craft of teaching</td> <td>Field experience</td> </tr> <tr> <td>4</td> <td>Learn appropriate strategies related to planning for effective instruction</td> <td>Field experience</td> </tr> <tr> <td>5</td> <td>Learn to conduct classroom observation</td> <td>Lesson planning</td> </tr> <tr> <td>6</td> <td>Additional outcomes may be included as determined by individual programs</td> <td>Practice observation assignments with field notes</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Establish entry-level connections to the profession of teaching	Responses to assigned readings	2	Integrate pedagogical theory and practice	Lesson planning	3	Learn skills and protocols related to the art and craft of teaching	Field experience	4	Learn appropriate strategies related to planning for effective instruction	Field experience	5	Learn to conduct classroom observation	Lesson planning	6	Additional outcomes may be included as determined by individual programs	Practice observation assignments with field notes
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1	Establish entry-level connections to the profession of teaching	Responses to assigned readings																				
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6	Additional outcomes may be included as determined by individual programs	Practice observation assignments with field notes																				

**(M)
Previous
Brief
Course
Outline**

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

(It is acceptable to copy

from old syllabus)

This course outline is for EDUC 342/020, Pre-Student Teaching Clinical Experience II for English Education Teacher Candidates. Different secondary programs will have different course outlines for EDUC 342, although course objectives, in general, will be the same or similar.

Tentative Schedule

D ate	Today's Class	Assignment for Next Class	Submit
8 /27	<p>Introduction to course. Review assignments and course meeting dates.</p> <p>Model mini-lesson</p> <p>Pre-Student Teaching II contract</p> <p>Artifacts to meet InTASC Standard 4 (content) for e-portfolio</p>	<p>Skim through <i>Pre-Student Teaching Handbook</i> and "PA Code of Professional Practice and Conduct for Educators" (D2L). Begin reading Burden in preparation for response and discussion due on 10/8 and for completing the classroom management philosophy and plan (due on final conference day).</p> <p>Contact cooperating teacher; set up meeting to review requirements, to decide on lesson plan topic, and to set up observation schedule (contract)</p> <p>Mini-lesson topics assigned; prepare lesson plan draft and bring to next class.</p>	Signed "Verification and Acknowledgement of Having Read the PDS Handbook "
9 /10	<p>Review pre-student teaching II requirements.</p> <p>Field notes: Notetaking/notemaking</p> <p>Review lesson plan and practice teaching scoring guides.</p> <p>Lesson plan workshop</p>	Burke Ch. 4 – 6	Pre-Student Teaching contract
9 /17	<p>Review & discussion of Burke Ch. 4 – 6. Review rubric for InTASC Standard 4 (content) and Reflections on Diversity (InTASC Standard 9)</p>	<p>Burke Ch. 7 – 8</p> <p>Prepare for practice teaching</p>	<p>Pre-Student Teaching Contract</p> <p>Journal response – Burke Ch. 4 – 6 (submit in D2L by 9:00 a.m. 9 /17).</p>
9 /24	<p>Review & discussion: Burke Ch. 7 – 8.</p> <p>Practice teaching</p>		Journal response – Burke Ch. 7 – 8 (submit in D2L by 9:00 a.m. 9 /24).
1 0 /1	<p>The Teacher Work Sample</p> <p>Practice teaching</p>		Journal response – Burke Ch. 7 – 8 (submit in D2L by 9:00 a.m. 10/2)
1 0 /8	<p>Review and discussion of Burden.</p> <p>Classroom management philosophy and plan assignment</p> <p>Schedule final conference</p> <p>Practice teaching</p>		<p>Journal response – Burden (submit in D2L by 9:00 a.m. 10/8).</p> <p>Classroom management philosophy and plan, Step 2 e-portfolio, and TWS plan due on final conference day.</p>

As outlined by the federal definition of a "credit hour", the following should be a consideration

**(N)
Brief
Course
Outline**

regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

(Give sufficient detail to communicate the content to faculty across campus.

It is not necessary to include specific readings, calendar or assignments)

This course outline will serve to meet course objectives for EDUC 542 for teacher candidates enrolled in the Post-Baccalaureate English 7-12 Certificate Program. Sections of EDUC 542 for different post-baccalaureate or masters level EPP programs will have different course outlines; however, in general, course objectives will be the same or similar.

Date	Today's Class	Assignment for Next Class	Submit
8/28	Introduction to course Review assignments and course meeting dates Artifacts to meet InTASC Standard 4 (content) for E-portfolio Model mini-lesson Getting clearances and applications (Step One) Pre-Student Teaching II contract (forms)	Read Burke Chs. 1-2 and complete Journal #1 in preparation for response and discussion due on 9/11. Read <i>Pre-Student Teaching Handbook</i> and read Danielson links in Appendix B. Mini-lesson topics assigned; prepare lesson plan draft and bring to next class.	Placement applications for pre-student teaching and student teaching Apply for all clearances and set up LiveText and CastleBranch for College of Education records
9/11	Review pre-student teaching requirements and applications Discuss Burke, Chs. 1-2 Field notes/observations: Notetaking /notemaking Review lesson plan and practice teaching scoring guides Lesson plan workshop	Read Burke Chs. 3-4 and complete Journal #2 in preparation for response and discussion due on 9/25. Read Miller/Norris Chs. 1-4 for completing the classroom management philosophy and plan (plan due on final conference day). Contact cooperating teacher/supervisor; set up meeting to review requirements, to decide on lesson plan topic, and to set up observation schedule (contract).	Journal Response #1 collected
9/25	Review rubrics for InTASC Standard 4 (content) and Reflections on Diversity (InTASC Standard 9) Discuss Burke, Chs. 3-4 and Miller/Norris, Ch. 4	Burke, Chs. 5-6 and complete Journal #3 for 10/9. Read Miller/Norris Chs. 5-9 for discussion on 10/9 and completing the classroom management philosophy and plan (due on final conference day). Prepare for observations and practice teaching with reflections.	Journal Response #2 collected
10/9	Review & discussion: Burke Chs. 5-6 and Miller/Norris, Chs. 5-9	Burke, Chs. 7-8 and Journal #4 for 10/23. Begin observations and/or teaching if you have not started yet. Prepare lesson plan for practice teaching next class. Read assigned readings for school law in Appendix B and prepare to discuss next class.	Journal Response #3 collected
10/23	Review & discussion of Burke Chs. 7-8 Discuss additional readings Practice teaching	Read Campbell et al. (entire text) and complete Journal #5 for 11/6. Continue observations and teaching with reflections.	Journal Response #4 collected Lesson plan collected

11/6	<p>Review & discussion of Campbell & E-portfolio requirements including Reflections on Diversity items and rubric</p> <p>Review and discussion of Burden and/or other appropriate texts and links</p> <p>Draft classroom management philosophy and plan assignment</p> <p>Schedule course evaluation and final conferences</p> <p>Practice teaching</p>	Classroom management philosophy and plan and Step 2 E-portfolio due on final conference day including Reflections on Diversity items and Discovery Paper.	Journal Response #5 collected
11/20	Thanksgiving Break--No Class		
11/27	<p>Review & discussion of teaching experiences, classroom management plan, and professional portfolio</p> <p>Course Evaluation</p>		Complete all materials in final drafts for a grade
12/11 Final day and time, TBD	Final Conference		Management philosophy and plan and Step 2 E-portfolio including diversity items and discovery paper collected

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)									
Learning Skills:									
Knowledge Area:									
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>								
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	
Informed Learners demonstrate:	Course SLO #								
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 									
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<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 									

<ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> • the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> • the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • effective oral and written communication abilities 	
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 	
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • intellectual honesty 	
<ul style="list-style-type: none"> • concern for social justice 	
<ul style="list-style-type: none"> • civic engagement 	
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	
	2	

3	
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All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p> <p>teacher-education</p>				
<p>Course Designations:</p>	<p>This course is a professional education sequence course</p>				
<p>Key Assessments</p>	<p>The Key Assessment is included with the Unit Assessment System</p>				
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">File</td> <td style="text-align: center; width: 50%;">Modified</td> </tr> <tr> <td style="text-align: center;">Microsoft Word Document Program Assessment Matrix.docx</td> <td style="text-align: center;">Feb 12, 2019 by Dr. Jo Anne Kerr</td> </tr> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 	File	Modified	Microsoft Word Document Program Assessment Matrix.docx	Feb 12, 2019 by Dr. Jo Anne Kerr
File	Modified				
Microsoft Word Document Program Assessment Matrix.docx	Feb 12, 2019 by Dr. Jo Anne Kerr				

Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i> EDUC 342 is the second of 2 pre-student teaching courses required by all IUP Educator Preparation Programs and IUP's Three Step Process for Teacher Certification. Required content assists teacher candidates in reaching course outcomes and objectives and differs among programs. EDUC 542 will include content to meet the needs of post-baccalaureate program and master's level teacher candidates as determined by individual educator preparation programs.
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