

MAR 09 2012

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 11-168
 LSC Action-Date: _____ UWUCC Action-Date: AP-4/24/12 Senate Action Date: App-5/9/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit English (English Education Program)	Phone 7-2617

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **CHSS 343 Applied Practice in Secondary English Language Arts**

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	3/7/12
Department Chairperson(s)	<i>[Signature]</i>	3/7/12
College Curriculum Committee Chair	<i>[Signature]</i>	3-21-12
College Dean	<i>[Signature]</i>	3/23/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly TECC</i> <i>[Signature]</i>	4/19/12
UWUCC Co-Chairs	<i>Gail Stechert</i> <i>[Signature]</i>	4/25/12

Received
APR 25 2012

Received
APR 23 2012

Liberal Studies

Liberal Studies

SYLLABUS OF RECORD

I. Catalog Description

CHSS 343 Applied Practice in Secondary English Language Arts 1 class hour
 0 lab credits
Prerequisite: EDUC 242 1 credit
Co-requisite: concurrent with EDUC 342 (1c-0l-1cr)

In conjunction with EDUC 342 Pre-Student Teaching Clinical Experience II, prepares candidates for field experience in secondary English Language Arts. Students continue to develop skills for school-site observation, are introduced to philosophical models of classroom management, and receive instruction about completing the Step 2 portfolio requirement. The course provides opportunity for students to apply understanding of pedagogical content knowledge to observation and lesson design and to familiarize themselves with teacher research methodology.

II. Course Outcomes:

1. Develop skills for classroom observation
2. Develop a class management philosophy and plan
3. Identify appropriate artifacts for the Step 2 portfolio
4. Implement a lesson plan for an audience
5. Develop a teacher-research proposal

III. Course Outline

Course Objective	College Conceptual Framework/ Danielson	InTASC Standard	Program Standards	NCTE/ NCATE Standards	Course Assessment Measuring Objective
1	Domain 2	3	IF	1.2, 2.3	Short observation activity
2	Domain 2	3	IIB	2., 4.2	Classroom management philosophy and plan
3	Domain 1 & 3	1, 4, 5, 7, 8	IG	4.1. 4.10	E-portfolio checklist
4	Domain 3	8	IIB	4.1, 2.3	Practice lesson & reflection
5	Domain 4	9	IG, II	3.7.2	Teacher-research proposal

CHSS 343 will meet for 6 classes (2.25 academic hours each) over the course of the semester.

Class Meeting 1 – Introduction to course goals and objectives and relationship to Danielson’s Conceptual Framework and InTASC and Program Standards.

Class Meeting 2 – Introduction to field research, focusing on observation and field notes.

Class Meeting 3 – Introduction to teacher research and development of a teacher research proposal

Class Meeting 4 – Working with the cooperating teacher, collegiality. Identifying artifacts for Step 2 e-portfolio; complete e-portfolio checklist.

Class Meeting 5 – Developing a classroom management philosophy and plan. Practice lesson plans.

Class Meeting 6 – Practice lesson plans. Make appointment for final conference.

IV. Evaluation Methods

The final grade will be determined as follows:

Short observation assignment	15%
Classroom management philosophy & plan	20%
Portfolio planning guide & checklist	15%
Practice lesson & reflection	25%
Teacher-research proposal	25%

V. Grading Scale

90% - 100% =	A
80% - 89% =	B
70% - 79% =	C
60% - 69% =	D
0% - 59% =	F

VI. Attendance Policy

The attendance policy falls within the guidelines set forth in the IUP undergraduate catalog

VII. Required textbooks, supplemental books and readings

Burden, P. (2009). *Classroom management: Creating a successful K-12 learning community*. (4th ed.). Hoboken, NJ: John Wiley & Sons.

Hubbard, R.S. & Power, B.M. (2003). Trying to love the questions themselves: Finding and framing a research question. In *The art of classroom inquiry: A handbook for teacher-researchers* (Rev. ed.). (pp. 1 – 11). Portsmouth, NH: Heinemann.

Hubbard, R.S. & Power, B.M. (2003). Form and function: The research design. In *The art of classroom inquiry: A handbook for teacher-researchers* (Rev. ed.). (pp. 12 – 35). Portsmouth, NH: Heinemann.

Indiana University of Pennsylvania Office of Teacher Education (2010). *Pre-student teaching handbook*. Retrieved from http://www.coe.iup.edu/teachereducation/handbooks/Pre_Student_Teacher_Handbook.pdf

Additional Resources:

InTASC Standards: [http://www.ccsso.org/Documents/2011/InTASC 2011 Standards At A Glance.pdf](http://www.ccsso.org/Documents/2011/InTASC%2011%20Standards%20At%20A%20Glance.pdf)

ISTE Standards: <http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>

NCTE/IRA Standards: <http://www.ncte.org/standards/ncte-ira>

Pa. Department of Education Standards Aligned System: <http://www.pdesas.org>

VIII. Special Resource Requirement

None

IX. Bibliography

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. (2nd ed.) Alexandria: ASCD.

Glesne, C. & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.

Hubbard, R.S. & Powers, B.M. (2003). *The art of classroom inquiry: A handbook for teacher-researchers* (Rev. ed.). Portsmouth, NH: Heinemann.

Indiana University of Pennsylvania Office of Teacher Education. *Pre-student teaching handbook*. (2010). Retrieved from

http://www.coe.iup.edu/teachereducation/handbooks/Pre_Student_Teacher_Handbook.pdf

Indiana University of Pennsylvania Office of Teacher Education. *Student teaching handbook* (2011-2012). Retrieved from

http://www.coe.iup.edu/teachereducation/handbooks/Student_Teacher_Handbook.pdf

National Council for the Accreditation of Teacher Education. *NCTE/NCATE Program Standards* (2003). Retrieved from <http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#NCTE>

Pennsylvania Department of Education. Chapter 354 general standards. Retrieved from http://www.portal.state.pa.us/portal/server.pt/community/institutional_program_approval/8817

Course Analysis Questionnaire

Section A: Details of the Course

A1. The course is a required methodology course for students in the Bachelor of Science in Education – English Education program. It is not a liberal studies course. It is designed to augment EDUC 342 Pre-Student Teaching Clinical Experience II by providing more time for the application of understandings of pedagogical content knowledge to the classroom observation requirement (35 hours) of EDUC 342 and by offering instruction in classroom observation techniques. It is also designed to introduce students to teacher-research methodology and to the teacher work sample model of teacher-research that student teachers are required to complete.

A2. This course does not require changes in any other courses in the department. A program revision of the Bachelor of Science in Education – English Education will include this course among the required methods courses.

A3. This course has never been offered at IUP on a trial basis as a special topics course.

A4. This course is not intended to be a dual-level course.

A5. This course is not to be taken for variable credit.

A6. Ninety-three colleges and universities in Pennsylvania offer PDE-approved teacher preparation programs and thus must offer courses that provide teacher candidates with field experiences separate from student teaching: “The preparing institution shall document that candidates complete a planned sequence of professional education courses and field experiences that integrate academic and professional education content with actual practice in classrooms and schools (emphasis added) to create meaningful learning experiences for all students”(Chapter 354 General Guidelines, Section V “Field Experiences”). Section VI of the General Guidelines concerns Student Teaching, a separate field experience requirement¹. (Early field experiences are Stages 1, 2, and 3; student teaching is Stage 4 field experience). However, not all teacher

¹ See Chapter 324 General Standards available at:

http://www.portal.state.pa.us/portal/server.pt/community/institutional_program_approval/8817

preparation programs in the state offer content-specific pre-student teaching courses, as does IUP's secondary education programs.

A7. As noted above, the Pennsylvania Department of Education requires that teacher preparation programs provide for candidates early field experience combined with academic and professional education content.

Section B: Interdisciplinary Implications

B1. The course will be taught by one instructor (a member of the English Education Resource Pool and English Department)

B2. The content of this course does not overlap with any other at the University.

B3. The course is not cross-listed.

B4. Seats in this course will not be made available to students in the School of Continuing Education.

Section C: Implementation

C1. Faculty resources are adequate. The instructor of EDUC 342 (a co-requisite) will teach this course. The course will count as zero preparation and one hour of equated workload.

C2. Other resources

- a. Current space allocations are adequate to offer this course
- b. No special equipment is need to teach this course.
- c. No laboratory supplies are necessary for the course.
- d. Current library holdings are adequate
- e. No travel funds are necessary.

C3. No grant funds will be used to provide resources

C4. The course will be offered each semester.

C5. No additional sections of CHSS 343 will be offered separately from EDUC 342. Thus there will be one section offered each semester.

C6. The maximum number of students per class correlates with the maximum number for EDUC 342.

C7. There exist no professional recommendations regarding enrollment limits or parameters for this course.

C8. This course is not designed to be a distant education course.