LSC Use Only Proposal No: LSC Action-Date:	UWUCC Use Only Proposal No: 11-87a UWUCC Action-Date: AP- 1/31/12 Senate Action Date: App-11/6/12	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) **Dr. Susie Fello**	Email Address **sfello@iup.edu**
Proposing Department/Unit **Professional Studies in Ed.**	Phone **357-2047**

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: EDUC 440: Teacher as Leader

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: Middle Level Education 4 -8

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	*Mary Anne Hannibal*	12-12-11
Department Chairperson(s)	*Sue A Riry*	12-12-11
College Curriculum Committee Chair	*Edel Reilly*	1/23/12
College Dean	*A. Lev*	1/25/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	*Gail S Sechrist*	2/17/12

Received

FEB 17 2012

Liberal Studies

Received

JAN 25 2012

Liberal Studies

I. Description of changes
1. New Syllabus of record

I. CATALOG DESCRIPTION

EDUC 440   Professional Seminar: Teacher as Leader and Researcher Grades 4-8   2c-0l-2cr

Prerequisite: MIDL major; Concurrent enrollment in student teaching EDUC 421 and 441

Designed to provide support in a teacher candidate's ongoing professional development. Emphasizes guidelines for professional etiquette, ethical behavior, professional practice, and effective interpersonal relations with teachers, paraprofessionals, school and agency personnel, parents, and students in grades 4-8. Examines the theoretical and research basis for classroom practices.

II. COURSE OUTCOMES
At the completion of this course, students will be able to:

A. analyze the Association of Middle Level Education Standards and their preparedness for the profession; (PDE: A3, A5 and AMLE: 3,4)

B. investigate instructional strategies based on research-based practices; (PDE: H1,3,4 and AMLE: 1,4,5,7)

C. demonstrate effective oral and written communication skills as it applies to practices associated with middle level teaching; (PDE: G1,2,3 and AMLE: 2,4,6)

D.. demonstrate an increasing level of reflection, confidence, professional etiquette, and content delivery; (PDE:H4, A6, B1and AMLE: 5,7)

E. articulate a personal teaching philosophy of effective middle level educational practices (PDE G1, 2, 3 and AMLE: 2,4,5,6,7)

Course Objective	College Conceptual Framework	INTASC Standard/ Principle	PDE Guidelines	AMLE Association of Middle Level Education	Course Assessment Measuring Objective
A	1a	10	A3, A5	3,4	Preparedness paper **Performance-based video presentation**
B	1e,1c	2, 8	E1,3,6,9	3,5	Research Paper on issues in middle level education
C	4 b,d,f	10	H1,2,3,4	7	**Performance-based video presentation**
D	3a,b,c,d	10	H1,3,4	1,4,5,7	**Performance-based video presentation**
E.	2b,c,d,e, 3d, 4f	3, 5, 6, 8, 9, 10	G1,2,3	2,4,6	Self Evaluation of performance-based video presentation

The Performance-based video presentation is the key assessment for this course.

III. DETAILED COURSE OUTLINE - EDUC 440

DATES	CONTENT	ACTIVITIES/ASSIGNMENTS
DAY ONE- beginning of the semester 9:00am-3:00pm	• Overview of the course; review of the syllabus Why be teacher-researchers? • Revisit professional Codes of Ethics for educators • What is the role of research in the life of the teacher? • How does research shape and inform our classroom practice?	Purchase text materials Pro-Packet handbook materials Day-to-Day Responsibilities Professional Etiquette 1. Appearance 2. Attitude 3. Performance 4. Perceptions of colleagues and administrators Director of Field Placement's Meeting University supervisors' meeting Course overview Guidelines for Preparedness Paper and Research paper for this course.
DAY TWO- second day of the semester 9:00am-3:00 pm	• Standards for Professional Practice • Professionals in relation to middle school students and their families • Professional employment • Relating to other professionals • Professional growth and development, professional organizations, continuing education • outreach and education of other professionals and parents • advocacy for middle school students standards for teaching practices	Overview of Teacher Work Sample and electronic portfolio update Discussion of impact on student learning Invited professional educators and administrators Resume workshop Development of cover letter Investigation of PA Educator Website Panel discussion of professional concerns, confidentiality, ethical behavior **Preparedness Papers should be submitted on Day Two to the instructor of record**

DAY THREE- Friday of week 7 Conclusion of EDUC 421 9:00 am -3:00pm	Teachers as leaders
	Opportunities for advocacy for middle level students
	Parent Conferences
	• Initial contact conferences
	• Group conferences
	   o IEP conferences
	   o Progress report conferences
	Creating trust with families
		Reflection on preparedness for EDUC 421
		Discussion of impact on student learning
		Development of brochures to promote teaching skills, strengths, and philosophies
		Guidelines for performance-based video
		
		All research projects should be uploaded to D2L by 10:00 pm on day three.

DAY FOUR- Last Friday of EDUC 441 9:00am-3:00pm	Middle School Philosophical Discussion AMLE Standards for Professionalism	**Culminating Activity-** **Performance-based video presentations** Reflections on preparedness papers

IV. EVALUATION

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

Professional Reading Paper: Students will investigate a broad range of issues through contemporary research in their area of specialty and identify one issue that applies to that specialty area. Students will prepare a three-five page double-spaced paper briefly describing the issue, summarizing its genesis and history supported by a brief review of the relevant literature, articulating his/her position on the issue, evaluating the work that has been done as documented in the relevant literature, and explaining the impact of the issue of the student teaching experience. Five professional journal articles should be consulted and referenced in this paper.
Due at mid-semester. **(25 points)**

Performance-based Video Project: Each teacher candidate will create a two-minute video that "captures" a creative teaching strategy. A thought-provoking assignment, teacher candidates prepare the video clip to communicate a passion for teaching, a deep understanding of how to deliver an academic concept, and to highlight creative and technological skills. In addition to instructor's evaluation, each teacher candidate will self-evaluate regarding this project.. These video clips will be shared in the final day of the EDUC 440 Professional Seminar. Due the final summation day of EDUC 440. **This is the culminating activity. (50 points)**

Self-Evaluation of Preparedness. The Association of Middle Level Education has developed seven key principles and the Pennsylvania Department of Education has identified candidate competencies essential for all beginning middle level education teachers. Students will reflect on their own competencies and abilities, as well as areas of need to target for enhancement during student teaching. The written self-evaluation will include 10 research-based target areas in which to set personal and professional goals for student teaching. Due to the instructor of record on day two of the seminar. Professional writing is required. (No use of personal pronouns, colloquial expressions, or slang). As part of the seminar, a group discussion will be held at the end of EDUC 441. **(25 points)**

V. EXAMPLE GRADING SCALE

The course grade will be assigned from the total accumulated points. There are 100 points in this course. The accumulated points will be divided by 100. This percentage will be calculated according to the following scale:

93 - 100%	= A
85 - 92%	= B
77 - 84%	= C
69 - 76%	= D
68% & below	= F

VI. ATTENDANCE POLICY

Attendance in class is expected in accordance with the policy outlined in the university catalog.

VII. REQUIRED TEXT

Hurst, B. & Reding, G. (2009). *Professionalism in Teaching* (3rd. ed.).Boston, Massachusetts: Pearson.
(ISBN: 0-13-714942-5)

An additional handbook of readings is required:
(Compiled by instructors) that includes:

        Association of Middle Level Education Standards
        PDE Candidate competencies
        Student Teaching Responsibilities
        Student Teaching Contract

This book will be available at Pro-Packet.

VIII. SPECIAL RESOURCE REQUIREMENTS

None

IX. BIBLIOGRAPHY

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*Asterisked items indicate articles that stress teaching students of diversity.

EDUC 440

Section A: Details of the Course

A1. This course is designed for all undergraduates in the Middle Level Education Grades 4-8 major.

A2. This course is being proposed for the Middle Level Education program and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic.

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include

EDUC 3457 Student teaching Seminar -- Emmanuel College
EDLS 414- Student Teaching Seminar State University of New York, Potsdam

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education and the Association of Middle Level Education.

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately-qualified instructors from the Professional Studies in Education Department.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross-listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant.

C4. This course will be offered both fall and spring semesters to accommodate all students in the Middle Level Education major who are student teaching.

C5. It is anticipated that only one section of this course will be offered each semester.

C6. Each section of this course will accommodate 20 to 25 students. In the event that enrollment in this major grows, two sections of the course may be necessary to offer during the student teaching semester.

C7. No such recommendations are made.

C8. This is not a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal. **No additional information is required.**