

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action
		08-586	App-4/7/09	App-4/28/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Soo Chun Lu / <i>Laurie Nicholson</i>	Email Address sclu@iup.edu
Proposing Department/Unit College of Education <i>Teacher Educ. Coord. Council</i>	Phone 724-357-2284

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

1. Course Proposals (check all that apply) **SYLLABUS AMNESTY**

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change

<u>Current Course prefix, number and full title</u> EDUC 342: Pre-Student Teaching Clinical Experience II	<u>Proposed course prefix, number and full title, if changing</u>
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2. Additional Course Designations: check if appropriate

<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	

3. Program Proposals

<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Other

<u>Current program name</u>	<u>Proposed program name, if changing</u>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>n/a</i>	
Department Chair(s)	<i>n/a</i>	
* College Curriculum Committee Chair	<i>Joseph Domasich (TECC) 3/9/09</i>	<i>12-9-08</i>
* College Dean	<i>Mary Ann Rafath</i>	<i>12-9-08</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Mary Ann Rafath</i>	<i>12-9-08</i>
UWUCC Co-Chairs	<i>Grail Schriest</i>	<i>4-7-09</i>

* where applicable

JAN 29 2009

Liberal Studies

Part II. Description of Curriculum Change

Summary of Changes

Old Catalog Description	New Catalog Description
<p>EDUC 342 var-1 cr Prerequisite: EDUC 242 and admission to junior standing Work toward the development of specific competencies that relate to individual major fields of teaching.</p>	<p>EDUC 342 var-1 cr Prerequisite: EDUC 242 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 a Pre-K to grade 12 school field experience. The course will also incorporate strategies and techniques for the delivery of instruction to all students including those with special and English language learning needs.</p>

Justification/rationale for the change

The existing language in the catalog no longer reflects how this course is taught at IUP. As it is taught, the course combines both instruction and observation/participation in a field experience. The new language reflects the attention paid to the diverse needs of students in the classroom, including those with special and English language learning needs. In light of the current Pennsylvania Department of Education requirements regarding special needs and English language learners for teaching training programs, a revision of the catalog language to provide an accurate description of this course is therefore prudent.

Syllabus of Record (Amnesty)

EDUC 342

a. Catalog Description

EDUC 342

var-1 cr

Prerequisite: EDUC 242 and admission to junior standing

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 a Pre-K to grade 12 school field experience. The course will also incorporate strategies and techniques for the delivery of instruction to all students including those with special and English language learning needs.

b. Course Outcomes

Students will be able to:

1. relate teaching and learning theories to practice in the classroom.
2. design and present lessons that are aligned with national and state standards relevant to specific content areas.
3. design appropriate lessons for specific content areas and grade levels.
4. demonstrate an understanding of pedagogical knowledge, skills and dispositions applicable to the pre-K-grade 12 classroom environment.
5. identify ways to meet the learning needs of diverse students, including those with special and English language learning needs.
6. identify, through the field experience, a range of teaching strategies and learning activities that cater to learners of different grade levels, abilities, aptitudes, and physical conditions.
7. design instructional strategies and learning activities for diverse students, including those with special and English language learning needs.
8. participate in some teaching in the pre-K to grade 12 field experience.
9. reflect on their observation and teaching experiences in the field experience journal.

c. Basic Course Outline

In this course, the instructor will continue to develop the competencies introduced to students in EDUC 242. Through university-based instruction, observation of teachers and elementary and/or secondary school students in the field, interviews with special education teachers and English Language support teachers, this course will address the following topics:

- Alignment of lessons to national and state standards relevant to specific content areas
- Professional dispositions
- Lesson planning and design
- Instructional strategies
- Teaching strategies and learning activities that can reach a diverse range of students
- Development and presentation of lessons
- Meeting the needs of English language learners and students with special needs.

Subject: EDUC 242 342 Proposals

From: "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>

Date: Tue, 09 Sep 2008 10:28:20 -0400

To: Soo.lu@iup.edu

Soo,

The TECC curriculum committee reviewed your proposals and offers to you the following feedback.

College of Education and Educational Technology

EDUC 242

- Correct the cover sheet to read EDUC 242 and put in correct course title.
- Check Course Revision on the cover sheet.
- Because the course objectives have been changed the proposal must be resubmitted as a Course Revision and should include the new and old syllabi as well as a summary of changes and justification.
- It is suggested that the last sentence of the rationale be deleted.
- The first sentence of the new catalog description should read as follows: "Introduces specific competencies that relate to individual major fields of teaching and university based instruction as well as observation/participation in program specific Pre-K to grade 12 field experiences".

EDUC 342

- Correct the cover sheet to read EDUC 342 and put in correct course title.
- Check Course Revision on the cover sheet.
- Because the course objectives have been changed the proposal must be resubmitted as a Course Revision and should include the new and old syllabi as well as a summary of changes and justification.
- The first sentence of the new catalog description should read as follows: "Introduces specific competencies that relate to individual major fields of teaching and university based instruction as well as observation/participation in program specific Pre-K to grade 12 field experiences".

Final Note - Revisions should be made to the EDUX 242 and EDUC 342 proposals and re-submitted to the committee for further review.

If you have any questions please let me know.

Joe

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Joseph W. Domaracki, Ph.D.

Professor

Chairperson

Department of Special Education and Clinical Services

IUP

203 Davis Hall,

TECC Minutes
Monday, March 24, 2008
138 Stouffer
3:30 p.m.

Present:

Lynne Alvine -	John Kuehn - ✓	Dawn Woodland - ✓
Edel Reilly - ✓	Jim Lenze -	Holly Travis - ✓
John Baker -	Soo Lu - ✓	Susan Fello -
Kathy Barton -	Sally McCombie - ✓	Mary Anne Hannibal - ✓
Rich Nowell - ✓	Wayne Moore - excused	<i>Non-Members</i>
Michael Briggs - ✓	Linda Norris - ✓	
Ken Coles - ✓	Karen Rivosecchi - ✓	Mary Ann Rafoth - ✓
John-Louis Dassier - ✓	Stan Sobolewski- excused	Laurie Nicholson - ✓
Sharon Deutschlander - ✓	Mark Staszkiwicz -	Judy Geesey - ✓
Joe Domaracki - ✓	Robert Sweeny- ✓	Frank Brooks - excused
Eileen Glisan - ✓	Mark Twiest - ✓	Joanne Kerr - ✓
Mary Jalongo -	Janet Walker - ✓	Karen Stein -
Linda Klingaman - ✓	Kelli Jo Moran - ✓	Gail Sechrist - ✓

1. Call to order 3:35 pm. by Mary Ann Rafoth
2. Review of minutes from February 25, 2008. Unanimous approval of minutes with changes submitted by PSE on a motion by Eileen Glisan, 2nd by Holly Travis.
3. Paul Dronsfield notified Dr. Rafoth the week of March 10th that he would be retiring as of March 14th due to health issues. Verbal approval to begin search for replacement. Dr Rafoth will be acting as certification officer and other issues of the position.
4. Mary Sadler presented Liberal Studies Revision Proposal and impact on Teacher Education Programs. On Senate agenda for March 25th meeting.
 - Had input from many different venues. Proposal was not supported and it was acknowledged that faculty could not support with too many uncertainties.
 - Changes:
 - Learning Skills – first year experience built in for student retention
 - English Composition I & II retained; ENGL 101 from 4 credits to 3 credits
1 credit for out of class conference; section limited to 20 students
 - Mathematics requirement 3 – 4 credits
 - Health & Wellness 3 credits; to be redone with new options
 - Foreign Language; focus groups agreed 3 credits not enough
Dr. Rafoth stated need clause to allow Teacher Education permitted to use ELL for 3 credit foreign language. ELL is not comparable to foreign language. Certification programs cannot have foreign language and ELL with allowed credits.
 - Knowledge areas retained eliminate Senior Synthesis and add Capstone requirement. Will be redesigned for program needs with menu of options.
 - Natural Science; 7 – 8 credits, all students required one course with lab; could be one non-lab; Science Literacy across the curriculum course must be fifty percent science.
 - Some major credit requirements will not allow new liberal studies requirements. Core courses being driven by Liberal Studies. Students losing core courses need to be competent teacher to meet liberal studies requirement.
 - If necessary, Liberal Studies would support separate Liberal Studies requirements for education majors. No senior synthesis use as departmental capstone credits. Requirements must work for majority of students.

No senate vote is still unanswered questions or concerns.

- Dr. Rafoth stated secondary education can go 3 credits above current level. Dual certification programs 130 – 135 credits. Allow Ed Psych as social science elective.
- Major courses can have an oral communication across the curriculum (OC). Other departments interested in offering courses; English, Theater, Journalism, TST. Education methods, EDUC 342 and EDUC 441 courses could have OC designation. Students must present in EDUC and attached seminar to student teaching.
- Dr. Rafoth stated PDE recommends 48 credits in liberal studies including 6 credits in English – 3 credits composition/3 credits American or English literature, have been able to use Humanities Literature but not all instructors include American or English literature in their course. Multicultural Education would count as Global Communication course. May need exceptions for Teacher Education for courses already in curriculum. Most education majors have required electives and are not able to take classes of interest.

5. Committee Reports

A. Curriculum - Joe Domaracki

a. Business Education Master's proposal

Last revision done in 1999 PDE required updated

Will make available for review and TECC will vote at April meeting.

B. Field and Partnership

The next meeting scheduled for Thursday, April 24, 2008. Issues to be discussed:

- TB testing and school code requirement vs. district requirements
Districts one year old/may request new one
- Will repeated TB tests cause a false positive result? How often can test be given?
- Student teachers and cell phones, MySpace, Facebook

C. Student Advisory

Dr. Rafoth attended the Kappa Delta Phi meeting. Approximately 60 to 70 students attended. Dr. Fello and Dr. Paquette are advisors. Explained the difference of degree vs. certification and what appears on transcripts. Discussed certification changes and reason for them. Departments need to encourage student to join. Fundraiser by selling t-shirts for Kenya student.

D. Ad-Hoc Committees

1. Unit Assessment Committee

- NCATE requires institutions to review data from their assessment system and make changes as needed for improvement.
- Will be looking at key assessments and methods courses
- Praxis II content knowledge data for trends of problems and how to correct
- Questions to use for data assessment
- SPYDAR reports for 2005 – 2006 posted

Some programs missing data must be completed along with current year

All report completed by May 1st to be posted to NCATE website

2. EDUC 242/342 Committee

- Committee met and developed new catalog language for 242/342. Developed generic description or template to be modified by programs. Core objectives same for all. Each program to add objectives and assignments to be met. Change course description to clarify course objectives. Will double post as college core and program requirement. When approved will submit for curriculum revision. NCATE requires syllabus for 242/342 to be posted.
- Approved with changes 1. Kelly Jo Moran 2. Eileen Glisan

3. Teacher Work Sample Committee

- Excellent examples are being turned in. Early Childhood requires TWS for first and second quarter placements.
- Next step is to eliminate confusion of the portfolio. TWS is part of portfolio.
- TB testing – provided handout. Most school districts require students to have current TB test less one year old when entering Step 3. At time of placement for field experience school district will determine need for new test. Information to be posted to Teacher Education website along with departmental sites.

4. Old Business

A. EDEX-ELL

- Has met with secondary programs for course revisions.
- Received memo that finalized guidelines will be issued in April. Approved the increase of 3 credits for secondary programs.
- Meeting with Special Education and PSE to discuss mid-level and available options to meet requirements.
- To receive timeline from PDE for site review. PDE has hired new person to direct site reviews.
- PDE very clear contact hours to be taught by Special Ed faculty. For special accommodation areas must have deep knowledge of Special Ed. Cannot just consult on syllabus but include co-teaching, continuing collaboration across departments. Arts and sciences must collaborate with other departments.
- Must balance with workload.

B. SPA Reports

- Must be completed one year prior to NCATE visit. Due March 2009.
- Will establish timeline for SPA report postings for departments.
- Early Childhood accreditation will remain same. Not sure how Middle Level will be done.

6. New Business

Dr. Woodland announced at the National Business Association meeting Dr. Wayne Moore was named National Collegiate Teacher of the Year.

Also local chapter of Pi Omega Pi was named one of the top ten in the nation.

Meeting was adjourned at 4:50 pm

Next meeting April 28, 2008.

Newer Catalog Description:**English 484 Topics in English Studies****3c-01-3cr****Prerequisites:** Declared English Major; ENGL 122, 202; minimum 24 credits in major.

Explores themes that vary from semester to semester according to the faculty member teaching the course. Gives upper-level English majors an opportunity to share their expertise in their major: literary/textual/cultural, writing, film, or language studies. Students will be part of a community of learners and reflect upon the ways disciplinary knowledge is constructed in English Studies and will construct a portfolio of their work as an English major, both in and out of this class, in order to assess their growth and potential as readers, writers, and critical thinkers

Earlier Catalog Description that was returned:**English 484 Topics in English Studies****3c-01-3cr****Prerequisites:** Declared English Major; ENGL 122, 202; minimum 18 credits in major.

This capstone course, required of all English BS majors, will explore themes that vary from semester to semester according to the faculty member teaching the course. The course gives upper-level English majors an opportunity to share their expertise in their major: literary/textual/cultural, writing, film, or language studies. Students will be part of a community of learners and reflect upon the ways disciplinary knowledge is constructed in English Studies and will construct a portfolio of their work as an English major, both in and out of this class, in order to assess their growth and potential as readers, writers, and critical thinkers

This
proposal
page for
proposal needs to
be added to the March 31st
agenda. The committee had
said that it could be
re submitted as one
page