

## Professional Education Programs Committee Review

### A. Program or Course

*For all programmatic or course proposals or major revisions answer the following questions:*

\_\_\_\_\_ 1. What program evaluation information led to the development or revision of this program/course?

Examples:

- changes in standards
- follow-up studies
- feedback from candidates
- feedback from school personnel

\_\_\_\_\_ 2. What feedback from partner in your field (e.g., school personnel, faculty in other fields) in support of this program/course development or change

### B. Course

*Each professional education course syllabus should provide specific evidence of the following:*

\_\_\_\_\_ 1. Incorporation of diversity, multicultural and/or global education into the course (through curriculum, modeled instruction, or other means)

\_\_\_\_\_ 2. Incorporation of technology in the course

\_\_\_\_\_ 3. Learning goals or objectives for candidate performance that include knowledge, skills, and dispositions candidates are expected to gain from course

\_\_\_\_\_ 4. Learning goals or objectives for candidate performance tied to standards:

- Gallaudet (Conceptual Framework)
- Professional standards

\_\_\_\_\_ 5. Theory to practice connections

- May include field placement hours, action research, tutoring, parent or professional organization contacts, case studies, videotapes, reflective journals, or class simulations

\_\_\_\_\_ 6. Performance assessment

- What performance-based assessment system(s) and evaluation rubrics (if developed) are used to determine student achievement of the above listed "Learning Goals for Candidate Performance"

### C. Programmatic

\_\_\_\_\_ 1. Documentation is provided to show what role this course serves within the larger program in meeting Unit and Program standards (e.g., curriculum mapping or alignment)

*Revised October 15, 2001*

*Approved by Professional Education Unit Faculty: December, 2001*