Changes to the Elementary Education Program:

Change	Rationale	Net credit hour change
W201, W301, W401 (1 cr. each) to W200 (3cr)	8-campus agreement	None
MUS E-241 to 3 credits from 2	8-campus agreement requires 3-cr arts course	+1
F200 required	8-campus agreement	+3
Elective credits to 6 from 2	8-campus agreement	+4
HPER P290 required	PE Standard needed to be addressed	+2
P248 created and required	Health Standard needed to be addressed, strengthen child development content	+3
P251 content change	Development covered in P248; strengthen learning, assessment, and classroom management content	None
M101 to 1 credit from 2	Lab section not useful	-1
Area of Concentration reduced from 5 classes to 3	Keep program to 128 credits; all three courses will cover advanced content (200 or 300 level wherever possible), so depth of study not compromised	-6
6 credits of Electives will be in area of concentration	Keep program to 128 credits	-6

Change in Area of Concentration

1. Description of Change

　　At present students in the elementary education program select an area of concentration that consists of taking 5 courses above and beyond those in the general elementary education program. The present change seeks to make the area of concentration 3 additional courses.

2. Rationale

　　Two factors have converged on the elementary program that require attention. First, IU Board of Trustee's has mandated that IU facilitate transfer credits between all branch campuses by fall 2008. The IU Education Council 10/2006 approved a plan for all 8 campuses that requires the addition of EDUC-F 200: Introduction to Education (3 credits), an increase in credit hours in Music from 2 to 3 and an increase in electives from 2 to 6 credit hours. Second, the 2007 accreditation review for the State of Indiana has required the elementary program to address two standards that have not been previously included in the program. The elementary program is required to meet the health and physical education needs of children and document instruction for age appropriate development. The program proposes to incorporate an existing 2 credit hour course from HPER-P290 Movement Experiences for Preschool and Elementary School Children to meet the physical education standard. The health and developmental process issue can be addressed by reconfiguring the existing educational psychology course EDUC P251/M101 from 5 to 4 credits (by dropping the lab section attached to M101), and adding a 3 credit course P248: Development of the Healthy Student.

　　This net gain of 12 credit hours brings the total program requirements to 140 credit hours. If the School of Education wants to maintain the elementary teacher education program as a four year program it must limit the requirements to 128 credit hours. To accomplish this goal, the program faculty propose requiring the students to use their 6 electives in the area of concentration and reducing the total number of courses in the area of concentration by 6 credits. This brings the total number of credit hours to 128.

3. Faculty Staffing

　　No additional faculty staffing is required for these changes.

4. Documentation of Standards

　　The standards are not affected by this change, and the changes are consistent with the School of Education's six principles.

5. Integration with Existing Programs

　　No change is made to the coursework within the School of Education.

6. Implementation Timeline

　　Fall, 2008.

7. Assessment Plan

　　Continue with current Unit Assessment in program.

8. Program Faculty/Department Chair Approval

Approved by the Elementary Education Council on February 5, 2008.

9. University forms.
    N/A

ELEMENTARY EDUCATION: THEORY INTO PRACTICE (K-6)

The Bachelor of Science in Elementary Education leads to a generalist license to teach in grades K-6. A 4 year college plan of **128-129 credits** requires completion of 16-17 credits each semester. The program complies with the Eight IU Campus program agreement.

Admission Requirements: Competitive enrollment, meeting minimum requirements does not guarantee admission.
1. Passing scores must be recorded on PRAXIS I (Math 175, Reading 176 & Writing 172);
2. 2.5 GPA overall and a C or better in each course is required for admission, retention, and graduation;
3. Applicants must have completed or be enrolled in 26 credits hours of required course work including specified (*) pre-requisites. EDUC-F200, EDUC-P248, EDUC-P251/M101, EDUC-Q200, EDUC-W200, Science Course, MATH-T101, EDUC-N102/MATH-M118/MATH-T103 & EDUC-N103/MATH-T103
4. Apply at https://info.educ.indiana.edu/teachered/ by March 1 for fall or October 1 for spring semester.

June 2008

I. CONTENT REQUIREMENTS
51-52 credits

LANGUAGE ARTS		9 credits
ORAL EXPRESSION (Select one)		
CMCL-C 121	*Public Speaking*	3
CMCL-C 122	*Interpersonal Communication*	3
EDUC-G 203	*Communication in the Classroom*	3
WRITTEN EXPRESSION (Select one)		
ENG-W 131	*Elementary Composition*	3
ENG-W 170	*Projects in Reading and Writing*	3
WORLD LITERATURE (Select one)		
AAAD-A141	Intro to Writing & Study of Black Lit I	3
AAAD-A142	Intro to Writing & Study of Black Li II	3
CMLT-C145	Major Characters in Literature	3
CMLT-C146	Major Themes in Literature	3
CMLT-C340	Women in Literature	3
ENG-L141	Intro to Writing & Study of Literature I	3
ENG-L142	Intro to Writing & Study of Literature II	3
ENG-L203	Introduction to Drama	3
ENG-L204	Introduction to Fiction	3
ENG-L205	Introduction to Poetry	3

FINE ARTS		6 credits
MUSIC		
MUS-E241	Intro to Music Fundamentals	3
ART (Select One)		
EDUC-M135	Self Instruction in Art	3
EDUC-M200	Artifacts, Museums & Everyday Life	3
FINA-N110	Introduction to Studio Art	3

MATHEMATICS		9 credits
MATH-T101*	Mathematics for Elementary Teachers I	3
EDUC-N102*	Teach & Learn Elem School Math **OR**	3
MATH-T102*	Mathematics for Elem Teach II **OR**	
MATH-M118*	Finite Mathematics	
EDUC-N103*	Teach & Learn Elem School Math **OR**	3
MATH-T103*	Mathematics for Elementary Teach III	

SCIENCE (Select one for admission*)		9 credits
BIOL-Q201	Biological Science for Teachers	3
GEOL-G103	Earth Science **OR**	3
GEOL-G104	Evolution of the Earth **OR**	
GEOL-G105	Earth, Our Habitable Planet	
PHYS-Q202	Physical Science for Elem Teachers	3

SOCIAL STUDIES		9 credits
U.S. HISTORY (Select one)		
HIST-H105	American History I	3
HIST-H106	American History II	3
WORLD CIVILIZATION (Select one)		
GEOG- G110	Introduction to Human Geography	3
GEOG-G120	World Regional Geography	3
HIST-H101	World in the 20th Century I	3
HIST-H102	World in the 20th Century II	3
HIST-H103	Europe: Renaissance to Napoleon	3
HIST-H104	Europe: Napoleon to Present	3
SOCIAL STUDIES ELECTIVE		3

Select from S&H (Social & Historical Studies) courses (See COLL Bulletin, Appendix II: Approved Distribution Courses)

AREA OF CONCENTRATION (Select one subject area. A 2.5 GPA in the area is required.)		9-10 credits
HISTORY OF OR STUDIO ART		**9 credits**

Select 9 credits of fine arts courses from one of the following subjects: art history or studio art with at least six credits at the 300 level or higher.

	(100+)
	(300+)
	(300+)

HEALTH		9 credits
HPER-H263	Personal Health	3
HPER-H414	Health Education Grades K-8	3
HPER-H464	Coordinating School Health Programs (P:HPER-H263 & H414)	3

LANGUAGE ARTS & HUMANITIES		9 credits

Select 9 credits of A&H (Arts & Humanities) courses from one subject area including at least six credits at the 300 level or higher. (See COLL Bulletin, Appendix II: Approved Distribution Courses)

	(100+)
	(300+)
	(300+)

MATHEMATICS		10 credits
MATH-M211	Calculus I	4
EDUC-N443	Teaching Elem School (Fall) (P/C: E343)	3
EDUC-N310	Topics in Middle Grades (Fall) (P/C: E343)	3

M USIC		9 credits
MUS-T132	Music Skills	1
MUS-T151	Music Theory & Literature I (P/C: T109)	3
MUS-T152	Music Theory & Literature II	3
MUS-P110	Piano Class I **OR**	2
MUS-P120	Piano Class II **OR**	2
MUS-Z110	Voice	2

READING		9
EDUC-L407	Instructional Issues- Lang. Learn (Fall)	3
EDUC-L409	Critical Issues for Reading Prof (Spring)	3
EDUC-X470	Psycholinguistics for Teachers (Spring)	3

SCIENCE		10 credits
HPSC-X200	Scientific Reasoning	3
EDUC-Q405	Integrated Science Lab/Field Exp. (Fall) (P/C: E328)	4

Select 3 credits in Biology, Earth Space or Physical Science at +200 level

	(200+)

SOCIAL STUDIES		9 credits

Select 9 credits of S&H (Social & Historical Studies) courses from one subject area including at least six credits at the 300 level or higher. (See COLL Bulletin, Appendix II: Approved Distribution Courses)

	(100+)
	(300+)
	(300+)

<table>
<tr><td colspan="3">II. PROFESSIONAL EDUCATION
76 credits</td></tr>
</table>

NON-AUTHORIZED PRE-REQUISITE COURSES (Must be completed before admission to TEP)		16 credits
EDUC-F200*	Examining Self as Teacher	3
EDUC-P251*	Psychology for Elem Teachers **AND**	3
EDUC-M101*	Lab/Field Experience	1
EDUC-P248*	Development of the Healthy Child	3
EDUC-Q200*	Intro to Scientific Inquiry	3
EDUC-W200*	Technology in the Classroom	3

PRE- OR CO-REQUISITE COURSES (Must be completed before student teaching)		15 credits
EDUC-E300	Elem Education for a Pluralistic Society	3
EDUC-E310	Seminar on Legal Issues	3
EDUC F205	Study of Ed & Practice of Teaching **OR**	3
EDUC-H340	Education & American Culture	
EDUC-M323	Teaching Music in Elem Schools (P: MUS- E241)	2
EDUC-M333	Art Experiences for Elem Teachers	2
HPER-P290	Movement Exp. For Pre & Elem School	2

AUTHORIZED COURSES — **46 credits**
(Must be completed before student teaching)

The Clusters must be completed in sequence without interruption from one semester to the next. Students may add an additional semester(s) between the completion of the Social Studies/Reading II Cluster and Student Teaching. Successful completion of all courses in each semester is a prerequisite for the next semester of courses and student teaching.

CLUSTER I: LANGUAGE ARTS & READING		11 credits
EDUC-E339	Methods of Teach Lang. Arts in Elem.	3
EDUC-E340	Methods of Teaching Reading I	3
EDUC-M301	Lab/Field Experience	2
EDUC-X460	Books for Reading Inst **OR**	3
ENG-L390	Children's Literature	

CLUSTER II: MATH & SCIENCE		11 credits
EDUC-E328	Science in Elem Schools *(P/C: Q202)*	3
EDUC-E343	Mathematics in Elementary Schools	3
EDUC-M201	Lab/Field Experience	2
EDUC-K305	Teaching the Exceptional Learner	3

CLUSTER III: SOCIAL STUDIES & READING		9 credits
EDUC-E325	Social Studies in Elementary Schools	3
EDUC-E341	Methods of Teaching Reading II	3
EDUC-M401	Lab/Field Experience	3

STUDENT TEACHING		15 credits
EDUC-M420	Student Teaching Seminar	2
EDUC-M425	Student Teaching Elem (15 weeks)	13

<table>
<tr><td>III. ELECTIVES
Courses completed with a grade less than a "C" will fall in this category.</td></tr>
</table>

4 YEAR PLANNING TEMPLATE

Praxis I Scores:

Reading 176   Math 175   Writing 172

Area of Concentration: _____

FRESHMAN: SELECT PROGRAM & PLANNING SHEET
  Fall _____   **Spring _____**   **Summer _____**

SOPHOMORE: APPLY FOR ADMISSION TO TEACHER ED PROG
  Fall _____   **Spring _____**   **Summer _____**

JUNIOR: BEGIN CLUSTERS
  Fall _____   **Spring _____**   **Summer _____**

SENIOR: STUDENT TEACH/GRADUATE/PLACEMENT/LICENSING
  Fall _____   **Spring _____**   **Summer _____**

REMINDERS
- PRAXIS I scores take 4-6 weeks for results to be reported.
- Applications to TEP due March 1 for fall & October 1 for spring. Competitive enrollment with a limited number of seats in each cluster.
- Register for Student Teaching 1 year in advance to enrollment.
- Apply for Graduation 1 year in advance of completion.
- Register with Education Careers Placement Senior Year.
- Register for PRAXIS II in subject areas in Senior Year.
- Complete CPR/First Aid Requirement for State in Senior Year.
- Apply through IU to State for License upon Graduation.

Indiana State Standard	P251	P252	HPER P290
Standard 1. Development, Learning and Motivation. Teachers of Early and Middle Childhood know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	X	X	
Standard 2d. Social Studies. Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)--to promote elementary (primary and intermediate) students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	X		
Standard 2f. Health Education. Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.		**X**	
Standard 2g. Physical Education. Teachers of Early and Middle Childhood know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary (primary and intermediate) students.			**X**
Standard 3a. Teachers of Early and Middle Childhood understand how elementary (primary and intermediate) students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners.	X	X	
Standard 3b. Teachers of Early and Middle Childhood understand and use a variety of teaching strategies that encourage elementary (primary and intermediate) students' development of critical thinking, problem solving, and performance skills.	X		
Standard 3c. Teachers of Early and Middle Childhood use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	X	X	
Standard 3d. Teachers of Early and Middle Childhood use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary (primary and intermediate) classroom.	X		
Standard 4. Assessment. Teachers of Early and Middle Childhood know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary (primary and intermediate) student.	X		
Standard 5a. Teachers of Early and Middle Childhood are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	X	X	
Standard 5b. Teachers of Early and Middle Childhood know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	X	X	
Standard 5c. Teachers of Early and Middle Childhood foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	X	X	

Change in P251/M101 and addition of P248 to Elementary Program

1. Description of Change

At present, cognitive development, learning, motivation, assessment, and emotional, language, and social development are all covered in a single 5 credit hour course and lab/field experience block, P251 and M101 that is taken prior to admission to the teacher education program. In addition, no health or physical education course is required of all elementary education students.

We propose to drop the 1 credit hour lab section of M101 and make it instead strictly a 1 credit hour field experience. We also propose to create a new course P248: Development of the Health Child that will cover healthy physical, social, emotional, and language development. These three courses would be taken prior to admission to the teacher education program.

Finally, we propose to require HPER P290: Movement Experiences for Preschool and Elementary School Children be required of all elementary students.

2. Rationale

There are two primary rationales for these proposed changes:

(1) Two state standards were not being met in the elementary education program. The first requires that all elementary teachers "know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health." The second requires that elementary teachers "know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary (primary and intermediate) students." The healthy development standard would be covered in P248, and the movement and physical education standard would be addressed in HPER P290.

(2) P251 as it stands tends to be a catch-all course that covers many key areas in educational psychology and human development (cognitive development, learning, motivation, assessment, classroom management, and emotional, language, and social development). These topics necessarily are covered in more of a survey fashion due to their sheer numbers. Given the importance the standards and our 6 principles place on having a strong foundation in understanding child development, learning, assessment approaches, and classroom management, the two course sequence will allow much better coverage of these existing topics in addition to addressing the missing standard discussed above.

3. Faculty Staffing

All courses will be taught by associate instructors. No additional faculty staffing is required for these changes.

4. Documentation of Standards

See attached matrix for standards.

5. Integration with Existing Programs

P251/M101, and P248 together covers the same educational psychology material as the previous 5-credit block, but added content on healthy physical, emotional, and social

development as well as expanded coverage of learning, assessment, and classroom management. HPER-P290 adds content on physical education.

6. Implementation Timeline

P248 (as F400) will be implemented as a course and M101 modified in credit (an dropping the lab) as of the Spring 2009 semester. HPER-P290 will also be fully staffed by Spring 2009.

7. Assessment Plan

The faculty in the Department of Counseling and Educational Psychology will monitor the effectiveness of P251 and P248. Each course has a designated faculty coordinator who trains new associate instructors prior to teaching both informally and as part of a P650: College Teaching and Instruction course required of all AIs. Review of syllabi, evaluations, and observations of each associate instructor are required parts of this coordination. Further, the coordinators meet prior to and throughout the semester to discuss issues related to integrating content across the courses while avoiding redundancy.

HPER-P290 will be monitored by faculty in the School of Health, Physical Education, and recreation. AI coordination parallels that of the P251 and P248 instructors described above.

8. Program Faculty/Department Chair Approval

The creation of P248 and modification of P251/M101 has been reviewed and approved by the Elementary Education Council, Anne Stright (Human Development Program head), Melissa Greslafi (coordinator of the Educational Psychology courses), and Joyce Alexander (chair of the Department of Counseling and Educational Psychology). Making HPER-P290 a requirement has been reviewed and approved of by the Elementary Education Council, G. Keith Chapin and David Lohrmann, HPER faculty.

PROGRAM CHANGE PROPOSAL

REPLACEMENT OF W201, W301, AND W401 WITH W200

SECONDARY ANCHOR PROGRAM

Change/Program Description:

To support new partnerships with the other IU campuses and the new articulation agreement among the IU campuses and community colleges, we propose to phase out the current W201, W301, W401 educational technology series and replace these courses with a new version of W200. W200 would be required of all students planning to enter any teacher education program at IU-B, and would generally be completed during a student's sophomore year. Goals for W200 would include, but not be limited to:

1. Students will be able to analyze the strengths and weaknesses of various technologies used for instructional purposes.

2. Students will be able to utilize various emerging digital technologies to model instructional activities that may be performed by their future students.

3. Students will be able to research and analyze specific emerging technological resources available at school sites, and design appropriate instructional activities using those resources.

4. Students will document and reflect on their professional growth through an e-portfolio.

5. Students will achieve certain ISTE/NETS standards for teachers:

> 1. TECHNOLOGY OPERATIONS AND CONCEPTS. Teachers demonstrate a sound understanding of technology operations and concepts.

> 2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES. Teachers plan and design effective learning environments and experiences supported by technology.

> 3. TEACHING, LEARNING, AND THE CURRICULUM. Teachers implement curriculum plans, which include methods and strategies for applying technology to maximize student learning.

> 4. ASSESSMENT AND EVALUATION. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

> 5. PRODUCTIVITY AND PROFESSIONAL PRACTICE. Teachers use technology to enhance their productivity and professional practice.

6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Continued Support for Methods Faculty: Technology support will continue to be provided to methods faculty as students enter and progress through their teacher education programs. Each W200 instructor will have additional responsibilities to serve as a liaison with specific programs and/or methods faculty in order to assist with integrating technology into methods courses, field experiences, or any other student activities. W200 instructors will be available to methods faculty and students as technology consultants, and will also maintain the TTL lab (ED 2010), which will be available to all teacher education students to assist them with any technology-based projects or assignments. In addition, W200 instructors will be available to assist students with electronic portfolio requirements as they progress through their specific teacher education programs.

Rationale:

Approved articulation agreements among the various Indiana University campuses and community colleges regarding the elementary teacher preparation program now necessitate that undergraduates are allowed to complete at least some form of educational technology class prior to admission to the teacher education program. The proposal from Ivy Tech and other IU campuses is that this class takes the form of a modified version of W200 – a three-hour class focusing on technology use in K-12 setting, and technology integration strategies for teaching and learning. Since the revisions to the elementary teacher education program have been approved, we believe that it is in the best interest of the secondary teacher education programs to revert back to the required W200 class and eliminate the requirement for W201, W301, and W401 – thus maintaining a consistent technology requirement for all of our programs.

Faculty Staffing:

Personnel resources currently allocated to teaching and administering W201, W301, and W401 will be diverted to supporting W200. Faculty currently coordinating these courses (Drs. Appelman, Brush, and Ottenbreit-Leftwich) will serve as co-coordinators for W200. Associate Instructors currently teaching W201, W301, and W401 will be reassigned to teach W200. We estimate that approximately 10-15 AI's will be needed to teach W200. This number is equivalent to the number of AI's currently teaching W201, W301, and W401.

Principle/Standard Documentation:

1. *Community*
   Students W200 will be developing a community at one level among themselves as they explore new technologies together. On a second level they will be taking this knowledge into the classroom in their field experiences and impacting that community with diffusion of technology into their practice of teaching.

2. *Critical Reflection*
   It is the goal of this faculty to bring the issues such as the digital divide, return on investment, technology and information access, engagement, and many other critical issues into the W200 classroom and assignments requiring critical reflection on these issues.

3. *Intellectual, Personal, and Professional Growth*
   The curriculum sequence for W200 is developmental across multiple aspects of the student's learning. Students will be confronted with successively more and more complex technical tasks, such that in the final capstone activity (e.g., initial portfolio development), the sophistication of the required development will be very high and integrate all skills/experiences from the course. This, in turn, will provide students with an organizing structure for other technology-based projects they will complete in future coursework.

4. *Meaningful Experiences*
   There is a temptation with technology to simply "play with the tools". However, in W200, teaching and learning are foremost in everything the student will do, so every experience will be calculated to feed understanding of the potential for learning with any of the technology tools.

5. *Knowledge & Multiple Forms of Understanding*
   A primary argument for the use of technology in teaching is that it can often provide an alternative path to content, often resulting in new aspects of knowledge acquisition and retention. Students will be challenged in frequent immersion in new learning environments, ranging from on-line chat sessions, to distance-education environments, traditional lecture, informal collaborative workgroups, and game environments where learning is disguised as fun through play.

6. *Personalized Learning*
   Each student will enter and leave W200 with differences in competency, enthusiasm, style, and philosophy. Within the course, it will be necessary to compensate for these differences through dialog, smaller homogenous groupings, and individualized learning opportunities. Since these types of teaching strategies are necessary in any learning context, the strategies we use will be made apparent to the students so that they will understand and relate to them, and hopefully, use them in their teaching strategies when they encounter the same situations.

Standards Addressed: Content addresses NETS-S, NETS-T, and ISTE/NCATE Standards. All National Education Technology Standards for Students and Teacher will

be introduced in W200. While it is impossible to meet all of the standards in one course, W200 will provide a foundation that students can build upon to address all technology standards before completing their specific teacher education program.

Integration with Existing Programs:

W200 will be a required course for all students wishing to be admitted to the School of Education. Thus, it will be fully integrated as a prerequisite to entry into any teacher education program. In addition, the inclusion of W200 as a pre-requisite will allow students transferring from other IU campuses and community colleges to more easily transition into the School of Education.

Implementation Timeline:

We propose to offer sections of the new version of W200 beginning in the Fall of 2008 (we have already included it on the course list for the Fall 2008 semester). We will continue to offer W301 and W401 during the 2008-2009 academic year to support students currently enrolled in elementary and secondary teacher education programs, with the plan of phasing out these courses by the end of 2009.

Assessment Plan:

Faculty and AI's coordinating and/or teaching W200 will collect student artifacts (e.g., online portfolios) demonstrating their performances in addressing the course objectives (including the ISTE NETS standards), and assess these performances by evaluating artifacts using the appropriate Technology Standard Rubrics and aggregate the data collected to provide assessment of the students' performance. The standards and rubrics should help faculty to identify the most effective experiences they provide in the class and whether or not those experiences generate performance that approaches, meets, or exceeds the course objectives and ISTE standards.

Approval:

This proposal has been approved by the School of Education Secondary Council, the IST faculty directly responsible for the undergraduate program, and the IST department chair.