

EDUC 452 552. Teaching of English and Communication in the Secondary School-CrsRvs-2016-09-01

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**Indicates a required field*

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Proposing Department/Unit*	English	Contact Phone*	724-357-2261

Course Level*	graduate-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:
course_prefix_number_change	add_dual_level course_prefix_number_change course_revision teacher-education <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	EDUC 452 is a required course for undergraduate English education majors seeking teacher certification. We are revising this course to make it dual-listed as a requirement for the new post-baccalaureate program in secondary English, grades 7-12, approved by the Pennsylvania Department of Education (PDE) in April, 2016.

(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The requirements for the dual-listed EDUC 452/552 course will be the same as the existing EDUC 452 course with an added required component for post-baccalaureate and graduate students of completing a mini-Teacher Work Sample with learning outcomes. This added component is necessary for providing rigor and additional scholarly research expected of post-grads, and the requirement is a reasonable and appropriate preview for their subsequent student teaching practicum.</p>
(C) Implications of the change on the program, other programs and the Students:*	<p>This change will not effect the undergraduate English education program except to increase the numbers slightly in this methods course, which the course can accommodate, based on current enrollment numbers. This course revision will be beneficial in attracting more post-baccalaureate students to choose IUP for certification in secondary English education.</p>

Current Course Information*	Proposed Changes		
Category A			
(D) C u r r e n t P r e f i x*	EDUC	P r o p o s e d P r e f i x	EDUC
(E) C u r r e n t N u m b e r*	452	P r o p o s e d N u m b e r	452 552
(F) C u r r e n t C o u r s e T i t l e*	Teaching of English and Communication in the Secondary School	P r o p o s e d C o u r s e T i t l e	Teaching of English and Communication in the Secondary School

(G) Prerequisite(s)	Prerequisites: ENGL 314, 323, 324 and admission to Step 1 of the 3-Step Process	Prerequisites	Prerequisites: ENGL 314, 323, 324 (or approved equivalents) and admission to Step 1 of the 3-Step Process
(H) Current Catalog Description	A prerequisite to student teaching in English. Introduces current professional practices in the teaching of English and communications in secondary school.	Prerequisites	A prerequisite to student teaching in English. Introduces current professional practices in the teaching of English and communications in secondary school.
<i>If changing Category A, no further action required.</i>			
Category B (if no change, leave blank)			
(I) Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:	Prerequisites	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:

<p>(J) Number of Credits</p>	<p>Class Hours: Lab Hours: Credits:</p>	<p>Proposed Number of Credits</p>	<p>Class Hours: Lab Hours: Credits:</p>
<p>(K) Current Course (Student Learning) Outcomes</p>		<p>Proposed Course (Student Learning) Outcomes</p>	

<p>(L) D u a l L i s t e d C o u r s e s O n l y: L i s t C u r r e n t L e a r n i n g O u t c o m e s f o r t h e H i g h e r - L e v e l C o u r s e</p>		<p>D u a l L i s t e d C o u r s e s O n l y:</p> <p>Learning Outcomes</p> <p>In addition to Outcomes 1-5 on the EDUC 452 syllabus, students enrolled in EDUC 552 are required to meet the following learning outcomes based on the key assessments for NCTE/ CAEP program recognition:</p> <p>6) Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts (ELA)</p> <p>Candidates must submit and teach a lesson plan as part of their mini-Teacher Work Sample (TWS) that incorporates literature and reading instruction demonstrating appropriateness to the students' reading levels and interests and exhibiting a reasonable assessment for what was taught.</p> <p>7) Content Pedagogy: Planning Composition Instruction in English Language Arts (ELA)</p> <p>Candidates must submit and teach a lesson plan as part of their mini-Teacher Work Sample (TWS) that incorporates instruction in writing demonstrating appropriateness to the students' writing abilities and exhibiting a reasonable assessment for what was taught.</p> <p>8) Implementing ELA Instruction</p> <p>In preparation for student teaching, all post-bac students will prepare a mini-Teacher Work Sample (TWS) that will include a class description, plans, and assessments for a proposed secondary English class. The TWS will include documents students have produced in this methods course and their reflections about what they learned from them.</p> <p>L i s t P r o p o s e d L e a r n i n g O u t c o m e s f o r t h e H i g h e r - L e v e l C o u r s e</p>
<p>(M) B r i e f C o u r s e O u t l i n e</p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</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> <p>EDUC 452 552: Teaching English and Communications in the Secondary School (<i>NOTE: italicized items are specific to the EDUC 552 course for post-bacs</i>)</p>

(It is a core element of the classroom or direct faculty instruction, there should be a minimum of two hours of class student work.)

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This course is an integral part of our English education program that supports the view of the social construction of knowledge and literacy and its application in meeting the needs of diverse learners. We will engage in reflective thinking as well as developing deeper content knowledge, pedagogical content knowledge, and stronger professional competence through video-recorded lessons, through experiences about and in real classrooms, and through collaborations about our work in this course. This course complies with the principles, attitudes, characteristics, knowledge, issues and relationships among standards outlined and advocated in the NCTE's **Guidelines for the Preparation of Teachers of English Language Arts**, NCATE guidelines, InTASC Standards, and Chapter 354 guidelines for the state of Pennsylvania. Students in this course should also show a commitment to the program by being active in NCTE/IUP and becoming a student member and/or officer of NCTE or equivalent.

- 1) We will be reading current texts about pedagogy, writing and doing lessons and projects with feedback from instructor, peers, experienced teachers, and students, and preparing pre-professional portfolios.
- 2) By communicating with more experienced teachers in school situations and with students at different academic and chronological levels, this course will allow pre-service teachers to consider and to engage in authentic tasks for all students, students with diverse backgrounds and needs.
- 3) This course will focus particularly on the development and reflection of pre-service teachers as they analyze their own teaching practices to better understand how to empower their students to learn the English language arts effectively. We will also emphasize social justice issues, technoliteracy, and critical media literacy in the teaching of the English language arts.

Grading Summary

1. 30%--Discussion Leader/Original Responses
2. 30%--Working Portfolio (items a through e below)
3. 25%--Showcase Portfolio
4. 10%--Class Attendance, Preparation, and Participation
5. 5%--Demonstrating Professional Leadership
6. 10%--Mini-Teacher Work Sample for Post-baccs and MAS

Undergraduate: A=100-93%, B=92.9-85%, C=84.9-74%, D=73.9-63%, F=62.9-0%

Post-baccalaureate: A=110-102%, B=101.9-93.5%, C=93.4-82.5%, D=82.4-77%, F=76.9-0%

1. Discussion Leader/Original Responses

You will be writing a response and leading the discussion for the texts for this course and your assigned books. The weekly responses are worth up to 30% of the total grade--27% of the grade is for the responses--each time is a rating out of 3%: up to 2% for content (insightful reflection with page references and application, not summary--e.g., double-entry journal, lesson plan idea, memo, argument, letter, drawing with explanation, etc.); up to 1% for language (no more than two error patterns in SWE in 2 double-spaced pages or equivalent); and the additional up to 3% is for preparing and leading the class discussions with meaningful contributions that show clear comprehension, deep reflection, and advancement of topic, not just talking because it is your turn. If you are absent from class when a response is collected, you must email that assignment to me by that class day or no credit will be given; no one is to hand in your work for you. *Learning Outcomes/Course Objectives: 1, 3, 4, 5.*

2. Working Portfolio

- a) Teaching Philosophy/Emergent Pedagogy (6% of total grade--up to 2% each for first and second drafts, and 2% for final draft in Showcase Portfolio)

Write a clear teaching philosophy (*Learning Outcomes/Course Objectives: 1, 5*). See assignment explanation and guidelines below:

Throughout the semester we will write, revise, and revisit our pedagogy for the classroom three times: at the beginning of the semester, the mid-term, and for our final Showcase Portfolio. Your task is to describe in detail your pedagogy which should include how you will approach teaching secondary English and how you will manage your classroom. Your pedagogy should be student-centered and focused in the English language arts. In order to write your teaching philosophy, you might ask yourself, "What are my beliefs about students, teaching, and learning? and How do those beliefs create my pedagogy? When constructing your pedagogy, be sure to draw upon course readings or specific theories and practices, discussions, and field experiences.

- b) Oral Presentations with Reflections (Worth up to 12% of the total grade)

You will be preparing lesson plans based on reading assignments for weeks 2, 3, 4, 5, 6, 7, 10, 11, and 12.

- 1) Design, write, and teach two 40-minute lessons demonstrating your knowledge from assigned chapters in the Olson text that you could use if asked to teach a demonstration lesson for a prospective teaching position. You will receive both peer and instructor commentary, and you must write a reflection after you teach these lessons. (Worth up to 2% for each lesson --Due: Lesson #1 _____, Lesson #2 _____)
- 2) Design, write, and teach a 40-minute book talk and lesson plan you designed based on what you learned from reading and applying that text. Your book talk should include a PowerPoint or Prezi presentation (or equivalent, e.g., a poster or screen outline) that highlights at least 5 key areas of critical pedagogy information; you must also share your lesson plan with the class and explain what will be learned from it and how it will be assessed. You will receive both peer and instructor commentary, and you must write a reflection after you do this presentation. (Up to 4%--Due: _____)
- 3) Design, write, and teach a 40-minute lesson demonstrating your knowledge of Burke with a required secondary school novel that you could use if asked to teach a demonstration lesson for a prospective teaching position. This lesson could be videotaped and will coincide with a school project at Homer-Center HS. You will receive both peer and instructor commentary, then you will teach this lesson at Homer-Center HS to a group of students. You must write a reflection after you teach this lesson both times. (Up to 4%--Due: in class on _____) *Learning Outcomes/Course Objectives: 2, 4, 5.*

NOTE: At least one or more of these lessons must include the use of media (see Golden, Kajder, Olson, or Wilbur for ideas) and any other course readings helpful to the lesson design.

The materials for this course should emphasize teaching media literacy and reaching diverse learners, so you should use some components of technology (audio, visual, computer, multi-media, etc.) AND you must demonstrate some knowledge of affirming diversity in your classroom. Your lessons must demonstrate a clear understanding of rationale, objectives, procedures, engagement, adaptations, and assessment. Each lesson plan must include at least one NCTE standard, one InTASC standard, and one Pa. standard that is appropriate to the rationale and objectives of the lesson.

Keep all of the written feedback you get from peers, instructors, and students. **IMPORTANT:** Be sure to include credit for all sources you used for each lesson at the end of each lesson plan. And after each lesson, write a one-page reflection of your strengths, weaknesses, application of your resources, how you know what was learned, and anything you would add or change if you teach the lesson again. *Learning Outcomes/Course objectives: 2, 4, 5.*

c) Tutorial Activity OR E-mail Activity-- (Up to 3%--due ____) Tutor at least one student for at least one hour; the hour can be divided into more than one meeting for shorter periods of time. (For example, you could conduct three twenty-minute writing conferences with university or secondary students.) Include a tutorial record (dates and times you met), your procedures, and what you learned about your teacher-self and the student in a one-on-one situation (about 2 pages). *Learning Outcomes/Course objectives: 1, 2, 3, 4.*

OR

E-mail another teacher (student teacher, cooperating teacher, mentor, or supervisor) at least three times successfully with meaningful questions about teaching and learning that you'd like to have a better understanding about, and keep a record of your keypal correspondences (both what you and your partner wrote and the dates). Then, in a short paper (no more than 2 pages), explain how this electronic experience helped you to become a better teacher. *Learning Outcomes/Course objectives: 1, 2, 3, 4.*

d) Unit Plan-- (Up to 5%--due ____) Prepare a unit plan (including a table and calendar--see model) with a brief written rationale and explanation of how you applied your resources for the unit. The unit should be for about two to three weeks (10-15 class days), or it could be interspersed over a nine-week period (e.g., a writing unit that might be two days a week). Use the required Burke, Olson, Miller & Norris, and/or optional texts as references. Considerations should be made for thematic, culturally responsive, and/or cross-disciplinary pedagogy. Be sure to include credit for all sources you used at the end of the unit plan. You may include your lessons in letter b above and your test and project in letter e below as part of your unit plan. *Learning Outcomes/Course objectives: 1, 2, 3, 5.*

e) A Test and a Project with Rubrics for each-- (Up to 4%--due ____) Prepare a test and a project both with scoring/grading rubrics. The test and project can coincide with any teaching experience you have in this course, including your unit plan. Use the required and/or optional texts as a reference in creating your test and project and include citations of any resources you used in creating these materials. *Learning Outcomes/Course objectives: 1, 2, 4, 5.*

3. A final revised Showcase Portfolio (SP)-- (Up to 25%--due ____) with a cover letter explaining your showcase choices, philosophy of teaching, and three exhibits you choose to have evaluated as a demonstration of your best achievements is due at the end of the course on Week 15.

The Showcase Portfolio must include the following items:

v Teaching Philosophy (2% must incorporate astute perception of standards and your strengths, be articulate, compelling, and have no major grammatical errors)

v Cover letter (2% must state documents chosen, why each was selected and what was learned from each, and no major grammatical errors)

v Document #1

v Document #2

v Document #3

(The three documents of your choice will be worth a combined total of 21% of the grade with your own criteria and assessment attached-- you will lose 5% if your assessments are missing.) *Learning Outcomes/Course objectives: 1, 3, 5.*

4. (Up to 10%) Regular prompt, courteous attendance is worth up to 5%, and valued class participation, preparation, and professionalism is up to 5%. You should not miss any classes in this course, but you may miss ONE class without penalty. Two absences (for any reason) lower your grade 2.5%. Three absences lower your grade 5%. Four absences of any kind are an automatic failure for the course. Being more than 10 minutes late for class or leaving early without advance notice will count as an absence. Class participation strength will be demonstrated when we have discussions, when we are teaching and learning, and when we provide written and oral feedback for the teaching demonstrations. You will have in-class and out-of-class responsibilities every week. Your willing participation and positive attitude are a necessary component for you to succeed in this class and to learn how to become a professional teacher; therefore, you will receive a score out of 5% of your grade for class participation at the end of the course based on your timely fulfillment of class responsibilities and mature attitude in all class activities. You will be asked to self-assess your participation at the end of the course, so carefully monitor your behavior as the class progresses. Note that I may disagree with your assessment if I believe it is too high or low. I may also send you a Dispositions Alert Form should I see patterns of behavior that may be unfitting to a preservice teacher/scholar. Each week will contain important information besides discussing texts and projects and teaching lessons, so it is essential that you come to class and fully engage with all members of the class. You will need to document this evidence at our final class meeting. Please read this policy again so that there will be no misunderstanding if your grade suffers because you were not prompt and professional about attendance, preparation, and contribution. **IMPORTANT NOTE:** All assignments are due on the dates listed on the calendar AT THE BEGINNING OF CLASS, otherwise it is a 0 for that assignment. This means that the assignment must be printed and prepared for use and collection by the start of class time. No exceptions. *Learning Outcomes/Course objectives: 2, 4, 5.*

5. (Up to 5%) The last 5% of your grade is a rating on professional leadership. You should attend at least two professional activities this semester such as NCTE/IUP meetings to evidence leadership and interest in the profession (or provide a reasonable equivalent such as attending or participating in a conference like PCTELA, NCTE, or the undergraduate English conference). You will need to document this evidence at our final class meeting. *Learning Outcomes/Course objectives: 4, 5.*

6. (Up to 10%) *FOR post-bac and/or MA candidates: A Mini-Teacher Work Sample is required and due on the last day of class. In preparation for student teaching, all post-bac. students will prepare a mini-Teacher Work Sample (TWS) that will include a class description, plans, and assessments for a proposed secondary English class. The TWS will include documents students have produced in this methods course and their reflections about what they learned from them. Learning Outcomes/Course objectives: 1, 5, 6, 7, 8.*

EDUC 552 Secondary English Methods

Mini-TWS Project for Post-bacs and MAs Rubric

Scoring for Work Sample (adapted from the required document for student teaching by the College of Education):

- _____ **point 1. Description of a Learning Environment / Inclusive Context**
- _____ **point 2. Planning for Instruction in Inclusive Settings: Unit Plan**
- _____ **point 3. Planning for Instruction in Inclusive Settings: Selected Lesson Plans (2)**
- _____ **point 4. Implementing Instruction: Evaluations by Supervisors**
- _____ **point 5. Implementing Instruction: Self-Evaluations on Lesson Plans**
- _____ **point 6. Assessment of Student Learning in Inclusive Settings: Design of Assessments**
- _____ **point 7. Assessment of Student Learning in Inclusive Settings: Prediction of Impact on Student Learning (High, Middle, Low)**
- _____ **point 8. Analysis of Student Learning: Formative and Alternative Assessments for Unit Plan**
- _____ **point 9. Reflection on Teaching Effectiveness from Lessons taught in course and Feedback**
- _____ **point 10. Reflection on Professional Growth from Course Requirements**
- _____ **points TOTAL RUBRIC SCORE (10 possible points)**

Scoring Guide:

	<i>N C T E / C A E P S t a n d a r d s</i>	<i>Exceeds 1</i>	<i>Acceptable High .75</i>	<i>Acceptable Low .5</i>	<i>Unacceptable .25</i>
<i>Descripti on of Learning Environ ment /Inclusiv e Context</i>	<i>V. 2</i>	<i>Description consists of a full, detailed description of a possible school site and student body.</i>	<i>Description includes relevant information about the school and students.</i>	<i>Description includes basic information about the school site and students.</i>	<i>Description is incomplete and/or missing key information.</i>
<i>Planning for Instruc tion in Inclusiv e Setting: Unit Plan</i>	<i>I. 1 2 II. 1 3 III . 1 6 IV . 1 4 V. 1 2</i>	<i>Unit plan follows required format. Unit plan addressed required NCTE standards. Interdisciplinary connections and technology are the focus of much of the unit. Critical thinking plays a major role in the unit.</i>	<i>Unit plans follow required format. Unit plan addressed required NCTE standards. Interdisciplinary connections and technology are addressed in the unit. Critical thinking plays a key role in the unit.</i>	<i>Unit plan follows required format. Unit plan addresses NCTE standards. Some interdisciplinary connections and technology are addressed. Critical thinking is minimally addressed in the unit.</i>	<i>Unit plan does not follow required format and may not address NCTE standards. Interdisciplinary connections and technology are minimal. Critical thinking skills are not evident.</i>
<i>Planning for Instruc tion in Inclusiv e Setting: Selected Lesson Plans</i>	<i>I. 2 II. 1 3 III . 1 6 IV . 1 4 VI . 1 2</i>	<i>Lesson plans are detailed, follow required format, and effectively address NCTE standards. All lesson objectives are learner-centered and measurable. Critical thinking skills are integrated throughout all lesson plans. All lesson activities address objectives appropriate to all learners in inclusive settings. There is a wide variety of creative instructional activities.</i>	<i>Lesson plans are detailed, follow required format, and effectively address NCTE standards. All lesson objectives are learner-centered and measurable. Critical thinking skills are evident in the lesson plans. All activities address objectives that are appropriate to all learners in inclusive settings. There is some variety of creative instructional activities.</i>	<i>Lesson plans follow required format and address required NCTE standards. Lesson objectives are learner centered and measurable. Some attention is given to critical thinking skills. Most lesson activities address objectives appropriate to learners in an inclusive setting. Instructional activities lack variety or creativity.</i>	<i>Lesson plans do not follow required format and may not address required NCTE standards. Some lesson objectives may not be learner centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner centered and may not be appropriate to all learners in inclusive settings. Instructional activities lack variety or creativity.</i>

<i>Evaluation of Instruction: Evaluation by Supervisor</i>	V.14 VI.12	<i>Observations by university supervisor clearly indicate that the candidate exceeded all pre-student teaching expectations (see evaluation form).</i>	<i>Observations by university supervisor clearly indicate that the candidate met a majority of pre-student teaching expectations.</i>	<i>Observations by university supervisor indicate that the candidate at least half of the pre-student teaching expectations.</i>	<i>Observations by university supervisor indicate that the candidate met fewer than half of the pre-student teaching expectations.</i>
<i>Evaluation of Instruction: Self-Evaluation on Lesson Plans</i>	V.14 VI.11	<i>Self-evaluations include careful and substantive reflection, with relevant connections to learning theories, ample understanding of pedagogical content knowledge, and a systematic and effective approach to improvement.</i>	<i>Self-evaluations include reflection with relevant connections to learning theory, adequate understanding of pedagogical content knowledge, and an effective approach to improvement.</i>	<i>Self-evaluations include a few connections to learning theories but some connections may not be relevant. Minimal understanding of pedagogical content knowledge demonstrated and/or approach to improvement may be lacking.</i>	<i>Self-evaluations lack substance, with minimal ability to self-assess demonstrated. No connections to relevant learning theories included; plan for improvement is inadequate or may be missing.</i>
<i>Assessment of Student Learning in Inclusive Setting: Design of Assessments</i>	V.3	<i>Creative and highly effective design of pre- and post-tests is evident. Assessments are standards-based and effectively assess targeted objectives. All assessments are contextualized, meaningful, and learner-centered. Grading system and rubric are effectively designed.</i>	<i>The design of pre- and post-test is effective. Assessment effectively evaluate targeted objectives. All assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are effectively designed.</i>	<i>The design of pre- and post-test is satisfactory. Assessments evaluate targeted objectives. Assessments are mostly contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory.</i>	<i>Ineffective design of pre- and/or post-test. Assessments fails to evaluate targeted objectives and/or are not contextualized, meaningful, or learner centered. Rubrics are either not included or are ineffective. Grading system is unsatisfactory.</i>
<i>Assessment of Student Learning in Inclusive Settings: Predicting Impact on Student Learning</i>		<i>Pre-/post- assessments provide convincing evidence of predicting high, middle, and low student learning.</i>	<i>Pre-/post-assessments provide evidence of predicting student learning.</i>	<i>Pre-/post-assessments provide some evidence of predicting student learning.</i>	<i>Pre-/post-assessments do not provide evidence of predicting student learning.</i>
<i>Analysis of Student Learning: Pre-/Post-Tests, Formative and Alternative Assessments.</i>	V.3	<i>A thorough, detailed analysis of all assessments is effectively presented.</i>	<i>Analysis of all assessments is complete and effectively presented.</i>	<i>Analysis of all assessments is complete but not effectively presented.</i>	<i>Analysis of all assessments lacks details and/or is not effectively presented.</i>
<i>Reflection on Teaching Effectiveness</i>	VI.11	<i>Reflection on teaching effectiveness is detailed and includes connections to the Danielson framework. Commentary is based on learning theories and how they relate to and inform classroom practice. Candidate proposes a systematic, effective plan for improving student performance.</i>	<i>Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson Framework. Commentary links learning theories to practice. Candidate offers several effective ideas for improving student performance.</i>	<i>Reflection on teaching makes tenuous connections to the Danielson Framework, and/or does not address issues that should have been discussed. Commentary links learning theories to practice. Candidate discusses general ideas for improving student performance.</i>	<i>Reflection on teaching effectiveness is superficial and/or does not relate to the Danielson Framework. Commentary does not adequately analyze teaching practices and/or does not link learning to practice.</i>
<i>Reflection on Professional Growth</i>	VI.11	<i>Candidate provides a comprehensive plan for professional growth and improvement in teaching.</i>	<i>Candidate identifies several aspects of professional growth needed and sets goals for improvement.</i>	<i>Candidate identifies minimal areas in which further growth is needed and/or sets up minimal goals for improvement.</i>	<i>Candidate is unable to plan effectively for future professional growth.</i>

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

Liberal Studies Section

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

If Completing this Section, Check the Box to the Right:	<input type="checkbox"/>
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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>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

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

Teacher Education Section

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

If Completing this Section, Check the Box to the Right:	teacher-education
Course Designations:	Step 1 is a prerequisite for the course, This course is a professional education sequence course
Key Assessments	The Key Assessment is included with the Unit Assessment System

	<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 border="1" data-bbox="300 273 1339 367"> <thead> <tr> <th data-bbox="300 273 1006 315">File</th> <th data-bbox="1006 273 1339 315">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 315 1006 367">Microsoft Word Document Key Assessments for post-bac 2016 final.docx</td> <td data-bbox="1006 315 1339 367">Sep 27, 2016 by Dr. Linda C. Norris</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  	File	Modified	Microsoft Word Document Key Assessments for post-bac 2016 final.docx	Sep 27, 2016 by Dr. Linda C. Norris
File	Modified				
Microsoft Word Document Key Assessments for post-bac 2016 final.docx	Sep 27, 2016 by Dr. Linda C. Norris				
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p> <p>The proposed EDUC 452 552 dual-listed course will be a required course for students entering the new post-baccalaureate program in secondary English, grades 7-12 that was approved by the Pennsylvania Department of Education (PDE) in April, 2016.</p>				

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