

Content Guidelines/Standards Matrix

College/University University of Detroit Mercy

Code BX

Source of Guidelines/Standards Michigan State Board of Education, 2000

Program/Subject Area Language Arts

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
1.0	Standards for the Structure of the Elementary Language Arts Teacher Education Program	
1.1	The language arts teacher education program will model effective pedagogical practices and provide opportunities for analysis of pedagogy, reflection on pedagogy, and implementation of effective pedagogy in pre-service teachers' own planning and instruction.	Elementary
		<p>Major and Minor: English faculty provide the primary models of effective pedagogical practices in the professional bearing and classroom practices they display to the fledging teacher candidates with whom they interact on a daily basis. Professors' course materials, reading lists, grading rubrics, presentations of literary themes, genres, and theoretical concepts, their lectures and arrangements of group discussions, all provide students with the content, tools, and concepts necessary for successful teaching. Language arts teaching candidates are exposed to a rich variety of teaching methods in academic specialties, periods, and literary approaches. From lecture to group work, individual projects to collaborative projects, in-class dialogues and on-line discussion boards, students witness and participate in a number of learning and teaching styles. Specific courses engage students in explicit analyses of pedagogy in terms of reflection and implementation. English Language Arts (ELA) majors and minors can study issues of educational reform and the assessment of pedagogical practices in ENL 202, Writing Across the Curriculum. ENL 390 and 391 explicitly address the pedagogical tasks of developing critical skills for evaluating literature used in pre-school, elementary, and middle school grades. In Literature-Genre courses (ENL 235, 245, 255, 265: two required), English faculty lead students in discussions of the canon, in which students have opportunities to interrogate the canon, inquiring into the rationale behind various anthologies' inclusion and exclusion of certain authors and texts over time. In CST 101, required of all students, ELA majors receive training in designing, constructing and delivering effective speeches as well as in critiquing the speeches of others, important elements they can incorporate into their teaching practices and presence. In CST 111, 112, 204, 304, 305, and 314 (three required for majors; one for minors), ELA majors can study mass communication, interpersonal communication, or listening theory as a means of improving upon their understanding of the elements of communication, thereby refining upon their own communication skills and</p>

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1.1 (cont.)	The language arts teacher education program will model effective pedagogical practices and provide opportunities for analysis of pedagogy, reflection on pedagogy, and implementation of effective pedagogy in pre-service teachers' own planning and instruction.	<p>abilities. In CST 204, students analyze and reflect upon interpersonal communication by “develop[ing] personal theories, knowledge, skills, and understanding related to the field of interpersonal communication” (Course Objective #2). In CST 305, ELA majors “critically evaluate research and materials developed in the field of listening” (Objective #3). ELA majors have opportunities to develop and reflect upon theater as “a method of inquiry” in Theatre 131 or to hone their visual presentation and speaking skills by performing before others as well as critiquing the performances of others in Theatre 161 (two required for majors; one for minors). Generally speaking, courses in CST and Theatre prepare students to be poised and effective speakers in the classroom, enabling them to reflect upon and develop successful pedagogical techniques and presentation skills.</p> <p>The English and Education faculties work closely together to prepare Language Arts teachers for the Elementary level. The Education faculty members rely on their colleagues in the English, Communication, and Theater departments to provide the communication, composition, literature, and analytical skills essential to elementary teaching and to model effective instructional methods. The Education faculty practice similar instructional techniques. Elementary candidates take a series of methods courses to prepare them to teach all subjects: EDU 441 Methods and Materials of Instruction for Science in Elementary and Middle Schools, EDU 442 Social Sciences, EDU 443 Reading, EDU 448 Reading and the Language Arts, EDU 449 Mathematics. The courses provide them with many opportunities to analyze, reflect, and implement effective pedagogy. EDU 448 Reading and the Language Arts focuses on an integrated approach to teaching the language arts and English subjects. Through lecture, discussion, readings, strategy demonstrations, individual/small group activities and presentations, compositions, outside speakers, technology/AV, and a series of hands-on activities, the candidates learn how to teach Language Arts subject matter to students in grades K-8 and practice delivering lessons with their peers in the university classroom and spend a minimum of 24 hours in an elementary classroom, observing and working with individual and small groups of children. EDU 459 Instructional Technology or EDU 600 Computer Uses in Education also provides candidates with the opportunity to work with candidates from all disciplines to design and practice delivery of Language Arts instruction enhanced by a variety of technologies. Candidates complete a full semester (14 weeks) of Student Teaching (EDU 489) in an elementary classroom and are supervised by the K-8 teacher and a University Supervisor. The candidates demonstrate their ability to use the knowledge gained from their university English, Communication, Theater, and Education courses by planning and delivering Language Arts content effectively to their students. Similar comments can be made for the subsequent standards: but will only be written if the standard requires mention of different Education courses or clarification related to the specific standard.</p>
1.2		Elementary

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1.2 (cont.)	The language arts teacher education program will embody a philosophy consistent with the <i>Michigan Curriculum Framework 1996</i> , Content Standards and Benchmarks, Teaching, and Learning Standards, Assessment Standards, and Professional Development Standards.	<p>Major: University of Detroit Mercy ELA students who major in Language Arts receive the benefits of the Department's curricular focus on writing. Required writing courses (ENL 130 and/or ENL 131) lay the groundwork for all required courses in the major. The English Program's philosophy is entirely consistent with all standards of the Michigan Curriculum Framework.</p> <p>Standards 1-3: ELA majors read, study, and write about a wide variety of materials, from those grounded in popular culture (newspapers, advertisements, and other materials in popular culture readers) to materials represented in business and technical texts, readers in theory, philosophy, cultural critique, and other disciplines (ENL 131; Diversity Literature: ENL 236, 285, 295, 390, and 391: two required). Language Arts students receive continual instruction and practice in writing clear and grammatically correct sentences, paragraphs, and compositions. ELA majors also try their hands at writing in a number of different genres or writing about language itself in the Writing/Language sequence: ENL 301, 302, 303, 304, 305, 306, 326 (one required). In Theatre 131, ELA majors can explore written and visual texts as a means to better understand the human condition; in Theatre 161, they can employ the "tools" of voice, body and imagination (one required).</p> <p>Standard 4: Language Arts majors receive a great deal of instruction and practice in writing for different audiences in a number of settings ranging from the informal to the formal. In CST 101 (required), they gain experience in both writing speeches and performing them before others. In Theatre 131, they learn how to become "informed and articulate audience member[s]," and in Theatre 161 they develop the skill of performing written texts (scripts) before others (two required).</p> <p>Standards 5, 7, and 10: Language Arts majors obtain a thorough grounding in genres in ENL 235, 245, 255, and 265 (two required). In Theater 131 and 161 (two required), they further their understanding of the written texts of drama by studying character, scene, and conflict as preparation for becoming more informed viewers of dramatic spectacle or for performing before others.</p> <p>Standards 6, 11, and 12: Research methods are taught in all ENL 131 courses: from personal interviews such as oral histories to printed sources such as articles and books. Increasingly, professors use the internet and web tools in having students present their research findings on websites that offer not only print-based information but visual and aural dimensions to their projects (ENL 202, 303, 305). In CST 101 (required) and CST 111, 112, 204, 304, 305 and 314 (three required), ELA majors are also required to do research as preparation for oral and written presentations.</p> <p>Standard 7: English Department courses have a well-articulated system of assisting students in monitoring and improving upon their communicative practices. This system ranges from professors' own individual classroom practices to institutionally based assessment systems. Institutionally, portfolio reviews for students in ENL 130 and 131 help the Department monitor and improve upon the effectiveness of its own members' teaching practices. Also, our portfolio requirement for all English majors ensures that student teacher candidates meet several times with their advisers to review the essays and other creative works in their portfolio in terms of their quality and their measurement of the students' growth as writers. In CST 101, required of all students, and TRE 131 and 161 (two required), ELA majors receive training in designing, constructing and delivering effective speeches and oral performances as well as in critiquing the speeches of others, important elements of pedagogical practice. In CST 111, 112, 204, 304, 305, and 314 (three required), language arts majors can study mass communication, interpersonal communication, or listening theory as a means of improving upon their understanding of the elements of communication, thereby refining upon their own communication skills and abilities.</p> <p>Standard 8: Our writing courses (Reading and Writing) ENL 201, 202, and 205 [one required]; 301, 302, 303, 304, 305, 306, and 326 [one required] give students the opportunity to write in the various genres or to write about language itself (ENL 326); they also require students to reflect upon their productions through the teacher's feedback, peer review workshops, and their own required revisions. Oral performance of poetry and fiction before in-class and out-of-class</p>

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1.2 (cont.)	The language arts teacher education program will embody a philosophy consistent with the <i>Michigan Curriculum Framework 1996</i> , Content Standards and Benchmarks, Teaching, and Learning Standards, Assessment Standards, and Professional Development Standards	<p>audiences gives students experience in performing for others and receiving their feedback. ENL 305 allows students the opportunity to edit, select, and do layout for our art journals, chapbooks, and other publishing ventures. ENL 303 allows students to hone their skills in the types of writing and communication practiced in the business and technical arenas.</p> <p>Standard 9: In their presentation of the best works in classic and contemporary literature, English courses encourage students to explore the complexity of enduring issues and recurring problems in the human experience. See, for example, Course Objective #3 (ENL 235): “To realize the importance of stories as mirrors of human experience, reflecting human motives, conflicts, and values.”</p> <p>The <i>Michigan Curriculum Framework (MCF)</i> is continuously referenced and used by Elementary candidates in their series of Education methods courses (EDU 441, 442, 443, 448, 449) as they discuss, design, and present unit and curriculum plans, unit plans, lesson plans, and instructional strategies. The Department of Education programs are organized around its <i>Conceptual Framework and Code of Ethics</i>, which was written by the Education faculty and is grounded in the wisdom of educators—historical and contemporary, practitioners, and theoreticians. The Department’s philosophy and practices are complementary to the <i>MCF</i> for K-12 school districts and student learning.</p> <p>Minor: University of Detroit Mercy ELA students who minor in Language Arts receive the benefits of the Department’s curricular focus on writing. Required writing courses (ENL 130 and/or ENL 131) lay the groundwork for all required courses in the major. The English Program’s philosophy is entirely consistent with all standards of the Michigan Curriculum Framework.</p> <p>Standards 1-3: ELA minors read, study, and write about a wide variety of materials, from those grounded in popular culture (newspapers, advertisements, and other materials in popular culture readers) to materials represented in business and technical texts, readers in theory, philosophy, cultural critique, and other disciplines (ENL 131), (Diversity Literature: ENL 236, 285, 295, 390, and 391: one required). Language Arts students receive continual instruction and practice in writing clear and grammatically correct sentences, paragraphs, and compositions. ELA minors also try their hands at writing in a number of different genres or writing about language itself in the Writing/Language sequence ENL 301, 302, 303, 304, 305, 306, 326 (one required). In Theatre 131, ELA minors can explore written and visual texts as a means to better understand the human condition; in Theatre 161, they can employ the “tools” of voice, body and imagination (one required).</p> <p>Standard 4: Language arts minors receive a great deal of instruction and practice in writing for different audiences in a number of settings ranging from the informal to the formal. In CST 101 (required), they gain experience in both writing speeches and performing them before others. In Theatre 131, they learn how to become “informed and articulate audience member[s],” and in Theatre 161 they develop the skill of performing written texts (scripts) before others (one required).</p> <p>Standards 5, 7, and 10: Language Arts minors obtain a thorough grounding in genres in ENL 235, 245, 255, and 265 (two required). In Theater 131 and 161 (one required), they further their understanding of the written texts of drama by studying character, scene, and conflict as preparation for becoming more informed viewers of dramatic spectacle or for performing before others.</p> <p>Standards 6, 11, and 12: Research methods are taught in all ENL 131 courses: from personal interviews such as oral histories to printed sources such as articles and books. Increasingly, professors use the internet and web tools in having students present their research findings on websites that offer not only print-based information but visual and aural dimensions to their projects (ENL 202, 303, 305). In CST 101 (required) and CST 111, 112, 204, 304, and 305 (one required), ELA minors are also required to do research as preparation for oral and written presentations.</p> <p>Standard 7: English Department courses have a well-articulated system of assisting students in monitoring and</p>

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	<p>The language arts teacher education program will embody a philosophy consistent with the <i>Michigan Curriculum Framework 1996</i>, Content Standards and Benchmarks, Teaching, and Learning Standards, Assessment Standards, and Professional Development Standards.</p>	<p>improving upon their communicative practices. This system ranges from professors' own individual classroom practices to institutionally based assessment systems. Institutionally, portfolio reviews for students in ENL 130 and 131 help the Department monitor and improve upon the effectiveness of its own members' teaching practices. In CST 101, required of all students, and TRE 131 and 161 (one required), ELA minors receive training in designing, constructing and delivering effective speeches and oral performances as well as in critiquing the speeches of others, important elements of pedagogical practice. In CST 111, 112, 204, 209, 304, and 305 (one required), ELA minors can study mass communication, interpersonal communication, or listening theory as a means of improving upon their understanding of the elements of communication, thereby refining upon their own communication skills and abilities.</p> <p>Standard 8: Our writing courses (Reading and Writing: ENL 201, 202, and 205 [one required]); ENL 301, 302, 303, 304, 305, 306, and 326 [one required]) give students the opportunity to write in the various genres or to write about language itself (ENL 326); they also require students to reflect upon their productions through the teacher's feedback, peer review workshops, and their own required revisions. Oral performance of poetry and fiction before in-class and out-of-class audiences gives students experience in performing for others and receiving their feedback. ENL 305 allows students the opportunity to edit, select, and do layout for our art journals, chapbooks, and other publishing ventures. ENL 303 allows students to hone their skills in the types of writing and communication practiced in the business and technical arenas.</p> <p>Standard 9: In their presentation of the best works in classic and contemporary literature, English courses encourage students to explore the complexity of enduring issues and recurring problems in the human experience. See, for example, Course Objective #3 (ENL 235): "To realize the importance of stories as mirrors of human experience, reflecting human motives, conflicts, and values."</p> <p>The <i>Michigan Curriculum Framework (MCF)</i> is continuously referenced and used by Elementary candidates in their series of Education methods courses (EDU 441, 442, 443, 448, 449) as they discuss, design, and present unit and curriculum plans, unit plans, lesson plans, and instructional strategies. The Department of Education programs are organized around its <i>Conceptual Framework and Code of Ethics</i>, which was written by the Education faculty and is grounded in the wisdom of educators—historical and contemporary, practitioners, and theoreticians. The Department's philosophy and practices are complementary to the <i>MCF</i> for K-12 school districts and student learning.</p>
1.3	The language arts	Elementary

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	<p>teacher education program will maintain an articulated and coordinated curriculum, involving content, pedagogy, and professionalism, that is aligned with standards from relevant state and national professional associations, including Michigan's Guidelines for the Professional Development of Teachers of English Language Arts;</p>	<p>Major: (Standards 1 and 2) Standards of content in reading are taught and reinforced by introductory course work in Literature-Genre (ENL 235, 245, 255, 265: two required) and in Diversity Literature (ENL 236, 285, 295, 390, and 391: two required). (Standards 3, 5, and 7). ELA majors study and apply literary theory and criticism in all of the above classes by analyzing and writing about texts and aesthetic objects from at least three critical perspectives. (Standard 4) ELA majors write in a variety of genres and styles in accordance with their choice of audience and purpose in Reading and Writing: ENL 201, 202, and 205 (one required). In their studies in Writing/Language courses (ENL 301, 302, 303, 304, 305, 306, and 326: one required), students build on skills introduced earlier by engaging in creative writing, professional, and research writing, or in writing about language itself. (Standards 6 and 9) ELA majors can investigate the history of language, language conventions, and language structure in ENL 326 as one option in the Writing/Language sequence: ENL 301, 302, 303, 304, 305 306, and 326. They develop understanding and respect for the diversity of language and cultural difference in the Diversity/Literature sequence: ENL 236, 285, 295, 390, and 391 (two required). Our instructors recognize the diversity of the students they teach and respect that diversity by offering an international array of authors so that no student in our teacher education program can graduate without a thorough grounding and appreciation for writers such as Leslie Marmon Silko, Jamaica Kincaid, Bharati Mukherjee, Junot Diaz, Zora Neal Hurston, Naval El-Saadawi, Baraka, Cleaver, Baldwin, Davis, and bell hooks. (Standard 8) Research methods involving library skills, database searching, video, and oral sources are specifically addressed in ENL 131 (required) and ENL 306 (as part of the Writing Language sequence: ENL 301, 302, 303, 304, 305, 306, and 326: one required). (Standard 11) ELA majors have a number of opportunities to participate in various literacy communities. Peer review and group work provide in-class experiences in working with others on projects. Student publications such as chapbooks, journals, and newsletters provide experiences in collecting, evaluating, editing, and providing the lay-out for peer productions or for writing for the print and web (ENL 305, an option in the Writing/Language sequence: ENL 301, 302, 303, 304, 305, 306, 326: one required). ENL 301, 302, and 304 enable ELA majors to operate in a workshop environment as they present their own creative writing for critique as well as critique the work of others. ENL 303 allows students to participate in the literacy communities comprised of technical and professional writers. ENL 306 offers opportunities for them to try their hand at advanced writing for academic communities. ENL 326 allows ELA majors to explore the languages (dialects) of various literacy communities. Students can study standards of pedagogy and professionalism in ENL 202. The ELA majors select three Communication courses from CST 111, 112, 204, 304, 305, and 304 and take two Theater courses, TRE 131 and 161. The courses are complementary to the guidelines of relevant state and national professional associations, including Michigan's Guidelines for the Professional Development of Teachers of English Language Arts. The Education instructors collaborate with their colleagues in the English, Communication, and Theater departments to ensure that the candidates know and use appropriate national and state standards in their work for the Education courses. The elementary methods courses (EDU 441, 442, 443, 448, 449) and the instructional technology courses (EDU 459, 600) require detailed use of the <i>Michigan Curriculum Framework</i> as well as the standards of specific subject area organizations' standards in the development of curriculum, unit, and lesson plans.</p>

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1.3 (cont.)	The language arts teacher education program will maintain an articulated and coordinated curriculum, involving content, pedagogy, and professionalism, that is aligned with standards from relevant state and national professional associations, including Michigan's Guidelines for the Professional Development of Teachers of English Language Arts;	<p>Minor: (Standards 1 and 2) Standards of content in reading are taught and reinforced by introductory course work in Literature-Genre (ENL 235, 245, 255, 265: two required) and in Diversity Literature (ENL 236, 285, 295, 390, and 391: one required).</p> <p>(Standards 3, 5, and 7). ELA minors study and apply literary theory and criticism in all of the above classes by analyzing and writing about texts and aesthetic objects from at least three critical perspectives.</p> <p>(Standard 4) ELA minors write in a variety of genres and styles in accordance with their choice of audience and purpose in Reading and Writing: ENL 201, 202, and 205 (one required). In their studies in Writing/Language courses (ENL 301, 302, 303, 304, 305, 306, and 326: one required), students build on skills introduced earlier by engaging in creative writing, professional, and research writing, or in writing about language itself.</p> <p>(Standards 6 and 9) ELA minors can investigate the history of language, language conventions, and language structure in ENL 326 as one option in the Writing/Language sequence: ENL 301, 302, 303, 304, 305 306, and 326. They develop understanding and respect for the diversity of language and cultural difference in the Diversity/Literature sequence: ENL 236, 285, 295, 390, and 391 (one required). Our instructors recognize the diversity of the students they teach and respect that diversity by offering an international array of authors so that no student in our teacher education program can graduate without a thorough grounding and appreciation for writers such as Leslie Marmon Silko, Jamaica Kincaid, Bharati Mukherjee, Junot Diaz, Zora Neal Hurston, Naval El-Saadawi, Baraka, Cleaver, Baldwin, Davis, and bell hooks.</p> <p>(Standard 8) Research methods involving library skills, database searching, video, and oral sources are specifically addressed in ENL 131 (required) and ENL 306 (as part of the Writing Language sequence: ENL 301, 302, 303, 304, 305, 306, and 326: one required).</p> <p>(Standard 11) ELA minors have a number of opportunities to participate in various literacy communities. Peer review and group work provide in-class experiences in working with others on projects. Student publications such as chapbooks, journals, and newsletters provide experiences in collecting, evaluating, editing, and providing the lay-out for peer productions or for writing for the print and web (ENL 305, an option in the Writing/Language sequence: ENL 301, 302, 303, 304, 305, 306, 326: one required). ENL 301, 302, and 304 enable ELA minors to operate in a workshop environment as they present their own creative writing for critique as well as critique the work of others. ENL 303 allows students to participate in the literacy communities comprised of technical and professional writers. ENL 306 offers opportunities for them to try their hand at advanced writing for academic communities. ENL 326 allows ELA minors to explore the languages (dialects) of various literacy communities.</p> <p>Students can study standards of pedagogy and professionalism in ENL 202.</p> <p>The ELA minors select one Communication course from CST 111, 112, 204, 304, and 305; they take one Theater course, TRE 131 or 161. The courses are complementary to the guidelines of relevant state and national professional associations, including Michigan's Guidelines for the Professional Development of Teachers of English Language Arts.</p> <p>The Education instructors collaborate with their colleagues in the English, Communication, and Theater departments to ensure that the candidates know and use appropriate national and state standards in their work for the Education courses. The elementary methods courses (EDU 441, 442, 443, 448, 449) and the instructional technology courses (EDU 459, 600) require detailed use of the <i>Michigan Curriculum Framework</i> as well as the standards of specific subject area organizations' standards in the development of curriculum, unit, and lesson plans.</p>

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1.4	The language arts teacher education program will promote curriculum integration and cross-disciplinary application of content standards, conceptual understandings, themes, issues, and processes.	<p style="text-align: center;">Elementary</p> <p>Major: The English Department offers ELA majors a finely tuned and well-integrated curriculum. ENL 131 provides students with the necessary skills of writing in various modes and with a variety of rhetorical strategies (e.g., definition, persuasion, exposition); it also grounds students in research techniques (e.g. note-taking, database searching, audience analysis, invention processes, revision process, etc.). The Reading and Writing sequence (ENL 201, 202, and 205: one required) gives students further practice in meditative, interdisciplinary, or creative writing ventures. The Literature-Genre sequence (ENL 235, 245, 255, and 265: two required) introduces students to genre conventions and techniques of literary analysis. Beginning with ENL 205, our program complements the study of literature with instruction and practice in creative writing at all levels, from the journal (ENL 201) to higher-level courses in the writing of short stories, screenplays, poetry, professional writing, and writing commercial non-fiction for print and web (Writing/Language: ENL 301, 302, 303, 304, 305, 306, and 326: one required). Students also have the opportunity to study the history of language (ENL 326).</p> <p>The English Department's curriculum introduces ELA majors to diverse authors and texts while engaging them in thinking and writing about disciplines as disparate as psychology, sociology, gender studies, queer studies, philosophy, linguistics, cultural anthropology, information theory, media studies, history, child and young adult literature (the Diversity Literature sequence: ENL 236, 285, 295, 390, and 391: two required).</p> <p>Complementing the English Department's emphasis on written texts and aesthetic objects, Theatre 131 enables ELA majors to explore the aural dimensions of dramatic spectacles and Theatre 161 enables them to enact dramatic scenes, create characters, and explore the imagery implicit in stage productions (both required). In CST 101 (required), ELA majors develop skills of speech and delivery. In CST 111, 112, 204, 304, 305, and 314 (three required), ELA majors can explore issues of mass communication (CST 111), visual communication (CST 112), interpersonal communication (CST 204), theories of listening behavior (CST 305), and intercultural communication (CST 314). Through cross-disciplinary experiences in English, Theatre, and Communication Studies, ELA majors develop a rich repertoire of talents in critical writing, effective speaking and listening skills, and paralinguistic abilities.</p> <p>The Education Department faculty members continue the English, Communication, and Theater instructors' and program commitment to curriculum integration and cross-disciplinary applications by offering core classes (EDU 401/402, EDU 420/525, 440, 514, 459/600, 432/513, SED 460/560) that include candidates from all teaching majors and minors. Through discussion, lecture, student presentations, and readings; the candidates work together to design integrated lessons for elementary children. In the Elementary methods classes (EDU 441, 442, 443, 448, 449), how to teach subjects from a cross disciplinary approach is studied and demonstrated by candidate work. The semester long project in EDU 459/600 Instructional Technology is a cross-disciplinary team project in which they design a lesson or unit that is interdisciplinary and enhanced by both the K-8 teacher and elementary/middle school children using computers, cameras, multimedia, the Internet, and electronic communication.</p> <p>Minor: The English Department offers ELA minors a finely tuned and well-integrated curriculum. ENL 131 provides students with the necessary skills of writing in various modes and with a variety of rhetorical strategies (e.g., definition, persuasion, exposition); it also grounds students in research techniques (e.g. note-taking, database searching, audience analysis, invention processes, revision process, etc.). The Reading and Writing sequence (ENL 201, 202, and 205: one required) gives students further practice in meditative, interdisciplinary, or creative writing ventures. The Literature-Genre sequence (ENL 235, 245, 255, and 265: two required) introduces students to genre conventions and techniques of literary analysis. Beginning with ENL 205, our program complements the study of literature with</p>

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1.4 (cont.)	The language arts teacher education program will promote curriculum integration and cross-disciplinary application of content standards, conceptual understandings, themes, issues, and processes	<p>instruction and practice in creative writing at all levels, from the journal (ENL 201) to higher-level courses in the writing of short stories, screenplays, poetry, professional writing, and writing commercial non-fiction for print and web (Writing/Language: ENL 301, 302, 303, 304, 305, 306, and 326: one required). Students also have the opportunity to study the history of language (ENL 326).</p> <p>The English Department's curriculum introduces ELA minors to diverse authors and texts while engaging them in thinking and writing about disciplines as disparate as psychology, sociology, gender studies, queer studies, philosophy, linguistics, cultural anthropology, information theory, media studies, history, child and young adult literature (the Diversity Literature sequence: ENL 236, 285, 295, 390, and 391: one required).</p> <p>Complementing the English Department's emphasis on written texts and aesthetic objects, Theatre 131 enables ELA minors to explore the aural dimensions of dramatic spectacles and Theatre 161 enables them to enact dramatic scenes, create characters, and explore the imagery implicit in stage productions (one required). In CST 101 (required), ELA minors develop skills of speech and delivery. In CST 111, 112, 204, 304, 305, and 314 (one required), ELA minors can explore issues of mass communication (CST 111), visual communication (CST 112), interpersonal communication (CST 204), and theories of listening behavior (CST 305). Through cross-disciplinary experiences in English, Theatre, and Communication Studies, ELA minors develop a rich repertoire of talents in critical writing, effective speaking and listening skills, and paralinguistic abilities.</p> <p>The Education Department faculty members continue the English, Communications, and Theater instructors' and program commitment to curriculum integration and cross-disciplinary applications by offering core classes (EDU 401/402, EDU 420/525, 440, 514, 459/600, 432/513, SED 460/560) that include candidates from all teaching majors and minors. Through discussion, lecture, student presentations, and readings; the candidates work together to design integrated lessons for elementary children. In the Elementary methods classes (EDU 441, 442, 443, 448, 449), how to teach subjects from a cross disciplinary approach is studied and demonstrated by candidate work. The semester long project in EDU 459/600 Instructional Technology is a cross-disciplinary team project in which they design a lesson or unit that is interdisciplinary and enhanced by both the K-8 teacher and elementary/middle school children using computers, cameras, multimedia, the Internet, and electronic communication.</p>
1.5	The language arts teacher education program will provide multiple school-based experiences in environments where effective practices are modeled and supported, including experiences with diverse populations and the use of technology in language arts learning.	<p style="text-align: center;">Elementary</p> <p>Major: The English Department has a long and distinguished history of involving its students in service to a variety of communities, many of which are schools:</p> <ul style="list-style-type: none"> Student-to-student tutoring as a key element of the Writing Program, a strategy that builds community within the university and gives students the expertise and experience that they can carry to jobs outside the university. Creative writing workshops involving our students as mentors for high school students from the University of Detroit Jesuit High School. Projects such as the Hampton Elementary web site that taught local, urban students how to create online museums and libraries that fit a local school's curriculum, and led to teaching jobs for our students. Outreach projects for online learning at Holy Redeemer High School and the projects for online and journal publishing at the Community School of Grosse Pointe, which put UDM's values and mission in front of high school students and teachers. <p>ENL 236's linking of its students with The Boggs Center to Nurture Community Leadership (BCNCL) in the service learning requirement of working with a Detroit Project, Detroit Summer, year round.</p> <p>The Education Department faculty members continue the Language Arts program's commitment to curriculum integration and cross-disciplinary applications by offering core classes (EDU 401/402, EDU 420/525, 440, 514,</p>

The language arts teacher

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
1.5 (cont.)	education program will provide multiple school-based experiences in environments where effective practices are modeled and supported, including experiences with diverse populations and the use of technology in language arts learning.	<p>459/600, 432/513, SED 460/560) that include candidates from all teaching majors and minors. Through discussion, lecture, student presentations, and readings; the candidates work together to design integrated lessons for elementary children. In the Elementary methods classes (EDU 441, 442, 443, 448, 449), how to teach subjects from a cross disciplinary approach is studied and demonstrated by candidate work. The semester long project in EDU 459/600 Instructional Technology is a cross-disciplinary team project in which they design a lesson or unit that is interdisciplinary and enhanced by both the K-8 teacher and elementary/middle school children using computers, cameras, multimedia, the Internet, and electronic communication.</p> <p>Minor: : The English Department has a long and distinguished history of involving its students in service to a variety of communities, many of which are schools:</p> <ul style="list-style-type: none"> Student-to-student tutoring as a key element of the Writing Program, a strategy that builds community within the university and gives students the expertise and experience that they can carry to jobs outside the university. Creative writing workshops involving our students as mentors for high school students from the University of Detroit Jesuit High School. Projects such as the Hampton Elementary web site that taught local, urban students how to create online museums and libraries that fit a local school's curriculum, and led to teaching jobs for our students. Outreach projects for online learning at Holy Redeemer High School and the projects for online and journal publishing at the Community School of Grosse Pointe, which put UDM's values and mission in front of high school students and teachers. ENL 236's linking of its students with The Boggs Center to Nurture Community Leadership (BCNCL) in the service learning requirement of working with a Detroit Project, Detroit Summer, year round. <p>The Education Department faculty members continue the Language Arts program's commitment to curriculum integration and cross-disciplinary applications by offering core classes (EDU 401/402, EDU 420/525, 440, 514, 459/600, 432/513, SED 460/560) that include candidates from all teaching majors and minors. Through discussion, lecture, student presentations, and readings; the candidates work together to design integrated lessons for elementary children. In the Elementary methods classes (EDU 441, 442, 443, 448, 449), how to teach subjects from a cross disciplinary approach is studied and demonstrated by candidate work. The semester long project in EDU 459/600 Instructional Technology is a cross-disciplinary team project in which they design a lesson or unit that is interdisciplinary and enhanced by both the K-8 teacher and elementary/middle school children using computers, cameras, multimedia, the Internet, and electronic communication.</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
1.6	The language arts teacher education program will maintain a system of evaluation that includes demonstration and documentation (e.g., a comprehensive portfolio) of teaching and learning processes and abilities.	<p style="text-align: center;">Elementary</p> <p>Major: The English Department maintains a comprehensive system of evaluation of teaching and learning processes and abilities. Individual instructors provide students with an ongoing evaluation of their progress in a course through grades, in-class and out-of-class study questions, quizzes, written comments on essays, peer evaluations, conferences, midterm progress reports, and final exams. ELA majors are required to demonstrate their achievements not only through written essays but also through oral reports, charts and visual aids, electronic discussion boards, class participation, collaborative reports, and web projects (ENL 202, as part of the Reading and Writing sequence: ENL 201, 202, and 205: one required). Those ELA majors wishing to pursue elective Creative Writing courses at the 400-level must submit portfolios of their work, which are judged by a committee in determining whether or not the student is accepted. In Theatre 161, a required course, students must demonstrate their competence in the dramatic arts through vocal performance and movement on the stage. CST 101 (required) and CST 111, 112, 204, 304, 305, and 314 (three required) require a variety of demonstrations and documentations of processes and abilities on the part of students, for example: CST 101 (speeches, written work, and critiques of other students' productions); CST 111 (quizzes, examinations, and a research paper); CST 204 (a communication journal, two essays, and various exams); CST 305 (listening comprehension tests, research reviews, and a listening journal), and CST 314 (response papers, pair-and-share oral presentations on dimensions of culture, a cultural experience research paper, and various exams).</p> <p>All English majors are required to maintain a portfolio with their advisers and to meet at least once a year to discuss the works in that portfolio with an end to devising strategies for improvement as writers, assessing their progress to date as English students, and, when necessary, to be referred for tutoring in our Writing Center. Students begin building their portfolio upon declaring a major in English. Each portfolio contains at least four substantial papers: two on works representing at least two genres, and two examples of professional writing. Each document contains any comments that the grading professor has made and the grade for the paper. In consultation with their advisers, students may withdraw work from the portfolio and replace it with other work. The portfolios of graduating seniors are collected at the end of each academic year for departmental assessment. Also, the Senior Seminar (ENL 490) is offered once a year and constitutes an elective for ELA majors.</p> <p>The Education Department administers a variety of appropriate formative and summative assessment procedures that range from the traditional quiz/test and examinations to more authentic assessments such as demonstrating their knowledge by creating lessons and unit plans and peer review of each other's work. Rubrics are used extensively by faculty and candidates to assess written and oral presentations. The Education Department's system requires that every syllabus must specify appropriate assessment processes. Students are required to complete an electronic evaluation as a final activity for every course. Candidates begin an Education materials and instructional practices portfolio in EDU 401/402 and add to it with documents from their Education courses, especially from their methods courses. The Department is studying a variety of ways to review the candidates' Education portfolios as part of their post-student teaching and exit procedures. The candidates currently complete a written evaluation of their Education program at the end of their Student Teaching Experience. The Director of Student teaching and Certification Officer for the University conducts a written survey as part of the Department's program to help graduates continue their professional certification. The results of such surveys are used to review and adjust course work and assessment practices.</p>
1.6		

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
(cont.)	<p>The language arts teacher education program will provide multiple school-based experiences in environments where effective practices are modeled and supported, including experiences with diverse populations and the use of technology in language arts learning.</p>	<p>Minor: The English Department maintains a comprehensive system of evaluation of teaching and learning processes and abilities. Individual instructors provide students with an ongoing evaluation of their progress in a course through grades, in-class and out-of-class study questions, quizzes, written comments on essays, peer evaluations, conferences, midterm progress reports, and final exams. ELA minors are required to demonstrate their achievements not only through written essays but also through oral reports, charts and visual aids, electronic discussion boards, class participation, collaborative reports, and web projects (ENL 202, as part of the Reading and Writing sequence: ENL 201, 202, and 205: one required). Those ELA minors wishing to pursue elective Creative Writing courses at the 400-level must submit portfolios of their work, which are judged by a committee in determining whether or not the student is accepted. In Theatre 131, students learn how to be “informed and articulate audience member[s]”; in Theatre 161, students must demonstrate their competence in the dramatic arts through vocal performance and movement on the stage (one required). CST 101 (required) and CST 111, 112, 204, 304, and 305 (one required) demand a variety of demonstrations and documentations of processes and abilities on the part of students, for example: CST 101 (speeches, written work, and critiques of other students’ productions); CST 111 (quizzes, examinations, and a research paper); CST 204 (a communication journal, two essays, and various exams); and CST 305 (listening comprehension tests, research reviews, and a listening journal). The Senior Seminar (ENL 490) is offered once a year and constitutes an elective for ELA minors.</p> <p>The Education Department administers a variety of appropriate formative and summative assessment procedures that range from the traditional quiz/test and examinations to more authentic assessments such as demonstrating their knowledge by creating lessons and unit plans and peer review of each other’s work. Rubrics are used extensively by faculty and candidates to assess written and oral presentations. The Education Department’s system requires that every syllabus must specify appropriate assessment processes. Students are required to complete an electronic evaluation as a final activity for every course. Candidates begin an Education materials and instructional practices portfolio in EDU 401/402 and add to it with documents from their Education courses, especially from their methods courses. The Department is studying a variety of ways to review the candidates’ Education portfolios as part of their post-student teaching and exit procedures. The candidates currently complete a written evaluation of their Education program at the end of their Student Teaching Experience. The Director of Student teaching and Certification Officer for the University conducts a written survey as part of the Department’s program to help graduates continue their professional certification. The results of such surveys are used to review and adjust course work and assessment practices.</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
2.0	Standards for Professionalism	
2.1	Language Arts teachers demonstrate professional practices when they respect the worth, contributions, abilities, and languages of all learners.	<p style="text-align: center;">Elementary</p> <p>Major: The demographics of the University offer a laboratory for learning and appreciation of the worth of others, and the vitality and insights that can arise from an appreciation of difference and diversity. Classroom practices such as discussion-based learning, small-group evaluation, revision, and presentations all lend themselves to the development of respect for others, not just in theory, but in practice. English instructors model respect for the worth and especially the languages of various cultural groups in the classroom as well as in selection of varied materials. Courses in Literature-Genre (ENL 235, 245, 255, 265: two required) use texts which are inclusive of many voices; a more explicit examination of multiculturalism, minority literatures and children’s and young adult literature takes place in Diversity Literature (ENL 236, 285, 295, 390, and 391: two required). ENL 295, in particular, involves study of one’s own cultural group or groups (including a Heritage Interview), while encouraging students to find connections between cultures. Recognition of the value and efficacy of community dialects is inherent in the study of folklore as well as in the various literary works read. In the Communication sequence (CST 111, 112, 204, 304, 305, and 314: three required), ELA majors work closely with peers and teachers as they deepen their understanding of communication processes by exploring issues of mass communication (CST 111), visual communication (CST 112), interpersonal communication (CST 204), theories of listening behavior (CST 305), and intercultural communication (CST 314). In particular, CST 204, 304 and 305 involve students in Interpersonal, Small Group, and Listening Behaviors. CST 314 particularly strives to have students explore cultures beyond their own, with an emphasis on inculcating respect and toleration for cultures comprising the global village.</p> <p>The Education courses also address the issue of respecting the worth, contributions, abilities, and language of all learners through lecture, simulation/role play, readings, discussion et al. For example, In EDU 443 Teaching Reading in Elementary and Middle Schools and in EDU 448 Methods and Materials for Teaching Reading and the Language Arts, they address the need of teachers considering the importance of utilizing a child’s predominant language first as an important foundation for helping the students to learn to speak and read in English.</p> <p>Minor: The demographics of the University offer a laboratory for learning and appreciation of the worth of others, and the vitality and insights that can arise from an appreciation of difference and diversity. Classroom practices such as discussion-based learning, small-group evaluation, revision, and presentations all lend themselves to the development of respect for others, not just in theory, but in practice. English instructors model respect for the worth and especially the languages of various cultural groups in the classroom as well as in selection of varied materials. Courses in Literature-Genre (ENL 235, 245, 255, 265: two required) use texts which are inclusive of many voices; a more explicit examination of multiculturalism, minority literatures and children’s and young adult literature takes place in Diversity Literature (ENL 236, 285, 295, 390, and 391: two required). ENL 295, in particular, involves study of one’s own cultural group or groups (including a Heritage Interview), while encouraging students to find connections between cultures. Recognition of the value and efficacy of community dialects is inherent in the study of folklore as well as in the various literary works read. In the Communication sequence (CST 111, 112, 204, , 304, and 305: one required), ELA minors work closely with peers and teachers as they deepen their understanding of communication processes by exploring issues of mass communication (CST 111), visual communication (CST 112), interpersonal communication (CST 204), and theories of listening behavior (CST 305). In particular, CST 204, 304 and 305 involve students in Interpersonal, Small Group, and Listening Behaviors.</p> <p>The Education courses also address the issue of respecting the worth, contributions, abilities, and language of all learners through lecture, simulation/role play, readings, discussion et al. For example, In EDU 443 Teaching Reading</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
2.1 (cont.)		in Elementary and Middle Schools and in EDU 448 Methods and Materials for Teaching Reading and the Language Arts, they address the need of teachers considering the importance of utilizing a child's predominant language first as an important foundation for helping the students to learn to speak and read in English.
2.2	Language Arts teachers demonstrate professional practices when they help students understand their own and others' cultures, abilities, and languages.	<p style="text-align: center;">Elementary</p> <p>Major: Courses in Literature-Genre (ENL 235, 245, 255, and 265: two required) model and promote understanding of others by using texts which are inclusive of many voices; the work of male and female writers from various immigrant groups, racial and ethnic groups are read and discussed as a matter of course. A more explicit examination of multiculturalism and minority literatures and artistic expression takes place in ENL 236, 285, 295, 390, and 391 (two required). Folklore, in particular, involves study of one's own cultural group or groups (including a Heritage Interview), while encouraging students to find connections between cultures. Recognition of the value and efficacy of community dialects is inherent in the study of folklore as well as in the various literary works read. CST classes, of which ELA majors choose three, involve interaction between students and an understanding of communication. The aim of CST 314 is to enhance students' understanding of the diverse cultures that make-up our University, our country and the global village that war are a part of as a result of advances in travel and communication technology, immigration/migration, and U.S. foreign policy. Two Theatre courses (TRE 131, 161) that ELA majors take also involve the study and performance of scripts from diverse playwrights.</p> <p>See the Education comments in 2.1.</p> <p>Minor: Courses in Literature-Genre (ENL 235, 245, 255, and 265: two required) model and promote understanding of others by using texts which are inclusive of many voices; the work of male and female writers from various immigrant groups, racial and ethnic groups are read and discussed as a matter of course. A more explicit examination of multiculturalism and minority literatures and artistic expression takes place in ENL 236, 285, 295, 390, and 391 (two required). Folklore, in particular, involves study of one's own cultural group or groups (including a Heritage Interview), while encouraging students to find connections between cultures. Recognition of the value and efficacy of community dialects is inherent in the study of folklore as well as in the various literary works read. CST classes, of which ELA minors choose one beyond 101, involve interaction between students and an understanding of communication. Two Theatre courses (TRE 131, 161) from which ELA minors elect one also involve the study and performance of scripts from diverse playwrights.</p> <p>See the Education comments in 2.1.</p>
2.3		Elementary

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
	Language Arts teachers demonstrate professional practices when they develop students' effective use of oral, written, and visual literacy in their daily lives.	<p>Major: Courses in English, CST, and Theater emphasize the connectedness of the oral, the written and visual in academic study, as well as in the public world. ENL 130 and 131 take contemporary media as a part of their study. ENL 255, in the Literature-Genre sequence (ENL 235, 245, 255, and 265: two required), involves students in the analysis of filmic processes and themes. Theater 131 and 161 (two required) involve the study and performance of dramatic spectacles. Many CST classes build literacy and model the intersections of writing, oral, and visual communication in daily life. Students practice speaking and listening skills in CST 101 (required) and in the Communication sequence (CST 111, 112, 204, 304, 305, and 314: three required). The Education faculty members continue in their courses to require of the candidates competence in a variety of written and oral presentations and model professional practices and language usage. Candidates are required to use specific nomenclature in their written and oral presentations, including films, videos, and technological terms. The Elementary methods courses, particularly EDU 443 Reading and 448 Reading and the Language Arts, facilitate the candidates learning how to teach elementary children effective use of oral, written, and visual literacy. The Instructional Technology courses, EDU 459/600, focus on developing professional practices for using technology such as computers, the Internet, and cameras.</p> <p>Minor: Courses in English, CST, and Theater emphasize the connectedness of the oral, the written and visual in academic study, as well as in the public world. ENL 130 and 131, and ENL 255 take contemporary media as a part of their study. ENL 255, in the Literature-Genre sequence (ENL 235, 245, 255, and 265: two required), involves students in the analysis of filmic processes and themes. Theater 131 and 161 (one required) involve the study and performance of dramatic spectacles. Many CST classes build literacy and model the intersections of writing, oral, and visual communication in daily life. Students practice speaking and listening skills in the Speaking sequence: CST 101 (required) and in the Communication sequence (CST 111, 112, 204, 304, and 305: one required). The Education faculty members continue in their courses to require of the candidates competence in a variety of written and oral presentations and model professional practices and language usage. Candidates are required to use specific nomenclature in their written and oral presentations, including films, videos, and technological terms. The Elementary methods courses, particularly EDU 443 Reading and 448 Reading and the Language Arts, facilitate the candidates learning how to teach elementary children effective use of oral, written, and visual literacy. The Instructional Technology courses, EDU 459/600, focus on developing professional practices for using technology such as computers, the Internet, and cameras.</p>
2.4 2.4 (cont.)	Language Arts teachers demonstrate professional practices when they develop students' effective use of critical thinking. Language Arts teachers	<p style="text-align: center;">Elementary</p> <p>Major: English instructors strive to model critical thinking as well as developing it in students. Critical thinking is developed and enhanced in English 131 (required). Three literary theories are introduced in the Literature-Genre sequence (ENL 235, 245, 255, 265: two required); theories might include a choice of formalist, sociological, deconstructivist, mythological, and feminist. ELA majors take two Diversity Literature courses (ENL 236, 285, 295, 390, and 391). These courses require students not only to grapple with themes and issues examined in the works of literature, but also to explore how technical aspects of literature embody the conflicts or issues being considered. Papers and projects written for Literature-Genre and Diversity Literature require strong organizational skills and close reading of literature. In most classes, a research component requires students to evaluate critically secondary materials such as scholarly articles, biographical information, and historical background for works of literature. Class discussions in all literature classes emphasize the value of measuring various opinions and theories in order to develop a thoughtful interpretation of one's own. CST 111, 112, 204, 304, 305, and 314 (three required) involve students in a variety of writing requirements that encourage critical thinking skills, as in the following examples: CST 101 (speeches, written</p>

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	demonstrate professional practices when they develop students' effective use of critical thinking.	<p>work, and critiques of other students' productions); CST 111 (quizzes, examinations, and a research paper); CST 204 (a communication journal, two essays, and various exams); CST 305 (listening comprehension tests, research reviews, and a listening journal), and CST 314 (response papers, pair and share oral presentations on dimensions of culture, a cultural experience research paper, and various exams). In the Theatre courses (TRE 131 and 161), students are involved in readings and discussions about scripts and theater that require analysis and critical thinking. Videos and group projects also involve critical thinking as part of a team/group. Similar activities in TRE 161 continue the development of critical thinking. The journal they keep to write their thoughts about personal responses and discoveries to the literature and activities, interview monologues, and the scene productions all contribute to developing the students' effective use of critical thinking. Education courses require the effective use of critical thinking when candidates study the philosophy, history, psychology, and sociology concepts related to education. Once the candidates begin their methods courses, critical thinking is essential to the decision making involved in curriculum, unit, and lesson planning for students of various abilities and needs.</p> <p>Minor: English instructors strive to model critical thinking as well as developing it in students. Critical thinking is developed and enhanced in English 131 (required). Three literary theories are introduced in the Literature-Genre sequence (ENL 235, 245, 255, 265: two required); theories might include a choice of formalist, sociological, deconstructivist, mythological, and feminist. ELA minors take two Diversity Literature courses (ENL 236, 285, 295, 390, and 391). These courses require students not only to grapple with themes and issues examined in the works of literature, but also to explore how technical aspects of literature embody the conflicts or issues being considered. Papers and projects written for Literature-Genre and Diversity Literature require strong organizational skills and close reading of literature. In most classes, a research component requires students to evaluate critically secondary materials such as scholarly articles, biographical information, and historical background for works of literature. Class discussions in all literature classes emphasize the value of measuring various opinions and theories in order to develop a thoughtful interpretation of one's own. CST 111, 112, 204, 304, and 305 (one required) involve students in a variety of writing requirements that encourage critical thinking skills, as in the following examples: CST 101 (speeches, written work, and critiques of other students' productions); CST 111 (quizzes, examinations, and a research paper); CST 204 (a communication journal, two essays, and various exams); CST 305 (listening comprehension tests, research reviews, and a listening journal). Minors must elect one of the two possible Theatre courses (TRE 131 and 161). In TRE 131 students are involved in readings and discussions about scripts and theater that require analysis and critical thinking. Videos and group projects also involve critical thinking as part of a team/group. Similar activities in TRE 161 continue the development of critical thinking. The journal they keep to write their thoughts about personal responses and discoveries to the literature and activities, interview monologues, and the scene productions all contribute to developing the students' effective use of critical thinking.</p> <p>Education courses require the effective use of critical thinking when candidates study the philosophy, history, psychology, and sociology concepts related to education. Once the candidates begin their methods courses, critical thinking is essential to the decision making involved in curriculum, unit, and lesson planning for students of various abilities and needs.</p>
2.5	Language Arts teachers demonstrate	<p style="text-align: center;">Elementary</p> <p>Major: English, Communications Studies, and Theater classes give student-teacher candidates a foundation for</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
2.5 (cont.)	<p>professional practices when they promote students' appreciation of and engagement in a wide variety of media and genre.</p> <p>Language Arts teachers demonstrate professional practices</p>	<p>promoting their own students' engagement with various media and genres. All students take English 131, which establishes a basic competence in academic writing; some students will first have taken ENL 130, which prepares students developmentally for 131. Although writing is the main set of tasks and skills built in 130 and 131, topics for writing include critical responses to film, politics, and the media, as well as issues lending themselves to argument and persuasion. Later English courses build on this writing competence, either in academic writing or creative work. Courses in the Literature-Genre sequence (ENL 235, 245, 255, 265: two required) involve students in discussion and written projects focusing on the genres of fiction, poetry, film, and drama. Creative writing courses such as Eng. 201 (part of the Reading and Writing sequence: ENL 201, 202, and 205: one required) involve students in reading and performing informally their own work and that of others. Courses in the Writing/Language sequence (ENL 301, 302, 303, 304, 305, 306, 326: one required) allow students opportunities to try their hand at writing fiction, poetry, professional communication, research-oriented productions, or writing about language itself: one required). Oral literacy is developed and extended in the required Communications Studies course (CST 101), plus three additional CST courses for ELA majors), many literature classes build on these skills by using film and Web images as well as by requiring oral reports and presentations. Visual literacy is an aspect of ENL 130 and 131. Theater 131 and 161 (two required) involve students actively in various aspects of drama.</p> <p>Education faculty members continue to promote students' appreciation of and engagement in a wide varied of media and genre related to learning, school, and education concerns. Examples include the use of music from symphony to contemporary music such as rap and techno in EDU 420 Philosophy of Education and the analysis of <i>Michigan Curriculum Framework</i> vignettes in EDU 443 teaching Reading in the Elementary/Middle Schools. Films are used in courses such as EDU 440 School and Society and 514 Society and Education to promote discussion of issues that candidates will face throughout their professional careers. Methods courses demonstrate and teach candidates how to encourage such appreciation and engagement in a wide variety of age appropriate media and genre. EDU 459 Instructional Technology and EDU 600 Computer Uses in Education emphasize the integration of curriculum and technology with practical hands-on projects using computers, cameras, multimedia, the Internet and electronic communication.</p> <p>Minor: English, Communications Studies, and Theater classes give student-teacher candidates a foundation for promoting their own students' engagement with various media and genres. All students take English 131, which establishes a basic competence in academic writing; some students will first have taken ENL 130, which prepares students developmentally for 131. Although writing is the main set of tasks and skills built in 130 and 131, topics for writing include critical responses to film, politics, and the media, as well as issues lending themselves to argument and persuasion. Later English courses build on this writing competence, either in academic writing or creative work. While oral literacy is developed and extended in the required Communications Studies courses(CST 101: Fundamentals of Speech for all students, plus one additional CST course for ELA minors), many literature classes build on these skills by using film and Web images as well as by requiring oral reports and presentations. Creative writing courses such as Eng. 201 and 205, as well as 300-level Creative Writing classes, involve students in reading and performing informally their own work and that of others. ELA minors take up to two Creative Writing classes. Visual literacy is an aspect of ENL 130 and 131. Theater classes, of which students choose one, involve students actively in various aspects of drama.</p> <p>Education faculty members continue to promote students' appreciation of and engagement in a wide varied of media and genre related to learning, school, and education concerns. Examples include the use of music from symphony to contemporary music such as rap and techno in EDU 420 Philosophy of Education and the analysis of <i>Michigan Curriculum Framework</i> vignettes in EDU 443 teaching Reading in the Elementary/Middle Schools. Films are used in</p>

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	<p>professional practices when they work with colleagues, parents, community members, and professional organizations.</p>	<p>working relationships with peers, which in turn helps students develop skills for networking as professionals. Faculty also make students aware of associations that can enrich students' professional currency</p> <p>The many and varied presentations that candidates are required to complete in their Education courses also prepare candidates with the presentation skills necessary for communicating with a variety of adult audiences about the value of the language arts. While every Education course contributes to building these skills, EDU 420/525 (philosophy), EDU 440/514 (school and society), and EDU 459/600 (instructional technology) provide specific instruction and opportunities for non-classroom presentations.</p> <p>Minor: Group projects and peer evaluations of writing in ENL 131 and many literature classes help students develop working relationships with peers, which in turn helps students develop skills for networking as professionals. Faculty also make students aware of associations that can enrich students' professional currency.</p> <p>The many and varied presentations that candidates are required to complete in their Education courses also prepare candidates with the presentation skills necessary for communicating with a variety of adult audiences about the value of the language arts. While every Education course contributes to building these skills, EDU 420/525 (philosophy), EDU 440/514 (school and society), and EDU 459/600 (instructional technology) provide specific instruction and opportunities for non-classroom presentations.</p>
<p>2.8</p> <p>2.8 (cont.)</p>	<p>Language Arts teachers demonstrate professional practices when they participate in professional and public discourse and develop informed stands on English language arts issues.</p>	<p>Elementary</p> <p>Major: Classes such as ENL 131 and ENL 326 make students aware of topics of concern for both professionals and the public. Issues discussed might include prescriptive versus descriptive grammar, issues of bi-lingualism and community dialects, inclusivity in the literary canon, and the function of language for communication. Language Arts courses such as Literature-Genre (ENL 235, 245, 255, 265: two required) and Diversity Literature (ENL 236, 285, 295, 390, and 391: two required) open up critical issues of interpretation, provide discussions of the literary canon, and explore cultural intersections with language practice. CST 101 (required) and the Communication sequence (CST 111, 112, 204, 304, 305, and 314: three required) are devoted to issues of public discourse, whether they involve the writing and performing of speeches (CST 101: required), theories of mass communication (CST 111), visual communication (CST 112), interpersonal communication (CST 204), theories of listening behavior (CST 305, or intercultural communication (CST 314). ELA students take part in an intellectual community that prepares them to develop informed views on issues of importance in the field.</p> <p>As explained in Standard 2.7, the Education faculty members also make their students aware of professional associations and encourage the candidates' participation in appropriate organizations.</p> <p>Minor: Classes such as ENL 131 and ENL 326 make students aware of topics of concern for both professionals and the public. Issues discussed might include prescriptive versus descriptive grammar, issues of bi-lingualism and community dialects, inclusivity in the literary canon, and the function of language for communication. Language Arts courses such as Literature-Genre (ENL 235, 245, 255, 265: two required) and Diversity Literature (ENL 236, 285, 295, 390, and 391: one required) open up critical issues of interpretation, provide discussions of the literary canon, and explore cultural intersections with language practice. CST 101 (required) and the Communication sequence (CST 111, 112, 204, 304, and 305: one required) are devoted to issues of public discourse, whether they involve the writing and performing of speeches (CST 101: required), theories of mass communication (CST 111), visual communication (CST 112), interpersonal communication (CST 204), and theories of listening behavior (CST 305). ELA students take part in an intellectual community that prepares them to develop informed views on issues of importance in the field.</p> <p>As explained in Standard 2.7, the Education faculty members also make their students aware of professional associations and encourage the candidates' participation in appropriate organizations.</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
2.9	Language Arts teachers demonstrate professional practices when they participate in professional activities that reflect national and state professional development standards.	<p style="text-align: center;">Elementary</p> <p>Major and Minor: The English, Communications, Theatre, and Education faculty members model professional practices by their participation in development of state standards via membership on the advisory groups, providing written responses to proposals, serving on panel review boards, attending and presenting at conferences. Courses and programs are developed and annually reviewed in terms of the appropriate standards. For example, the philosophical organizing theme of the <i>Conceptual Framework of the Education Department</i> is grounded in the wisdom of educators—historical and contemporary, practitioners, and theoreticians. The Education methods courses involve students in activities that require use of the <i>Michigan Curriculum Framework</i> for K-12 Grades, which initiates candidates into basic professional practices for their classrooms.</p>
2.10	Language Arts teachers demonstrate professional practices when they join and participate in professional organizations, such as the Michigan Council of Teachers of English, the National Council of Teachers of English, the Michigan Reading Association, the International Reading Association, the Michigan Association of Speech Communication, and the Journalism Education Association.	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Faculty in English and other classes share their research interests with students in their classes, modeling participation in professional organizations. Students are encouraged to attend conferences such as the Michigan Academy of Arts and Sciences Conference and become aware of associations that can enrich their own professional currency. Students in Creative Writing are encouraged to perform, to join local poetry groups, and to subscribe to scholarly and literary magazines. Education instructors model professional practices by attending conferences, making professional presentations, publishing their work, and being active in their professional associations. Professional organizations are discussed and their publications are required reading in Education courses. Candidates are urged to join and to attend conferences of their subject specific organizations and urged to continue professional development activities throughout their careers. For example, when the state reading association conference and the technology conference is held in the metropolitan area, candidates complete in their methods courses assignments dependent upon their participation in the conference (EDU 443 Reading, EDU 448 Reading and Language Arts).</p>
3.0	Standards for Knowledge of Content and Curriculum	

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
3.1	Meaning and Communication. Teachers of language arts will know the following and understand their applications for instruction and assessment:	
3.1.1 3.1.1 (cont.)	the integrated nature of English language arts (listening, speaking, reading, writing, viewing and visually representing); the integrated nature of English language arts (listening, speaking, reading, writing, viewing and visually representing);	<p style="text-align: center;">Elementary</p> <p>Major: The Elementary Language Arts (ELA) major is required to take 1 course in Reading and Writing, 2 courses in Literary Genres, 2 courses in Diversity Literature, 1 course in Writing and Language, 1 course in Speaking, 3 courses in Communication Studies, and 2 courses in Theatre/Drama. In these courses ELA majors study a wide variety of oral, written, performed, and visual texts and practice these various forms of communication and their integration in required speeches, essays, presentations, dramatic scenes, and group projects. As explained in previous standards, the Education instructors require effective written and oral communication in their courses. The subject specific methods courses rely on candidates possessing such skills and concentrate on helping them learn how to develop such skills in their K-12 students. All Elementary Education students also take EDU 459: Instructional Technology or EDU 600 Computer Uses in Education, which focuses on practical hands-on projects of such various instructional media as non-projected and projected visuals, computers, multimedia, distance learning, telecommunications and the Internet as well as the strategies and methodologies for their integration into the curriculum.</p> <p>Minor: The Elementary Language Arts (ELA) minor is required to take 1 course in Reading and Writing, 2 courses in Literary Genres, 1 course in Diversity Literature, 1 course in Writing and Language, 1 course in Speaking, 1 course in Communication Studies, and 1 course in Theatre/Drama. In these courses ELA minors study a wide variety of oral, written, performed, and visual texts and practice these various forms of communication and their integration in required speeches, essays, presentations, dramatic scenes, and group projects. As explained in previous standards, the Education instructors require effective written and oral communication in their courses. The subject specific methods courses rely on candidates possessing such skills and concentrate on helping them learn how to develop such skills in their K-12 students. All Elementary Education students also take EDU 459: Instructional Technology or EDU 600 Computer Uses in Education, which focuses on practical hands-on projects of such various instructional media as non-projected and projected visuals, computers, multimedia, distance learning, telecommunications and the Internet as well as the strategies and methodologies for their integration into the curriculum.</p>
3.1.2 3.1.2 (cont.)	a variety of communication models and the interdependence of their various components; a variety of communication models	<p style="text-align: center;">Elementary</p> <p>Major: All UDM students must satisfy the College's communication requirements based on an evaluation of their competency as writers at the time of admission. Based upon this evaluation, students may have from one to two semesters of Composition courses: ENL 130—which provides students with assistance in writing for different audiences, developing ideas, maintaining focus and coherence, peer-editing, and help with sentence level issues and/or ENL 131—which emphasizes identifying audience, writing argumentative papers, generating ideas, supporting ideas with evidence, maintaining focus and organization, engaging in research and documentation, and revising with attention to style and standard usage). All CLAE students also must take CST 101: Fundamentals of Speaking. These required Composition and Speaking courses all directly address models of written and oral communication and issues of senders, receivers, messages/texts, and contexts of communications. Communication models and issues are also integrated into all required 200- and 300-level English Reading and Writing and Writing and Language courses. They are a central subject of Study in required Communication Studies Courses, of which ELA minors must take 3 of the following: CST 111: Mass Communications, CST 112: Visual Communications, CST 204: Interpersonal Communication, CST 304: Small Group Communication, CST 305: Theories of Listening Behavior, and CST 314:</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
	and the interdependence of their various components;	<p>Intercultural Communication. ELA majors also experience the interdependence of communication models in TRE 131 Introduction to Theatre where they become familiar with the various components that comprise the theatre arts and engage in individual and group oral and written activities designed to enable them to become informed and articulate audience members. While TRE 161 Fundamentals of Acting requires very little written communication, the amount of student-actor involvement and demonstration in every class ensures improved ability to communicate with a variety of audiences.</p> <p>As explained in Standard 3.1.1 and other Standards, the Education core and methods courses require candidates to use a variety of communication models and teach them how to deliver instruction to their K-8 students so they too become aware of the various communication models and the interdependence of their components.</p> <p>Minor: All UDM students must satisfy the College's communication requirements based on an evaluation of their competency as writers at the time of admission. Based upon this evaluation, students may have from one to two semesters of Composition courses: ENL 130—which provides students with assistance in writing for different audiences, developing ideas, maintaining focus and coherence, peer-editing, and help with sentence level issues and/or ENL 131—which emphasizes identifying audience, writing argumentative papers, generating ideas, supporting ideas with evidence, maintaining focus and organization, engaging in research and documentation, and revising with attention to style and standard usage). All CLAE students also must take CST 101: Fundamentals of Speech. These required Composition and Speaking courses all directly address models of written and oral communication and issues of senders, receivers, messages/texts, and contexts of communications. Communication models and issues are also integrated into all required 200- and 300-level English Reading and Writing and Writing and Language courses. They are a central subject of Study in required Communication Studies Courses, of which ELA minors must take 1 of the following: CST 111: Mass Communications, CST 112: Visual Communications, CST 204: Interpersonal Communication, CST 304: Small Group Communication, and CST 305: Theories of Listening Behavior.</p> <p>As explained in Standard 3.1.3 and other Standards, the Education core and methods courses require candidates to use a variety of communication models and teach them how to deliver instruction to their K-12 students so they too become aware of the various communication models and the interdependence of their components.</p>
3.1.3	the elements of effective communication in a variety of rhetorical situations and the use of appropriate communication modes and behaviors;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: In the courses listed above for 3.1.2 ELA majors also learn how to analyze discourses, discourse communities, rhetorical situations, and to choose effective and appropriate communication modes and behaviors. As explained in Standards 3.1. 3.1. and in other standards, the Education instructors require effective written and oral communication designed for a variety of situations. The subject specific methods courses rely on candidates possessing such skills and concentrate on helping them learn how to develop such skills in their K-8 students.</p>
3.1.4		Elementary

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
	the oral and written language acquisition and development process (from birth through adolescence) of first and second languages;	Major and Minor: All EE students majoring or minoring in Language Arts are required to take EDU 443: Teaching Reading in the Elementary / Middle School. The instructor and candidates discuss how content materials and different ways of instruction can be adapted for first and second language learners in order to help them more successfully develop their oral language, reading, and writing proficiency. The Education Psychology courses (EDU 432, or 513) develop the candidates' knowledge and understanding of child and adolescent development, including development of language skills. The required Special Education courses (SED 460 or 560) includes activities designed to develop understanding of gender and multicultural issues as they relate to learning and instruction. Candidates demonstrate their understanding in designing and reviewing each other's lesson and unit plans. In addition, students may also find that the specific instruction in writing gained in their choice of a Writing and Language course (ENL 301, 302, 303, 304, 306, 326) is easily transferable to their teaching demands. For the ELA students who desire additional instruction, ENL 409 Modern American English provides an introduction to writing instruction in education and English studies is available as an elective.
3.1.5	grammars, conventions, and history of English, e.g., morphology, phonology, semantics, syntax;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: All CLAE students receive instruction in grammar and the conventions of English in the required Writing courses ENL 130: College Writing and/or ENL 131: Academic Writing. In addition, all required English Literature, Reading and Writing, and Writing and Language courses have writing components. English Department faculty conference with students individually about their drafts and final papers. In these conferences, students receive instruction on such surface-level subjects. ELA majors also may take ENL 326: History of the English Language, which focuses on the study of the English language in various contextual and historical forms to fulfill their 300-level Writing/Language requirement.</p> <p>The Education instructors expect their students to use standard conventions in their academic written and oral presentations. Candidates are taught how to use the knowledge of the history and evolution of the English language in their own instruction in the Education methods courses, specifically in EDU 448 Methods and Materials for Teaching Reading and Language Arts and EDU 443 Teaching Reading in Elementary and Secondary schools. Candidates are also taught in their Elementary methods courses how to teach grammars, conventions et al to elementary children of various abilities and backgrounds.</p>
3.1.6	the social, cultural, and dynamic nature of verbal and nonverbal language, and how language choices affect peoples' lives;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: These are major issues in all English writing courses and are integrated into the Literature-Genre courses. They also are a strong focus in several of Diversity Literature courses—ENL 236: Diverse Voices in Fiction, ENL 285: African American Literature, and ENL 295: The Study of Folklore. ELA majors must take two of these courses; minors one. These issues are also of central concern in all of the required Communication Studies and Theatre/Drama courses.</p> <p>Education instructors expect that the candidates arrive in the Education program understanding these relationships of verbal and non verbal language and its affect on peoples' lives from the knowledge gained in the University Core Curriculum and Language Arts major/minor coursework. The Education courses in philosophy (EDU 420/525), school and society (EDU 440/514) psychology (EDU 432/513), and special education (SED 460/560) particularly involve candidates in information and activities designed to help them understand these relationships of language to culture and individual identity and how language choices advance and constrain people and their learning. In their methods courses, candidates use this understanding to design materials and lessons for their K-8 grade classroom and students.</p>
3.1.7		Elementary

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
	the diversity of language uses, patterns, and dialects in oral, written, and visual discourse; and	<p>Major: Diversity of language uses, patterns, and dialects in oral and written forms are a strong focus in required ENL Genre and Diversity courses (described above). Oral diversity is also addressed in the required Speaking course, CST 101. Oral and performed diversity is a strong focus of TRE 131: Introduction to Theatre and TRE 161: Fundamentals of acting, both of which are required for ELA majors. Diversity in Visual Discourses is a primary focus of CST 111: Mass Communications and CST 112: Visual Communication. Diversity in oral discourse is central focus in CST 204: Interpersonal Communication, the public speaking course CST 304: Small Group Communication and CST 305: Theories of Listening Behavior. In CST 314: Intercultural Communication students use theoretical models to conduct a comparative study of how socio-cultural characteristics affect communication between and within cultures. ELA majors must complete 3 of these CST courses.</p> <p>The explanation in 3.1.6 applies to this standard. In addition the technology in education courses (EDU 459 or 600) include issues related to diversity of language use as the candidates develop means of enhancing content area instruction with a variety of technology.</p> <p>Minor: Diversity of language uses, patterns, and dialects in oral and written forms are a strong focus in required ENL Genre and Diversity courses (described above). Oral diversity is also addressed in the required Speaking course, CST 101. Oral and performed diversity is a strong focus of TRE 131: Introduction to Theatre and TRE 161: Fundamentals of acting, one of which is required for ELA minors. Diversity in Visual Discourses is a primary focus of CST 111: Mass Communications and CST 112: Visual Communication. Diversity in oral discourse is central focus in CST 204: Interpersonal Communication, the public speaking course CST 304: Small Group Communication and CST 305: Theories of Listening Behavior. ELA minors must complete 1 of these CST courses.</p> <p>The explanation in 3.1.6 applies to this standard. In addition the technology in education courses (EDU 459 or 600) include issues related to diversity of language use as the candidates develop means of enhancing content area instruction with a variety of technology.</p>
3.1.8	the variety of style, voice, and language choices in texts (oral, written, and visual) and their appropriate-ness in different contexts.	<p style="text-align: center;">Elementary</p> <p>Major and Minor: In the courses listed above for 3.1.7 students also study variety in style, voice, and language choice in oral, written, and visual texts. Required Composition, Reading and Writing, Writing and Language, Communication Studies, and Theatre/Drama courses also emphasize student analysis and appropriated use of different communication modes and styles in different contexts.</p> <p>ELA students will also receive instruction in these subjects, especially with regards to non-print texts in the required elementary methods courses and in EDU 449: Instructional Technology, explained above. Other standards also address these issues of effective writing (2.3, 2.5, 2.6, 3.1.1, 3.1.2, 3.1.3).</p>
3.2	Literature and Understanding.	Teachers of language arts will know the following and understand their applications for instruction and assessment:
3.2.1	literature as oral, written, and visual texts;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ELA majors and minors study a wide range of oral, written and visual literary texts in their 2 required Literature-Genre courses (to be selected from ENL 235: Study of Fiction, ENL 245: Study of Poetry, ENL 255: The Study of Film, and ENL 265: Study of Drama) and their 2 required Diversity Literature courses (selected from ENL 236: Diverse Voices in Fiction, ENL 285: African American Literature, ENL 295: The Study of Folklore, ENL 390: Children's Literature, and ENL 391: Young Adult Literature).</p> <p>Education candidates use this understanding in their Education core and methods courses. As explained in previous standards, the Elementary methods courses teach the candidates how to use this knowledge in the design of their instructional materials for elementary students. Language Arts majors/minors will be assigned to a cross disciplinary</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
3.2.1 (cont.)		team in the technology courses (EDU 459/600) to design a technology enhanced unit or lesson. They are expected to explain this perspective to their teammates and to ensure that the unit applies literary concepts appropriately in their presentation.
3.2.2	a wide variety of quality contemporary and classic literature, especially literature for children and young adolescents, appropriate for different development levels;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Within the literature courses listed above in 3.2.1, students read canonical and contemporary literatures. ENL 390: Children’s Literature and ENL 391: Young Adult’s Literature both may be taken by ELA majors and minors to fulfill their Diversity course requirements. Our instructors recognize the diversity of the students they teach and respect that diversity by offering an international array of authors so that no student in our teacher education program can graduate without a thorough grounding and appreciation for writers such as Leslie Marmon Silko, Jamaica Kincaid, Bharati Mukherjee, Junot Diaz, Zora Neal Hurston, Naval El-Saadawi, Baraka, Cleaver, Baldwin, Davis, and bell hooks.</p> <p>Education candidates arrive in the Education program knowing a spectrum of classic to contemporary literature appropriate for study by elementary/middle students in the Language Arts classroom. In their elementary methods classes (EDU 443 Reading; EDU 448 Reading and Language Arts), they learn how to adapt literature and learning strategies to the different development levels that they will surely have in whichever of the elementary grades they teach. The psychology (EDU 432 or 513) and special education (SED 460/560) provide them with the background physical, intellectual, and social development of children and adolescents.</p>
3.2.3	key issues and recurring themes in classic contemporary literature in a variety of cultural contexts;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: In their 200-level Genre and Diversity courses described above, part of the students’ study of canonical and contemporary texts includes instruction about and discussion of the key issues and recurring themes in literatures of different time periods, countries, and identity groups.</p> <p>This standard is addressed in the Education core and methods courses in ways similar to those explained in previous standards.</p>
3.2.4	the distinct characteristics of different forms of oral, performance, and media literature, e.g., film, readers’ theatre, personal narrative, television, audio technology; and	<p style="text-align: center;">Elementary</p> <p>Major: ELA majors learn the distinct characteristics of performance literature in both of their required Theatre/Drama courses, and can study these characteristics in ENL 265: Intro to Drama as one of their 2 required genre course or in ENL 304: Writing of Screenplays in fulfillment of their Writing and Language requirement. Oral forms such as informative, persuasive, and personal are a central focus of the required Speaking course. Students also study the different genres of oral communications in ENL 295: Folklore (which may be taken as one of their 2 required Diversity literature courses), as well as in CST 204: Interpersonal Communication, the public speaking course CST 304: Small Group Communication, CST 305: Theories of Listening Behavior, and CST 314: Intercultural Communication. A wide variety of oral, written and visual media genres is a primary focus of CST 111: Mass Communications, while CST 112: Visual Communication focuses exclusively on the latter. These courses may be taken in fulfillment of the 3 required CST courses for ELA majors.</p> <p>Education faculty members continue to promote students’ appreciation of and engagement in a wide varied of media and genre related to learning, school, and education concerns. Examples include the use of music from symphony to contemporary music such as rap and techno in EDU 420 Philosophy of Education and the analysis of <i>Michigan Curriculum Framework</i> vignettes in EDU 443 teaching Reading in the Elementary/Middle Schools. Films are used in courses such as EDU 440 School and Society and 514 Society and Education to promote discussion of issues that candidates will face throughout their professional careers. Methods courses (EDU 443 Reading, EDU 448 Reading and Language Arts) as well as the education and technology course (EDU 459/600) demonstrate and teach candidates how</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
3.2.4 (cont.)	the distinct characteristics of different forms of oral, performance, and media literature, e.g., film, readers' theatre, personal narrative, television, audio technology; and	<p>to encourage such appreciation and engagement in a wide variety of age appropriate media and genre.</p> <p>Minor: ELA minors will learn about the distinct characteristics of performance literature in either of the Theatre/Drama courses--TRE 131: Introduction to the Theatre or TRE 161: Fundamentals of Acting—they choose to take to fulfill their 1 Theatre and Drama course requirement. They also can study it these characteristics in ENL 265: Intro to Drama as one of their 2 required genre course, or in ENL 304: Writing of Screenplays in fulfillment of their Writing and Language requirement. Oral forms such as informative, persuasive, and personal are a central focus of the required Speaking course. Students also study the different genres of oral communications in ENL 295: Folklore (which may be taken as their 1 required Diversity literature course), as well as in CST 204: Interpersonal Communication, the public speaking course CST 304: Small Group Communication, and CST 305: Theories of Listening Behavior. A wide variety of oral, written and visual media genres is a primary focus of CST 111: Mass Communications, while CST 112: Visual Communication focuses exclusively on the latter. Any of these courses may be taken in fulfillment of the required CST course for ELA minors.</p> <p>Education faculty members continue to promote students' appreciation of and engagement in a wide varied of media and genre related to learning, school, and education concerns. Examples include the use of music from symphony to contemporary music such as rap and techno in EDU 420 Philosophy of Education and the analysis of <i>Michigan Curriculum Framework</i> vignettes in EDU 443 teaching Reading in the Elementary/Middle Schools. Films are used in courses such as EDU 440 School and Society and 514 Society and Education to promote discussion of issues that candidates will face throughout their professional careers. Methods courses (EDU 443 Reading, EDU 448 Reading and Language Arts) as well as the education and technology course (EDU 459/600) demonstrate and teach candidates how to encourage such appreciation and engagement in a wide variety of age appropriate media and genre.</p>
3.2.5	the use of oral, written, and visual texts to explore and address important issues and problems in communities beyond the classroom.	<p style="text-align: center;">Elementary</p> <p>Major and Minor: The use of oral, visual, enacted, and written texts to negotiate issues of politics, individual and group identities, cultural representation, and inter- and intra-group conflicts is of central concern in English Diversity courses--ENL 236, ENL 285, ENL 295, ENL 390, ENL 391 (of which ELA majors must take 2; minors 1). The specific uses of written texts within communities are subjects of our Composition courses, our 200-level Writing courses, and our 300-level Writing and Language courses, which are part of the requirements for ELA majors and minors. Both Theatre Courses examine dramatic engagement with real world issues (majors must take TRE 131 and 161; minors elect one. All the CST courses address communication issues and problems outside of the classroom as well. Previous standards, especially Standards 2.7 – 2.10 and 3.1.6, have addressed the ways in which the Education instructors and courses prepare candidates to communicate effectively with a variety of texts about critical issues in communities beyond the classroom.</p>
3.3	Genre and Craft. Teachers of language arts will know the following and understand their applications for instruction and assessment:	

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
3.3.1	the grammatical, syntactical, and lexical features of the English language in a variety of contexts;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: All CLAE students receive instruction in grammar and the conventions of English in the required Writing courses ENL 130: College Writing and/or ENL 131: Academic Writing. In addition, all English courses have writing components. Department faculty conference with students individually about their drafts and final papers. In these conferences, students receive instruction on such surface-level subjects. ELA majors and minors also may take ENL 326: History of the English Language, which focuses on the study of the English language in various contextual and historical forms to fulfill their 300-level Writing/Language requirement. The Education instructors expect their students to use standard conventions in their academic written and oral presentations but to be sensitive to classmates who express themselves differently or use English as a second language. Please refer to Standards 3.1.7 and 3.1.8 for an explanation of Education instructors' expectations and how candidates are taught to teach these grammatical, syntactical, and lexical features to elementary children in the Education methods courses (EDU 443 Reading and EDU 448 Language Arts).</p>
3.3.2	the differences between descriptive and prescriptive conventions of usage, and the ways in which conventions of usage are adapted to different communicative situations;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: These subjects are a focus of ENL 130 and 131, where students learn about ways in which conventions of language use and what is considered "proper" language use vary among different discourse communities. The prescriptive conventions of the academic discourse community are reinforced in students' writing in all ENL courses. Descriptive and prescriptive language issues are also a strong focus of ENL Diversity courses, described above. ELA majors/minors also will focus on descriptive and prescriptive conventions of language use in their Communication courses (of which majors elect three; minors elect one). As a result of their University Core Curriculum and Language Arts major/minor course work, Education candidates are expected to know the difference between descriptive and prescriptive conventions of usage and to practice the appropriate conventions in their oral and written presentations. They then use this knowledge to design lessons in their methods courses for elementary student learning.</p>
3.3.3	Authors' techniques that convey meaning, enhance appreciation, and influence an audience;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ELA majors and minors may study other authors' use of techniques that convey meaning, enhance appreciation, and influence and audience in any of the required ENL Genre and Diversity courses; in CST 111, CST 112, CST 204, CST 304, and CST 305; and in TRE 131. They will enhance their understanding of these techniques in the required courses in which they, themselves, utilize these techniques as authors. These courses include all English Composition, Reading and Writing, and Writing and Language courses, as well as CST 101 Fundamentals of Speech plus TRE 161 for the majors. They also may practice these techniques in their course work for CST 204, CST 304, and CST 305 (majors elect three; minors one). Once the students are in the Education program, they continue to practice techniques that convey meaning, enhance appreciation, and influence an audience in their written and oral presentations about education issues, teaching, and student learning. The elementary methods courses (especially EDU 443 Reading and EDU 448 Reading and Language Arts) engage the candidates in a variety of lectures, discussions, individual and collaborative activities and projects, and unit/lesson planning designed to facilitate their ability to instill similar writing techniques in their K-18 grade students.</p>
3.3.4	the characteristics and forms of a variety of oral,	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ELA majors and minors learn about the characteristics and forms of a wide variety of oral,</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
	written, and visual texts, e.g., narration, drama, poetry, exposition, and persuasion; and	written, and visual texts in their required Composition, Writing, Literary Genre, Diversity Literature, Writing and Language, Speaking, Communication Studies, and Theatre/Drama courses. Education instructors continue the requirements to use appropriate forms of writing throughout their courses, and in the methods courses prepare the candidates to teach grade appropriate application to K-8 grade students.
3.3.5	appropriate rhetorical techniques and devices used to respond to, create, and revise texts in a variety of genres.	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ELA majors and minors will learn of and apply appropriate rhetorical techniques and devices used to respond to, create, and revise written texts in all English Composition, Genre, Reading and Writing, and Writing and Language courses. They will learn of and apply these techniques and devices to performed texts in their required Theatre and Drama courses (TRE 131 and 161 for majors; choice of either for minors). They will learn of and apply these techniques and devices to oral texts in their required Speaking (CST 101) course and they have the additional opportunity to apply the same focus on oral texts in CST 204, CST 304, CST 305 (Majors elect three with the additional choice of CST 314; while minors elect one.). In CST 111 and CST 112 they may learn of and apply these techniques to visual genres</p> <p>Education candidate use a variety of rhetorical techniques and devices to respond to education writing and instructional theories and strategies. While the majority of their writing would be considered non-fiction, they are engaged in creative writing in courses such as EDU 420/525 (philosophy/policy) and in the methods courses (EDU 443 Reading and 448 Reading and Language Arts.) In all courses, instructors provide assistance and use peer review practices to perfect written and oral presentations.</p>
3.4	Skills and Processes.	Teachers of languages arts will know the following and understand their applications and assessment:
3.4.1	the integrated nature of processes, strategies, and skills of the language arts (listening, speaking, reading, writing, viewing, visually representing) at different developmental levels;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ENL 390: Children’s Literature and ENL 391: Young Adult Literature, either of which may be taken to fulfill the ELA major (two courses) and minor (one course) Diversity Literature requirements, address the developmental levels of young readers.</p> <p>All Education courses require students to use the seven language arts in their oral and written presentations as well as during in class individual and group discussions and activities. Candidates learn how to teach their students these language arts at different developmental levels in the Elementary methods courses, especially EDU 443, Reading and EDU 448 Reading and Language Arts. ELA students also take EDU 459: Instructional Technology, which offers an introduction and exposure to technology and its uses in all phases of instruction with stress on realistic application in the classroom. Emphasis focuses on practical hands-on projects of such various instructional media as non-projected and projected visuals, computers, multimedia, distance learning, telecommunications and the Internet as well as the strategies and methodologies for their integration into the curriculum. They also learn how to design appropriate assessments of elementary students’ communication efforts and how to share the information with students and interested adults, including parents and colleagues.</p>
3.4.2	multiple strategies for constructing and conveying meaning for a	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ELA majors and minors will learn multiple strategies for conveying meaning in written texts in all English Composition, Genre, Diversity, Reading and Writing, and Writing and Language courses. They will learn of and</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
	variety of purposes and through a variety of texts;	<p>apply these strategies to performed texts in TRE 161. They will learn of and apply these strategies to oral texts in their required Speaking course and they have the additional opportunity to learn oral strategies in CST 204, CST 304, and CST 305.</p> <p>Education candidates practice a variety of strategies for constructing and conveying meaning in their core Education courses. They design and practice such delivery with children in the elementary methods courses, especially in EDU 443 Reading and 448 Reading and Language Arts. Candidates use textbooks, electronic texts, software programs, professional journals, plus non-fiction and fiction of all genre in making their oral and written presentations in their Education courses. Assessment of elementary students' abilities to convey meaning for different purposes through a variety of texts is also explored in the methods courses.</p>
3.4.3	word recognition strategies (phonemic, morphemic, semantic, and syntactic system of language) and the meaning of reading fluency at different developmental levels;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: As a subject of study, the varied purposes of reading (what they are, how they change over time and between communities and populations) are examined in ENL Genre and Literary Survey courses. ELA majors and minors also engage in a wide variety of reading practices as they complete their degrees: reading for information, reading for research and writing purposes, reading for aesthetic appreciation, close reading, holistic reading, and reading for pleasure are all incorporated in their course requirements. These strategies are essential to learning how to teach reading fluency at different developmental levels and adaptable to designing reading instruction for elementary children.</p> <p>Education students are also required to take EDU 443: Teaching Reading in the Elementary/Middle Schools and EDU 448: Methods and Materials of Instruction in Reading/Language Arts. A major focus of each course is to ensure that candidates understand the major approaches and materials for reading instruction and how to develop life-long reading practices in their students.</p>
3.4.4	the nature of the writing process (i.e., pre-writing, drafting, revising, editing, publishing) and strategies for each step of the process;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: All CLAE students received direct instruction on the writing process (inventing, focusing, drafting, responding, revising, editing, and publishing) in ENL 130 and/or ENL 131. The Writing process is also a subject in all 200- and 300-level English Reading and Writing and Writing and Language courses. Students' understanding and effective use of the writing process is reinforced by the English Department faculty's individual student conferencing and requirements of drafts for student papers.</p> <p>As explained in previous Standards, the English instructors of the ELA program and Education instructors require in their courses a writing process that includes instructional and peer editing and assistance prior to submitting the final draft. The methods courses prepare the candidates to teach grade appropriate writing processes to grade K-8 students.</p>
3.4.5	monitoring and fix-up strategies for identifying	<p style="text-align: center;">Elementary</p> <p>Major and Minor: The instructors in the English, Communications, Theatre, and Education courses model and involve their students in practicing strategies to overcome difficulties in conveying meaning to many audiences with</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
	and overcoming difficulties when constructing and conveying meaning across a wide range of situations;	their written and oral presentations. The students become familiar with appropriate assessment strategies such as peer review, self reflection, rubrics, interviews, conferences, and written and electronic comments. The elementary methods courses (EDU 443 Reading and EDU 448 Reading and Language Arts) help candidates learn how help K-8 grade students learn appropriate strategies for improving their abilities to express themselves.
3.4.6	multiple strategies for determining the meaning of unfamiliar words and concepts in texts;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: The content of EDU 443 Teaching Reading in the Elementary/Middle Schools aligns with the <i>Michigan Curriculum Framework's</i> English Language Arts standards and benchmarks and the NCTE International Reading Association Guidelines. The course is designed to help candidates understand the important aspects or reading instruction as a dynamic, complex, interactive and constructive process. One of its objectives is to develop the candidates' ability to utilize skills for teaching word recognition and meaning vocabulary. Through the integrated approach to teaching the language arts in EDU 448, these reading strategies are reinforced through lesson/unit planning and other classroom written and oral presentations and activities.</p>
3.4.7	techniques for student goal setting, metacognition, reflection, and self-assessment at different developmental levels;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: As explained in the previous standard, EDU 443 includes these techniques in its objectives and course written and oral presentations. EDU 448 also addresses the techniques as part of its focus on methods for elementary language arts instruction.</p>
3.4.8	Inquiry processes and the resources appropriate for investigating particular questions and/or topics and a variety of means for presenting conclusions;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ELA majors and minors will gain these investigative skills and present their conclusions in written work in all English Composition, Genre, and Diversity courses, and in CST courses with a writing component. They will gain these investigative skills and present their conclusions in oral form in their required Speaking course. In the required EDU 459: Instructional Technology, they receive an introduction and exposure to technology and its uses in all phases of instruction with stress on realistic application in the classroom. Emphasis focuses on practical hands-on projects of such various instructional media as non-projected and projected visuals, computers, multimedia, distance learning, telecommunications and the Internet. Inquiry processes and methods are also basic to the Education core courses: 401/402 Introduction to Elementary and Secondary Education. EDU 420 Philosophy of Education and EDU 525 Educational Policy Studies, EDU 440 School and Society and EDU 514 Society and Education, SED 460/560 Exceptional Persons, and EDU 432 Psychology of Education and EDU 513 Principles of Learning, Development, and Adjustments. Students are engaged in interactive lectures and discussions and using a variety of written and electronic resources in their oral and written presentations about education topics. As explained in previous standards, the methods courses are inquiry based and require students to base their conclusions and instructional decisions on a variety of resources.</p>
3.4.9		Elementary

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	the influence of different purposes and contexts on individual, shared, and academic standards;	Major and Minor: Such influences are discussed, analyzed, and written about in oral and written presentations in the core Education courses, especially in the philosophy (EDU 420/525) and the school and society (EDU 440/515) courses. To some degree they are also addressed in the methods courses (EDU 443 Reading and 448 Reading and Language Arts).
3.4.10	critical standards used to make judgments about the craft, aesthetics, and significance of texts;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Literary criticism is substantially addressed in all 200-level Genre courses, in which texts are studied and evaluated from at least three critical perspectives. ELA majors and minors are required to take 2 Genre courses. Candidates are regularly required to make judgments about electronic and book texts in their Education courses. Instructors establish standards of their own and use appropriate standards from education organizations in their instruction to candidates about research to support written and oral presentations ranging from personal self reflection ones to academic research based studies. Such practices are also used in methods courses when candidates review and consider selection of texts to use with their elementary students.</p>
3.4.11	the process of creating and evaluating a collection of personal texts;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Creating and evaluating personal texts is the primary focus of ENL 201: The Journal, which ELA majors and minors may take to fulfill their Reading and Writing requirement. It is also a central focus in the Creative Writing courses ENL 301, 302, and 304, which students may take to fulfill their Writing and Language requirement. In the required Speaking course, students must create and evaluate a personal experience speech. In CST 204: Interpersonal Communication and CST 305: Theories of Listening Behavior students keep Communication and Listening Journals, respectively, in which they describe and analyze their own communications. These CST courses may be taken in fulfillment of their CST requirements (3 for majors; 1 for minors. In the required course for majors, TRE 161: Fundamentals of Acting, students keep a personal journal of their responses and discoveries during the course. This course may be taken by ELA minors in fulfillment of their Theatre/Drama requirement. Candidates use this process and related skills throughout their Education courses. Without exception, the Education courses require candidates to write and evaluate their personal writings.</p>
3.4.12	The special skills required in the production of mass media, such as radio and television broadcasting, newspapers, magazines, or film production; and	Major and Minor: These skills are the focus of CST 111: Mass Communications, and CST 112: Visual Communication. These courses may be taken in fulfillment of the required CST courses for ELA students (majors must complete 3 courses; minors 1). The technology and education courses (EDU 459 and 600) engage students in the special skills required to use technology appropriately in classroom instruction. Emphasis focuses on the integration of curriculum and technology with practical hands-on projects using computers, cameras, multimedia, the Internet, and electronic communication

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
3.4.13	standards for evaluating whether a communication is truthful, responsible, and/or ethical in diverse contexts.	<p style="text-align: center;">Elementary</p> <p>Major and Minor: In required Composition, Speaking, and Communication Studies courses ELA majors receive instruction in evaluating whether a written, oral, or visual communication is truthful, responsible and/or ethical in a wide variety of contexts including academic, political, mass media, visual, interpersonal, theatrical, and intercultural communications.</p> <p>The Education instructors continue instruction in evaluation whether education communication is truthful, responsible, and/or ethical in diverse contexts. The <i>Conceptual Framework of the Education Department</i> includes a “Code of Ethics for Teacher Candidates” which is studied in depth in the philosophy and policy courses (EDU 420, 525) and referenced in the candidates’ personal statement of education philosophy. The <i>CFED</i> guides the development and delivery of courses for the Education department.</p>
4.0	Standards for Pedagogy (Instruction and Assessment)	
4.1	Instructional Design. Teachers of language arts will be able to:	
4.1.1	set meaningful goals as a part of short- and long-term planning for literacy instruction;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: While EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 448 Methods and Materials for Teaching Reading and the Language Arts will facilitate students learning how to set meaningful goals as part of short and long-term planning for literacy instruction, English courses in the major and minor will under gird such decisions. Literature and expository writing classes require students to plan and produce papers, projects, and oral presentations, processes which can help students gain skills and experience in planning. Education courses regularly involve candidates in short term activities that inform a final written or oral presentation, which requires them to plan for both terms. For example, in the education philosophy course (EDU 420), candidates use the activities throughout the semester to inform their work on their statement of education philosophy. It is presented in written and oral form as a final project; and it is intended to be used throughout their Education program and teaching career. Similar skills are used in EDU 459/600 to prepare their team interdisciplinary, technology enhanced learning activity for elementary student learning.</p>
4.1.2	plan for literacy instruction to accommodate the range of learners and their developmental learning needs;	Elementary

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
4.1.2 (cont.)	plan for literacy instruction to accommodate the range of learners and their developmental learning needs;	<p>Major and Minor: Language arts teaching candidates are exposed to a rich variety of teaching methods in academic specialties, periods, and literary approaches. From lecture to group work, individual projects to collaborative projects, in-class dialogues and on-line discussion boards, students witness and participate in a number of learning and teaching styles. Specific courses engage students in explicit analyses of pedagogy in terms of reflection and implementation. English Language Arts (ELA) majors and minors can study issues of educational reform and the assessment of pedagogical practices in ENL 202, Writing Across the Curriculum. ENL 390 and 391 explicitly address the pedagogical tasks of developing critical skills for evaluating literature used in pre-school, elementary, and middle school grades.</p> <p>EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 448 Methods and Materials for Teaching Reading and the Language Arts engage the candidates in a variety of projects to design unit and lesson plans for all students. In addition EDU 432 Psychology of Education and 513 Principles of Learning, Development, and Adjustment provide a variety of lectures, discussions, assignments, and activities about child and adolescent development and develop in the ELA candidates the knowledge and understanding of development stages, tasks, behaviors, and problems encountered in the learning process. In SED 460 Education and Mainstreaming of Exceptional Persons and SED 560 Exceptional Persons, candidates explore basic commonalities and differences between the various exceptionalities and the general education student in regard to social, emotional, intellectual, and physical growth and development. Candidates, therefore, are prepared to teach a range of learners and learning styles. In their student teaching experience (EDU 489) they demonstrate their ability to plan and teach all learners.</p>
4.1.3	select and sequence integrated English language arts assignments which support standards-based thematic units of instruction;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Language arts majors and minors obtain a thorough grounding in genres in ENL 235, 245, 255, and 265 (two required). In Theater 131 and 161 (two required for majors; one for minors), they further their understanding of the written texts of drama by studying character, scene, and conflict as preparation for becoming more informed viewers of dramatic spectacle or for performing before others.</p> <p>EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 448 Methods and Materials for Teaching Reading and the Language Arts are both grounded in the Michigan Curriculum Framework English Language Arts standards and benchmarks as well as the NCTE International Reading Association Guidelines. Candidates design units and lessons for elementary children based on those standards. In the technology and education courses (EDU 459/600) the candidates are involved in a semester long team project with a interdisciplinary team to design an authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of elementary students.</p> <p>Minor as preparation for becoming more informed viewers of dramatic spectacle or for performing before others.</p>
4.1.4	plan instruction that takes into account students' personal backgrounds and experiences, students prior curricular experiences in language and literacy, and students' cross-disciplinary curricular experiences;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Students' own development as writers and speakers in the Language Arts classes will form a basis in understanding that can be built upon in Education courses. Issues about the backgrounds and experiences of elementary children prior to school are integral to the topics covered in Education courses. As explained in previous standards, the methods courses (EDU 443 Reading and EDU 448 Reading and Language Arts) require candidates to know their students' background and previous literacy experiences to plan, create, and deliver effective curriculum, units, lessons, and teaching strategies. In the Education Technology courses (EDU 459, 600), the candidates are engaged throughout the semester in a cross disciplinary teaching project to design a PK-12 authentic, technology-enriched learning activity that connects content area standards with student technology standards and meets the diverse needs of students. Similar examples exist in the other subject specific Elementary methods courses.</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
4.1.5	create learning environments that provide for oral, enacting, and media communication opportunities in a variety of formal and informal situations, such as personal accounts, public speaking, oral interpretations, creative drama, theatre productions, class newspapers, school magazines, and multi-media presentations; and	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ELA majors and minors find a variety of learning experiences modeled in English, Theater, and Communications Studies courses. Small-group discussions and peer-evaluation workshops are an integral part of English 130 and 131. In the Writing/Language sequence (ENL 301, 302, 303, 304, 305, 306, and 326: one required) students engage in oral performance of creative writing, professional writing, or research findings, while more formal presentations of student work are made once a semester. These courses often involve students reading their writing aloud to peers or to the entire class as a matter of course. Most creative writers read their work at an on-campus poetry reading once a semester. ENL 295, part of the Diversity Literature sequence (ENL 236, 285, 295, 390, and 391: two required for majors; one for minors) asks students to interview older family members, tape record and type up a transcript, write a reflection, and share some of this experience in class. Many Language Arts candidates take part in production of articles and creative work, setting up graphics, and editing University and English Department publications. Communications and Theater classes offer modeling and experience in a variety of venues. CST 101 requires students both to give oral performances and to evaluate the speeches of their peers. Theatre 131 and 161 (both required for majors; one for minors) involve students in brief skits, audience exercises, and analyses or performances of character. EDU 443 Teaching Reading in the Elementary and Middle Schools and EDU 448 Methods and Materials for Teaching Reading and the Language Arts, as explained in previous standards, prepares candidates to create classrooms and learning environments that involve elementary children in learning a variety of oral and written skills. The interdisciplinary team activity in EDU 459/600 explained in the previous standard provides hands-on experience working with computers, video, and other media. In addition, Language Arts candidates regularly are required by the Education courses to participate actively in such presentations as part of their course work.</p>
4.1.6	plan for learning experiences at different developmental levels that enable students to set goals for, reflect on, and self-assess their communication in diverse contexts.	<p style="text-align: center;">Elementary</p> <p>Major and Minor: English Department courses have a well-articulated system of assisting students in monitoring and improving upon their communicative practices. This system ranges from professors' own individual classroom practices to institutionally based assessment systems. Students are asked to write reflection or self-evaluation papers at various points in most writing classes: in composition (English 130 and/or 131), the Reading and Writing sequence (ENL 201, 202, and 205: one required) and in the Writing/Language sequence (301, 302, 303, 304, 305, 306, 326: one required). Also, our portfolio requirement for all English majors ensures that student teacher candidates meet several times with their advisers to review the essays and other creative works in their portfolio in terms of their quality and their measurement of the students' growth as writers. Institutionally, portfolio reviews for students in ENL 130 and 131 help the Department monitor and improve upon the effectiveness of its own members' teaching practices. In CST 101, required of all students, and TRE 131 and 161 (two required for majors; one for minors), Language Arts candidates receive training in designing, constructing and delivering effective speeches and oral performances as well as in critiquing the speeches of others, important elements of pedagogical practice. In CST 111, 112, 204, 304, 305, and 314 (three required for majors; one for minors), Language Arts majors can study mass communication, interpersonal communication, or listening theory as a means of improving upon their understanding of the elements of communication, thereby refining upon their own communication skills and abilities. The Education program's psychology course (EDU 432/513) and the exceptional persons course (SED 460/560) provide a variety of opportunities for candidates to demonstrate their understanding of generic nomenclature and concepts about children's individual rate of development physically, intellectually, emotionally, and socially. The methods courses (EDU 443 Reading and 448 Reading and Language Arts) requires students to self-evaluate their communication skills as they prepare units and lessons that integrate the language arts for elementary students. The lesson plan format in the appendices of the <i>Student Teaching Handbook</i> (on the web site) requires the student to provide written self reflection about the total lesson by responding to four questions about the lesson.</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
4.2	Instructional Strategies.	Teachers of the language arts will be able to:
4.2.1	use discussion for a variety of purposes, e.g., to engage students in literacy tasks, to develop interpretations and understanding of multiple points of view, to promote critical thinking, and to promote an understanding of their own and others' perspectives and experiences;	<p style="text-align: center;">Elementary</p> <p>Major and minor: Good discussions are modeled in many university classes. Small class size reinforces opportunities for students to observe and participate in discussion as a means of learning and clarifying ideas. Because many of the courses students choose from in English involve lively discussions of how a given work may be interpreted, students planning to teach will experience how well discussions can work to promote critical thinking. Instructors often work from the literal, surface level of a work in order to lead students to interpret both accurately and insightfully, so that discussions unfold to include higher levels of thinking and analysis. Guidance by the instructor may ensure that discussions are respectful and purposeful.</p> <p>Application of literary theories can lead to expanded discussions which students may find “eye-opening.” The fact that UDM students come from a variety of experiences, personal and social, can lead to discussions which truly raise the consciousness of students about the “other” person, whether the difference be of age, physical ability, gender, race, ethnicity, or social class. CST classes (of which majors take four; minors take two) often involve exposure to varied points of view, helping students to understand complex logic and multiple points of view.</p> <p>Discussion is also essential to instruction in the Education courses in the same ways as explained for the Language Arts courses. The elementary methods courses (especially EDU 443 Reading and 448 Reading and Language Arts) and the education technology course (EDU 459/600) involve candidates in planning elementary lessons that include discussions.</p>
4.2.2	ask questions as a means of probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating recall of information, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: As explained in Standard 4.2.1, discussions are basic to the Language Arts and Education courses. Asking effective questions is essential to discussion and effective teaching and student learning. Candidates learn to ask questions for each of the reasons listed in this standard through experiencing such with their university professors in classes and conference. The education methods courses ensure they know how to use the same processes in their teaching. During their Student Teaching experience (EDU 489) they are evaluated on all aspects of their instructional practices including communication skills and the ability to pose questions at various levels of cognition beyond the information level.</p>
4.2.3	use small group work and collaborative learning to facilitate critical thinking as students construct meaning in the English language arts, e.g., shared writing, peer revision, dramatic performance, and	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Classes in English, CST, Theater, and Education model small group work and collaborative learning. Small class size in many English classes contributes to the collaborative nature of learning, especially in discussions of writing and literature. Creative writing classes involve peer workshops for revision, collaborative writing exercises, and informal and formal performance. Communications and Theater (majors take four CST, including 101, and two TRE; minors take two CST, including 101 and one TRE) classes emphasize performance and involve students in both collaboration and peer-group response as do Education courses. As explained in previous standards, the Education methods courses and Student Teaching ensure that candidates know how to design effective small group</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
4.2.4	literature discussion; work with students individually through such activities as conferencing and facilitating independent projects;	<p>and collaborative learning activities to facilitate the learning of all students.</p> <p style="text-align: center;">Elementary</p> <p>Major and Minor: All writing classes (ENL 130, 131), Reading and Writing (ENL 201, 202, and 205: one required), Literature-Genre (ENL 235, 245, 255, and 265: two required), Writing Language (ENL 301, 302, 303, 304, 305, 306, and 326: one required), and Diversity Literature (ENL 236, 285, 295, 390, and 391: two required for majors; one for minors) and many CST and Theatre classes as well as the Education courses provide models of individual attention in terms of office hours, tutoring, and conferences with the instructor to help students with independent projects, papers, and oral presentations. As explained in previous standards, the Education methods courses and Student Teaching ensure that candidates know how to work individually with students through conferencing and independent projects.</p>
4.2.5	present or explain information to support literacy learning, e.g., assignments, criteria for evaluation, terms or concepts in language, reading and revision strategies;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Language Arts classes form a basis in experience and understanding of literacy, reading and writing, which is built upon in Education courses. Research methods involving library skills, database searching, video, and oral sources are specifically addressed in ENL 131 (required) and ENL 306 (as part of the Writing Language sequence: ENL 301, 302, 303, 304, 305, 306, and 326: one required). Skill in presenting information is developed in CST 101, which is required, and other elective Communication courses as well as in the Theatre courses (TRE 131 & 161; both required of majors; one of minors). As explained in previous standards, the Education methods courses and Student Teaching ensure that candidates know how to present and explain information to support literacy learning. The Lesson Plan format in the appendices of the <i>Student Teaching Handbook</i> is required for all candidates' planning for elementary children's learning. (on the web site) It includes planning for delivery, monitoring student learning, and objective-driven assessments.</p>
4.2.6	create environments that support respectful approaches to individual differences in culture, race, gender, religion, ethnicity, and heritage;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Classes in English, Communications, Theater, and Education promote an atmosphere of respect among students. Both the Mission of the University and the demographic make-up of students provide opportunities for students to interface with others of varying abilities, ages, national or ethnic backgrounds, and socio-economic groups. Small class size and small-group activities reinforce this atmosphere of respect. Small-group discussions and peer-evaluation workshops are an integral part of ENL 130, 131, and many literature classes. Writing/Language classes such as English 201, 205, 301, 302, 304, and 305 (of which ELA majors may take up to three; minors two) use such methods consistently. Students must write collaboratively for at least one assignment in many classes. Literature-Genre and Diversity Literature classes often involve several students in oral presentations (with their writing components) which are either collaborative or loosely connected. Creative writers usually read their writing aloud to peers or the entire class as a matter of course. CST courses, especially 204, Interpersonal Communication, and CST 305, Theories of Listening Behavior, develop understanding of individual differences (part of the CST 111, 112, 204, 304, 305, and 314 sequence: three required of majors; one of minors). Students become comfortable with diversity through actual experiences in many courses, but especially in Theater 131 and 161 (two required of majors; one of minors). Creating learning environments that are comfortable for all learners begins for the ELA candidates with the first course, EDU 201/202 Introduction to Elementary Education and continue through Student Teaching (EDU 489). Its first objective is "Students will participate in the creation of community as they begin to reflect thoughtfully on a life in teaching." As in other Education courses, lectures, discussions, activities, and student projects and assignments that adhere to the third leg ("A moral agent who commits his/her efforts to promoting social justice....") of the Department's vision of an effective educator are completed. (See the <i>Conceptual Framework of the Education Department</i> on the web site.)</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
4.2.7	model the use of technology as an effective component of learning for conducting research and for the process of writing;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Technological literacy grows incrementally through University classes. Computers are used in all classes for word processing, research of both scholarly and popular cultures, and for communication between professor and student. Many classes involve on-line discussion groups, which permit students to discuss ideas outside of class. Computers may be used for “real-time” revision discussions in writing classes. Library instruction is employed in ENL 131, Academic Writing. Research methods are taught in all ENL 131 courses: from personal interviews such as oral histories to printed sources such as articles and books. Increasingly, professors use the internet and web tools in having students present their research findings on websites that offer not only print-based information but visual and aural dimensions to their projects (ENL 202, 303, 305). In CST 101 (required) and CST 111, 112, 204, 304, 305, 314 (three required for majors; one for minors), ELA candidates are also required to do research as preparation for oral and written presentations.</p> <p>Education instructors continue to model the effective use of technology in their instructional practices. The classes require students to do both electronic and traditional research; to communicate via e-mail, to write with word processors, and to use a variety of media in any presentations.</p>
4.2.8	model or demonstrate how to determine purposes and audiences for communication and how to choose those elements of language, media, delivery, and genre which most effectively shape print and non-print texts;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Understanding of audience is an integral component of ENL 130 and 131, and all Communication Studies courses. Language arts majors receive a great deal of instruction and practice in writing for different audiences in a number of settings ranging from the informal to the formal. In CST 101 (required), they gain experience in both writing speeches and performing them before others. In Theatre 131, they learn how to become “informed and articulate audience member[s],” and in Theatre 161 they develop the skill of performing written texts (scripts) before others (both required for majors; one for minors).</p> <p>The diversity of the student population at the University promotes the development of discernment about various audiences. Students come to understand through experience how the person communicating can best take into account the varying reception abilities of members of an audience.</p> <p>Education instructors rely on candidates already knowing how to prepare for presentations and design assignments that require candidates to consider purpose and audiences as they plan presentations; they monitor the work with teams and individuals to ensure that attention is given and executed. They model appropriate practices in their oral and print communication with students. The elementary methods courses (EDU 443 Reading and 448 Reading and Language Arts) require students to consider purposes and audiences in developing their lessons for elementary children.</p>
4.2.9	engage students in interpreting and evaluating ideas presented through oral, written, and visual forms, as well as the language, style, and voice in which those ideas are presented;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: CST 101 (required) and CST 111 (part of the CST 111, 112, 204, 304, 305, and 314 sequence (three required for majors; one for minors) promote skills in interpretation and evaluation of oral forms of communication. Literature-Genre (235, 245, 255, 265: two required) and Diversity Literature classes (236, 285, and 295, 390, and 391: two required) develop an understanding of literary styles and techniques, narrative voice, and strategic uses of language in literary works. Theater classes (TRE 131 and 161: two required for majors; one for minors) illustrate the connections between the visual, physical voice and movement, and the language of the text of the drama.</p> <p>The Education courses continue to engage candidates in interpreting and evaluating education related ideas no matter what means of presentation is used. Candidates are expected to select appropriate means for sharing information and</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
		to use them effectively in their delivery. Helping elementary children to develop age appropriate skills is part of the methods courses (EDU 443 and 448).
4.2.10	model or demonstrate how to identify, compare, and synthesize key ideas and perspectives from oral, written, enacted, and media texts; and	<p style="text-align: center;">Elementary</p> <p>Major and Minor: The English, Communications, Theatre, and Education faculty model and demonstrate for their students how to identify, compare, and synthesize key ideas and perspectives from different written, enacted, and media texts: The use of oral, visual, enacted, and written texts to analyze themes and other literary qualities is addressed in all of our Literary Survey courses (of which ELA candidates must take 2). They are also of central concern in our Diversity courses--ENL 236, ENL 285, ENL 295, 390, and 391 any of which ELA English candidates may take as elective (two for majors; one for minors). Education instructors continue modeling and demonstrating these skills as they lead candidates through oral and written discussions of disparate theories of student development, teaching strategies, and other education issues. As examples: EDU 401/401 asks students to use these skills to write their case study based on a minimum of 7 weeks observations in a K-8 grade classroom. EDU 420/525 uses a variety of media and a deliberately diverse group of education philosophers and theoreticians for candidates to consider as they develop their personal philosophy of education. The same is true as candidates discuss issues of education as related to society in EDU 440/514. The methods courses (EDU 443 Reading, 448 Reading and Language Arts, EDU 459/600 Technology and Education) demand students use these skills to design and deliver a variety of assignments: presentations; papers; projects; curriculum, unit, and lesson plans; teaching and classroom management strategies.</p>
4.2.11	model or demonstrate ways that learners can use textual evidence and experience to support a personal position or view.	<p style="text-align: center;">Elementary</p> <p>Major and Minor: ENL 131 gives students training and practice in research and in the proper formatting and placement of various elements of textual, visual, and oral evidence as a means of supporting a personal point of view. Literature-Genre (235, 245, 255, 265: two required) and Diversity Literature classes (236, 285, and 295, 390, and 391: majors take two; minors one) develop further students' abilities to work with secondary materials. In CST 101 (required) and CST 111, 112, 204, 304, 305, (three required, including 314, for majors; one for minors), ELA candidates are also required to do research as preparation for using textual evidence to support an argument or opinion. CST 112 particularly emphasizes elements of visual communication. Education instructors model the use of personal experience and textual evidence in their lectures, discussions, and other in-class activities. They also require their students to use both to support their viewpoints during discussions and in their oral and written presentations.</p>

No.	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Programs
4.3	Assessment Strategies.	Teachers of the language arts will be able to:
4.3.1	respond effectively and constructively on an ongoing basis to students literacy efforts, e.g., contributions to discussion, writing, and oral presentations;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Students gain experience in giving constructive feedback in small-group discussions and peer-evaluation workshops which are an integral part of ENL 130 and/or 131. Students must write collaboratively for at least one assignment in many classes. Literature-Genre and Diversity Literature classes often involve several students in oral presentations (with their writing components) which are either collaborative or loosely connected. Creative writers usually read their writing aloud to peers or the entire class as a matter of course. CST courses, especially CST 204, Interpersonal Communication, and CST 305, Theories of Listening Behavior, develop understanding of individual differences (part of the CST 111, 112, 204, 304, 305, and 314 sequence: three required for majors; one for minors). Students become comfortable with diversity through actual experiences in many courses, but especially in Theater 131 and 161 (both required for majors; one for minors). The Education instructors expect their students to use standard conventions in their academic written and oral presentations but to be sensitive to classmates who express themselves differently or use English as a second language. As explained in previous standards, candidates are taught in their Elementary methods courses (EDU 443 Reading and EDU 448 Language Arts) how to teach standard usage et al to elementary children of various abilities and backgrounds.</p>
4.3.2	generate (content) standards-based performance criteria and design rubrics appropriate for oral, written, and visual literacy tasks;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Throughout their Language Arts and Education programs, ELA candidates have their work assessed using specifically designed rubrics and are often involved in the creation and/or fine-tuning/editing of them. EDU 401 and 402 Introduction to Elementary and Secondary Education include a field based case study which is assessed with a rubric, which the students use for self and peer review of the document before the instructor uses it for the summative evaluation. Their methods courses provide the candidates with instruction in the theory and development of a variety assessment processes and tools, including rubrics. EDU 443 Teaching Reading in the Elementary and Middle Schools requires candidates to understand various types of assessments and the issues and procedures related to using them. Every reading strategy designed and practiced, plus the literacy unit project, must include appropriate assessments such as rubrics. In EDU 448 Methods and Materials of Teaching Reading/Language Arts, the candidates work with the <i>Michigan Curriculum Framework</i>. They learn how to integrate the English/Language Arts standards and benchmarks into their unit and lesson plans for reading, which ensures they have experience with designing and using rubrics for assessment purposes. In EDU 459 Instructional Technology and EDU 600 Computer Uses in Education, the candidates design and present a cross discipline group unit/lesson plan that is enhanced with a variety of appropriate technology. They also examine multiple strategies for evaluating technology-based student products with rubrics and must design one to assess their students' learning from the instruction.</p>

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4.3.3	recognize students' oral, written, and visual miscues and their underlying causes as a means of informing curricular choices for individual and group instruction;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: As explained in previous standards, the Elementary Language Arts and Education students encounter many classes where they learn standard written and oral language usage and become sensitive to cultural and language differences. In the Education methods courses, the candidates learn how to use those understandings to recognize their K-8 grade students' oral and written miscues and their underlying causes. They learn how to design curriculum and strategies for individual and group instruction based on the needs of their students. Imbedded in EDU 432 Psychology of Education, in SED 460 Education and Mainstreaming of Exceptional Persons, and in EDU 513 Principles of Learning, Development, and Adjustment are instruction and assignments that will help candidates be able to recognize and use students' oral and written miscues to design curriculum and instruction.</p>
4.3.4	design and conduct a variety of assessments that involve multiple indicators of learner progress, e.g., constructed and selected response tests, projects, performance tasks, portfolios, and student-based self-evaluations;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: : In addition to coursework in the Education program, students become familiar with portfolios in ENL 131, 201, 202, 205 and other Creative Writing classes. Reflection self-evaluations in classes and the Senior Portfolio prepare students for future use of these techniques. The Communication courses (CST 101 is required; majors elect 3, minors 1 from 111, 112, 204, 304, 305. Majors may also elect 314.) use written and objective quizzes and examinations, rubrics, oral feed back, peer review, and journaling to assess student work. The Theatre courses (TRE 131 and 161 are required of majors; minors elect one) also use examinations, peer review, and rubrics to assess performances and other work. Such experiences prepare candidates to develop their own assessment procedures. Education candidates also develop their Education portfolio throughout their work in the Education program. They also regularly write and participate in peer review of compositions, oral presentations, individual and group projects, and essay examinations. Journal writing as explained in EDU 420 Philosophy of Education and EDU 525 Educational Policy Studies is a common practice for self-reflection and self-evaluation in Education courses. Candidates learn how to design a variety of appropriate assessment tools in their methods courses. EDU 443 Teaching Reading in the Elementary/Middle Schools involves candidates in lectures, readings, and activities to understand various types of assessments and the issues and procedures related to using them. As part of designing and using a variety of teaching strategies with students, before, during, and after instruction to help the children construct meaning from a variety of texts for a variety of purposes in EDU 448/558 Methods and Materials for Teaching Reading and the Language Arts, the students design and use appropriate assessments for diagnostic and evaluative purposes. The other elementary content methods courses (EDU 441 Science, 442 Social Science, 449 Mathematics) also include assessment design appropriate to the content. In EDU 459 Instructional Technology and EDU 600 Computer Uses in Education, the candidates examine multiple strategies for evaluating technology-based student products. During their Student Teaching semester (EDU 489), students are required to participate in the assessment procedures of the school and to use their own assessment procedures to help K-8 children learn. Candidates are evaluated on their assessment practices.</p>
4.3.5	document, interpret, and report assessment methods and results to students, administrators, parents, and the public;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Elementary Education candidates give oral and written presentations to a variety of audiences in almost every Education course. As they were also required to make written and oral presentations in their English, Communication, and Theatre classes, it is a relatively easy transition to learning how to interpret and report assessment methods and results to students, administrators, parents, and the public. In EDU 440 School and Society and EDU 514 Society and Education, candidates learn to recognize and address how different parental and family beliefs and customs influence students' performance and behavior in schools. They discuss topics such as assessment and reporting to students and parents and make a series of class presentations on topics related to schools and society,</p>

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		<p>which can include assessment, and provides candidates with practice in presenting difficult information to an audience. In the elementary methods courses (EDU 441 Science, EDU 442 Social Science, EDU 443 Reading, EDU 449 Reading and the Language Arts), candidates learn appropriate types of assessments, how to design them, and how to interpret the results to students to encourage their individual learning and to involved adults. One of the criteria for evaluation of their student teaching experience in EDU 489 is the effectiveness of their assessment practices. (See the Evaluation Forms in the appendices of the <i>Student Teaching Handbook</i>, a link on the web site).</p>
4.3.6	use assessment results to shape or revise curriculum, instructional strategies;	<p style="text-align: center;">Elementary</p> <p>Major and Minor: As explained in Standards 4.3.4 and 4.3.5, candidates are taught in their methods courses how to use assessment results as formative and summative assessments of their students' work and learning. They are concomitantly involved in lessons and projects that facilitate their ability to use those results to revise and adapt their teaching strategies to help grade K-8 students learn the concepts and skills expected of them.</p>
4.3.7	administer and use information from state, national, and other norm-referenced and criterion-referenced assessment programs to inform curriculum, instruction, and learning; and	<p style="text-align: center;">Elementary</p> <p>Major and Minor: Once again, the methods courses include lectures and activities to enhance the candidates' ability to use results of national, state, and local assessment programs to make decisions about their teaching strategies and the curriculum. Each of the elementary methods courses, including the Reading (EDU 443) requires the candidates to develop unit plans, lessons, and teaching strategies around the MEAP testing program. EDU 432 and 513 Psychology of Education, EDU 459 and EDU 600 Instructional Technology, and SED 460 Education and Mainstreaming of Exceptional Persons include instruction and activities that are unique to their special focus for assessment of children's learning. Student Teaching (EDU 489) sites have their curriculum aligned with the <i>Michigan Curriculum Framework</i> and the MEAP testing program, which ensures that the candidates will experience complementary assessment procedures. Their Co-operating Teacher and University Supervisor evaluate them on their assessment of students' performance and how the candidates use the data to inform their own teaching. Once again, the methods courses include lectures and activities to enhance the candidates' ability to use results of national, state, and local assessment programs to make decisions about their teaching strategies and the curriculum. Each of the elementary methods courses, including the Reading (EDU 443) requires the candidates to develop unit plans, lessons, and teaching strategies around the MEAP testing program. EDU 432 and 513 Psychology of Education, EDU 459 and EDU 600 Instructional Technology, and SED 460 Education and Mainstreaming of Exceptional Persons include instruction and activities that are unique to their special focus for assessment of children's learning. Student Teaching (EDU 489) sites have their curriculum aligned with the <i>Michigan Curriculum Framework</i> and the MEAP testing program, which ensures that the candidates will experience complementary assessment procedures. Their Co-operating Teacher and University Supervisor evaluate them on their assessment of students' performance and how the candidates use the data to inform their own teaching.</p>
4.3.8		<p style="text-align: center;">Elementary</p>

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	<p>assess students' depth of understanding of important ideas, issues, themes, and perspectives from multiple texts and their ability to synthesize and apply key ideas.</p>	<p>Major and Minor: Starting with Eng. 130 and/or 131, students learn to recognize key ideas and synthesize information. Literature-Genre (235, 245, 255, 265: two required) and Diversity Literature classes (236, 285, and 295, 390, and 391: two required for majors; one for minors) present three theoretical perspectives and show students how to interpret literature through these "lenses"; this practice builds an ability on the part of students to understand and balance important ideas. CST 111 (part of the CST 111, 112, 204, 304, 305, and 314 sequence: Three are required for majors and one for minors. Minors, however, do not have the choice of 314.) involves students in major issues and problems associated with mass communication.</p> <p>As explained in Standard 4.2.10, students are continuously assessed on these higher level skills throughout their Language Arts and Education program by their professors and their peers. The methods courses (EDU 443 Reading, 448 Reading and Language Arts, and 459/600 Education and Technology) and their Student Teaching experience (EDU 489) ensure that graduates understand assessment procedures and can design and apply appropriate assessment to elementary students' efforts that require higher order thinking.</p>