

# EDUC 542 Pre-Student Teaching Clinical Experience II- NewCrs-2019-02-07

- 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*

<b>Proposer*</b>	Jo-Anne Kerr	<b>Proposer Email*</b>	jokerr@iup.edu
<b>Contact Person*</b>	Jo-Anne Kerr	<b>Contact Email*</b>	jokerr@iup.edu
<b>Proposing Department/Unit*</b>	Professional Studies in Education	<b>Contact Phone*</b>	724-357-2617

<b>(A) Course Prefix*</b>	EDUC
<b>(B) Course Number*</b>	<i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i> 542
<b>(C) Course Title*</b>	Pre-Student Teaching Clinical Experience II
<b>(D) Course Level*</b>	graduate-level

<p><b>(E) Cross Listed*</b></p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p><b>(F) Variable Credit*</b></p>	<p>YES</p> <p>If YES, enter the number of credits:1-3 cr.</p>
<p><b>(G) Variable Title*</b></p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p><b>(H) Number of Credits*</b></p>	<p>Class Hours per Week:1-3</p> <p>Lab Hours:0</p> <p>Credits:var 1-3 cr.</p>
<p><b>(I) Repeatable Course*</b></p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="text-align: center;">Number of Credits that May be Repeated: 0</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated: 0</p>
<p><b>(J) Prerequisite(s)</b></p>	<p>Admission to post-baccalaureate or masters level program teacher education program</p>
<p><b>(K) Co-requisite(s)</b></p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>

<p><b>(L) Additional Information</b></p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p>teacher-education</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)</i></p>																		
<p><b>(M) Recommended Class Size</b></p>	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>																		
<p><b>(N) Catalog Description*</b></p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Develops and refines competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in preK-grade 12 field experience. Also incorporates strategies and techniques for the delivery of instruction to all students, including those with special and English language learning needs.</p>																		
<p><b>(O) Student Learning Outcomes* (SLO)</b></p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. <b>Hit Tab to add additional lines</b></i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="326 1045 1485 1780"> <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>Réponses to and reflections on assigned reading</td> </tr> <tr> <td>2</td> <td>Identify and integrate pedagogical theory and practice</td> <td>Lesson and unit plans Classroom observation field notes Reflective paper Responses to assigned reading</td> </tr> <tr> <td>3</td> <td>Identify skills and protocols related to the art and craft of teaching</td> <td>Reflective paper Philosophy of teaching</td> </tr> <tr> <td>4</td> <td>Identify and apply appropriate strategies related to planning for effective instruction</td> <td>Lesson and unit plans Step 2 electronic portfolio</td> </tr> <tr> <td>5</td> <td>Apply methods for conducting classroom observation</td> <td>Practice observation assignment(s) Classroom observation Field notes Reflective paper</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Establish entry-level connections to the profession of teaching	Réponses to and reflections on assigned reading	2	Identify and integrate pedagogical theory and practice	Lesson and unit plans Classroom observation field notes Reflective paper Responses to assigned reading	3	Identify skills and protocols related to the art and craft of teaching	Reflective paper Philosophy of teaching	4	Identify and apply appropriate strategies related to planning for effective instruction	Lesson and unit plans Step 2 electronic portfolio	5	Apply methods for conducting classroom observation	Practice observation assignment(s) Classroom observation Field notes Reflective paper
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<b>(P) Brief Course Outline*</b>	<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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Introduction to course and IUP's Three Step Process for Teacher Certification (IUP Pre-Student Teaching Handbook)</p> <p>Introduction to the profession (professional standards), Pennsylvania Code of Professional Practice and Conduct, Danielson's Domains/Framework for Effective Teaching</p> <p>Elements of lesson planning (rationale, objectives, academic and professional standards, materials, procedure, assessment, adaptations for students with exceptionalities)</p> <p>Elements of unit planning (thematic units, essential questions, Instruction by Design, interdisciplinary connections, use of technology, culturally responsive teaching)</p> <p>Theory and practice (assigned readings)</p> <p>Conducting classroom observation</p> <p>School law</p> <p>Creating a professional portfolio (Strep 2 electronic portfolio)</p> <p>*Core topics listed are in place to meet educator preparation program general accreditation needs, with more specific content and focus varying based upon the needs of students in post-baccalaureate or masters level educator preparation programs.</p> <p>*Core topics addressed will vary dependent upon program and accreditation needs.</p>
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<b>Rationale for Proposal</b>	
<b>(Q) Why is this Course Being Proposed?*</b>	EDUC 542 is being proposed to permit students in post-baccalaureate or masters level educator preparation programs to meet IUP's Three Step Process for Teacher Certification and Pennsylvania Department of Education field experience requirements and competencies.
<b>(R) University Senate Summary of Rationale</b>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>EDUC 542 is being proposed to permit students in post-baccalaureate or masters level educator preparation programs to meet IUP's Three Step Process for Teacher Certification and Pennsylvania Department of Education field experience requirements and competencies.</p>
<b>(S) How Does it Fit into the Departmental Curriculum?*</b>	<p><i>Check all that apply</i></p> <p>Core Requirement Major Requirement</p> <p>If Other, please explain:</p>
<b>(T) Is a Similar Class Offered in Other Departments?*</b>	<p>NO</p> <p>Please Provide Comment:</p>

<p><b>(U) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>				
<p><b>(W) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">File</th> <th style="text-align: center;">Modified</th> </tr> </thead> <tbody> <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> </tbody> </table>	File	Modified	Microsoft Word Document Program Assessment Matrix.docx	Feb 12, 2019 by Dr. Jo Anne Kerr
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<p><b>(Y) Are the Resources Adequate?*</b></p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>EDUC 542 is a proposed required course for post-baccalaureate or masters level educator preparation programs. Adequate faculty resources are available to offer the course to meet the needs of students in post-baccalaureate or masters level educator preparation programs.</p>				

## Distance Education Section

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b></p>
<p><b>Course Prefix/Number</b></p>	
<p><b>Course Title</b></p>	
<p><b>Type of Proposal</b></p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>

<b>Brief Course Outline</b>	<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>								
<b>Rationale for Proposal (Required Questions from CBA)</b>									
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>									
<b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Course SLO #</th> <th>How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1		2		3	
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<b>How will the instructor-student and student-student interaction take place? (if applicable)</b>									
<b>How will student achievement be evaluated?</b>									
<b>How will academic honesty for tests and assignments be addressed?</b>									

## Liberal Studies Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b>
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<b>Liberal Studies Course Designations (Check all that apply)</b>	
<b>Section 1</b>	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	

<b>Liberal Studies Elective</b>	<i>Please mark the competencies(s) that apply - must meet at least one</i>																																			
<b>How does this course fit into the designation you indicated above?</b>																																				
<p><b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b></p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number. See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</i></p> <table border="1" data-bbox="548 470 1443 1927"> <thead> <tr> <th data-bbox="548 470 1268 525"><b>Informed Learners demonstrate:</b></th> <th data-bbox="1268 470 1443 525"><b>Course SLO #</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="548 525 1268 613"> <ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul> </td> <td data-bbox="1268 525 1443 613"></td> </tr> <tr> <td data-bbox="548 613 1268 701"> <ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul> </td> <td data-bbox="1268 613 1443 701"></td> </tr> <tr> <td data-bbox="548 701 1268 789"> <ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul> </td> <td data-bbox="1268 701 1443 789"></td> </tr> <tr> <td data-bbox="548 789 1268 877"> <ul style="list-style-type: none"> <li>the human imagination, expression and traditions of many cultures</li> </ul> </td> <td data-bbox="1268 789 1443 877"></td> </tr> <tr> <td data-bbox="548 877 1268 966"> <ul style="list-style-type: none"> <li>the interrelationships within and across cultures &amp; 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	<ul style="list-style-type: none"> <li>• intellectual honesty</li> </ul>	
	<ul style="list-style-type: none"> <li>• concern for social justice</li> </ul>	
	<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
	<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
	<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p>How will each outcome be measured (note should mirror (O) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>		Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
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	2									
	3									

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

**Please answer the following questions.**

**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.**


**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.**

**Teacher Education Section**

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p> <p>teacher-education</p>
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<b>Course Designations:</b>	This course is a professional education sequence course				
<b>Key Assessments</b>	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"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <table border="1" data-bbox="293 436 1214 527"> <thead> <tr> <th data-bbox="293 436 894 478"><b>File</b></th> <th data-bbox="894 436 1214 478"><b>Modified</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="293 478 894 527">Microsoft Word Document Program Assessment Matrix.docx</td> <td data-bbox="894 478 1214 527">Feb 12, 2019 by Dr. Jo Anne Kerr</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>	<b>File</b>	<b>Modified</b>	Microsoft Word Document Program Assessment Matrix.docx	Feb 12, 2019 by Dr. Jo Anne Kerr
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Microsoft Word Document Program Assessment Matrix.docx	Feb 12, 2019 by Dr. Jo Anne Kerr				
<b>Narrative Description of the Required Content</b>	<p><i>How the proposal relates to the Education Major</i></p> <p>EDUC 542 will fulfill pre-student teaching requirements as determined by all IUP Educator Preparation Programs and IUP's Three Step Process for Teacher Certification. Required content will assist teacher candidates in reaching course outcomes and objectives and will differ among programs to meet the needs of post-baccalaureate program and masters level teacher candidates as determined by individual educator preparation programs and specialized program association standards. Listed core topics meet accreditation needs, with content and focus varying based upon post-baccalaureate or masters level educator preparation programs' needs.</p>				

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>