Minneapolis State University, Mankato  
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

| College: N/A | Undergraduate | Proposal #: 138 |
| Department: N/A | Graduate | Effective Date of Change: 2023 |
| Program: Center for Excellence in Teaching and Learning | CIP #: 25 |
| Type of Change: COURSE PROPOSALS | |
| Proposed: New Course | |
| Title Current: N/A | |
| Title Proposed: Teaching Academy 2 | |
| 24-Char. Abbrev: Teaching Academy 2 | |
| Course Designator: EXTL 401/501 | Number of Credits: 3 |
| (if applicable) | |

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
Teaching Academy 2 is focused on developing skills to enhance teaching and learning, with an emphasis on course planning and design, the use of teaching portfolios, and the demonstration of changes in teaching and learning practices through a capstone project. The course is designed for all engaged in college-level teaching.

Rationale or Justification for change:
This course is needed to enhance the teaching and learning of MSU and MnSCU faculty. The course is intended as part 2 of a two-part sequence of instruction that will be offered to all MnSCU faculty. Faculty teaching at community and technical colleges are particularly in need of graduate level courses in teaching and learning as part of licensure and discipline-specific requirements.

***For General Education or Cultural Diversity Courses Only***

| General Education Course: | Cultural Diversity Course: |
| GE Category #: N/A | (Please check one.) |
| GE Category Name: N/A | □ Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States society.) |
| (Maximum of 3 Categories) | □ Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.) |

For Writing Intensive Courses, attach a description of the kind and quantity of writing.

For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

| Instructional Type: Workshop | Course will be offered: |
| (Check all that apply.) | □ Fall Semester |
| Course is an elective. | □ Spring Semester |
| Grading Format: □ Grade □ P/N | □ Summer Session |
| Course is required for program | |
| Pre- or Co-requisites: | |
| Other courses are being changed or eliminated. Explain) | |

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002
**For Program Proposals**

Attach paper copies of the following:

- Student learning outcomes for the program.
- Minutes from department and college curriculum meetings in which action was taken on this proposal.
- List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- A list of resources required to offer and support this program.
- A description of how offering this program will affect department staffing.
- A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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**For Programs Requiring MnSCU Approval**

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site: [http://www.mnsu.edu/academicforms/processes.htm](http://www.mnsu.edu/academicforms/processes.htm)

1. **Creation** of an entirely new program.

2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. **Suspension** or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

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### Minnesota State University, Mankato

#### Curriculum Proposal

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**Comments:**

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**Revised September 2002**
### Module 1 – Instructional Strategies

<table>
<thead>
<tr>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Identify what creates learning using brain-based learning research</td>
<td>Create a mind map to demonstrate understanding of the learning process</td>
</tr>
<tr>
<td>Experience different approaches in content delivery by “being the learner” in a progression of instructional strategies (traditional lecture through active learning)</td>
<td>Become the “teacher” in a small group setting by selecting a new instructional strategy and preparing for presentation to “students”</td>
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<tr>
<td>Evaluate the strengths, limitations and preparation for specific instructional strategies</td>
<td>Using a template, compare characteristics of specific instructional strategies from a “learning outcomes” perspective</td>
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<td>Participate in group reflection on the teaching/learning experiences of the session</td>
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<td>Complete guided journal entries</td>
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### Module 2 – Assessment for Learning

<table>
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<tr>
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<tr>
<td>Develop a rationale for classroom assessment</td>
<td>Write a personal philosophy of assessment practice—adding and developing ideas as the modules change</td>
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<td>Select appropriate classroom assessment techniques to correlate with desired learning outcomes</td>
<td>Become the “teacher” in a small group setting by developing an assessment scenario for assigned learning outcomes and present to the group</td>
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<td>Design rubrics for assessing performance in various learning experiences</td>
<td>Create a generic rubric for self-assessment of learning outcomes and implement it</td>
</tr>
<tr>
<td>Create a cumulative student portfolio assessment project</td>
<td>Locate and critique sample assessment designed for student portfolio work</td>
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<td>Complete guided journal entries</td>
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### Module 3 – Instructional Technology

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<tr>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Create an effective and efficient PowerPoint module</td>
<td>Complete a pre &amp; post self-assessment</td>
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<tr>
<td>Design an Internet search activity that focuses on validation of results</td>
<td>Submit (student choice) a PowerPoint presentation relevant to their content OR an Internet search activity students might use in a course</td>
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<tr>
<td>Re-purpose and prepare content for online access</td>
<td>Post completed online module into D2L and critique a minimum of 2 peer postings using WebBoard technology</td>
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<tr>
<td>Create and post an online learning module</td>
<td>Add both the content artifact and reflection</td>
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<tr>
<td>Outcomes</td>
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<tr>
<td>Analyze the value of the basic components of teaching: 1) knowledge of subject matter; 2) teacher-student interactions; 3) course management; 4) design of instruction</td>
<td>Complete a pre &amp; post online assessment of their knowledge of the teaching components</td>
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<tr>
<td>Develop a taxonomy of significant learning</td>
<td>Select a previously-taught course that is more content-centered and modify it to be learning-centered</td>
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<tr>
<td>Design significant learning experiences for the classroom</td>
<td>After completing design tasks, use the graph on p. 56 (Fink) to develop a two-page presentation of the process used to complete the task</td>
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<tr>
<td>Design/redesign a course using a taxonomy of significant learning</td>
<td>Critique peer course designs according to the six significant learning aspects outlined in Fink (pp. 31-32)</td>
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<td>Add both the design artifact and reflection about its value to their teaching portfolio</td>
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<td>Complete guided journal entries</td>
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**Module 4 – Course Planning and Design**

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<tr>
<th>Outcomes</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Explore the history and purpose of the teaching (professional) portfolio</td>
<td>Examine two portfolio cases studies and prepare a short paper to compare the purposes demonstrated in the samples</td>
</tr>
<tr>
<td>Identify the components typically included in a portfolio of teaching and learning</td>
<td>Submit samples of reflective writing using a choice of instructor-provided probing questions</td>
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<tr>
<td>Examine the technique of reflective writing using various examples</td>
<td>Complete a self-assessment and team assessments of portfolio frameworks using a rubric that focuses on the major portfolio components</td>
</tr>
<tr>
<td>Develop a framework for teaching portfolios</td>
<td>Add professional artifacts and reflective writing to portfolio after completing the eFolioMinnesota tutorial</td>
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<tr>
<td>Complete tutorial introduction to the Web-based development tools available through eFolioMinnesota</td>
<td>Complete guided journal entries</td>
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<td>Reflect on the functional differences and impact of electronic and paper portfolio formats</td>
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**Module 5 – Teaching Portfolios**

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<th>Outcomes</th>
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**Module 6 – Teaching Presentations (Capstone Project)**

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<tr>
<td>Teach a topic or module from a course (15-20 minutes)</td>
<td>Group and instructor evaluation using the designed rubric</td>
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<td>Explain a teaching challenge related to the teaching presentation</td>
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<td>Identify the problems encountered with the presentation and discuss solutions to these problems</td>
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<tr>
<td>Design rubrics for evaluating teaching demonstrations</td>
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<td>Observe and evaluate demonstrations using the designed rubric</td>
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C. List of resources required: The Teaching Academy will be split between MSU and SCTC. Facilities needed are a traditional classroom (to be reserved at each site), a computer lab (reserved at each site), and access to the Internet. This is a self-supporting program, so additional materials are included in the workshop registration. Students may utilize library resources at each institution.

D. Staffing: The course will be taught in a team-format by the CETL director at MSU and the Faculty Development Director at SCTC. This is a self-supporting course, so staffing costs are paid for by tuition.

E. Graduate-level added requirements: All students will complete the same base requirements. Additional requirements for graduate level work include putting the following into the teaching portfolio:
   a. Written summary of the experience of preparing for and completing the capstone teaching presentation
   b. Written reflection of how this Teaching Academy will affect the future teaching of the participants
   c. Incorporation of peer participant comments and evaluations of the presentation
   d. Publish entire teaching portfolio using an electronic portfolio format and provide it to the Teaching Academy faculty as a hyperlink
Week 1

Instructional Strategies: Monday – all day, Tuesday – morning
Assessment for Learning: Tuesday – afternoon, Wednesday – all day
Instructional Technology: Thursday – all day

Week 2

Course Planning & Design: Monday – all day, Tuesday – morning
Teaching Portfolios: Tuesday – afternoon, Wednesday – all day
Teaching Presentations: Thursday – all day

6 credits proposed for 2 weeks / Assigned project work will be required
Instructional Strategies

We begin The Teaching Academy experience by coaching our participants to move away from the often used "lecture model" of the past. Discovery of a variety of techniques and strategies will be the over-riding goal of this day and a half. Through both facilitator modeling and participant practice, a set of active learning skills will be introduced and reinforced through the remainder of the Academy sessions. Deeper learning cannot take place if students are not given an opportunity to work with content in a variety of ways. Using research about learning design and the impact of mapping activities to a variety of learning styles, participants will discover new ways to build learner engagement.

Learning Outcomes

Students will:

- identify what creates learning using brain-based learning research.
- experience different approaches in content delivery by "being the learner" in a progression of instructional strategies (traditional lecture through active learning).
- evaluate the strengths, limitations and preparation for specific instructional strategies.

Learning Assessment

Students will:

- create a mind map to demonstrate their understanding of the learning process.
- become the "teacher" in a small group setting by selecting an instructional strategy new to them and preparing it for presentation to other participants.
- using a template, compare characteristics of specific instructional strategies from a "learning outcomes" perspective.
- participate in group reflection on the teaching/learning experiences of the session.
- complete guided journal entries.
Assessment for Learning .................................................. 12 contact hours

Assessment for learning is not the same as assessment of learning. **Assessment of learning** is assessment for accountability purposes as we determine a student’s level of performance. Information gained from this kind of assessment is often used in reporting. **Assessment for learning**, on the other hand, acknowledges that assessment should occur as a regular part of teaching and learning. The feedback information gained from assessment activities can be used to shape the teaching and learning process.

This session will assist participants in both as we
- look at grading through the use of rubrics and rationale specific to project work; and
- focus on classroom assessment feedback to extend learning experiences.

**Learning Outcomes**

Students will:
- develop a rationale for classroom assessment.
- select appropriate classroom assessment technique to correlate with desired learning outcomes.
- design rubrics for assessing performance in various learning experiences.
- create a cumulative student portfolio assessment project.

**Learning Assessment**

Students will:
- write a personal “philosophy of assessment practice” – adding and developing ideas throughout the 2 weeks as they experience each of the Academy modules
- become the “teacher” in a small group setting by developing an assessment scenario for assigned learning outcomes (again, present to a small group)
- create a generic rubric for self assessment of learning outcomes; implement it during the Academy
- locate and critique sample assessment designs for student portfolio work
- complete guided journal entries
Instructional Technology

The goal in this session is to provide a continuum of technology-based solutions and classroom management techniques throughout The Teaching Academy. Participants will work directly with technology components appropriate for any learning environment...face-to-face; online-enhanced or fully online...independent of subject matter. The progression of activities will take participants through the development of simple files and modules that will be posted into a Desire2Learn (D2L) “course” by the end of the session.

**Learning Outcomes**

Students will:
- create an effective and efficient PowerPoint module.
- design an Internet search activity that focuses on validation of results.
- re-purpose and prepare content for online access.
- create and post an online learning module to D2L course content.

**Learning Assessment**

Students will:
- complete a pre & post self-assessment
- submit (by their choice) a PowerPoint presentation relevant to their content OR an Internet search activity students might use in a course they will teach
- post completed online module into D2L and critique a minimum of 2 peer postings using WebBoard technology
- add both the content artifact and reflection about its value to their teaching portfolio in the following week
- complete guided journal entries
Course Planning & Design ............................................... 12 contact hours

Participants will study and discuss the significance of the design of instruction and the
importance of learning about course design. This area will focus on both the rationale
for investing time into course design and why mastery of these concepts may be the
most important for improved student learning at the college/university level.

**Learning Outcomes**

Students will:

- analyze the value of the basic components of teaching,
  1. knowledge of subject matter
  2. teacher-student interactions
  3. course management
  4. design of instruction
- develop a taxonomy of significant learning.
- design significant learning experiences for the classroom.
- design/redesign a course using taxonomy of significant learning.

**Learning Assessment**

Students will:

- complete a pre & post online assessment of their knowledge of the teaching components
- select a previously-taught course that is more content-centered; modify it to be learning-centered
- after completing design tasks, use the graph on page 56 (Fink) to develop a two-page presentation of your process (difference and outcomes); include responses to “plus/delta” CAT
- critique peer course designs using the six significant learning aspects (Fink; pp. 31-32)
- add both the design artifact and reflection about its value to their teaching portfolio in the next module
- complete guided journal entries
Teaching Portfolios

Teaching portfolios are described as factual compilations of an instructor’s teaching accomplishments supported by relevant data and analyzed by the professor to show the thinking process behind the artifacts. Most portfolios are NOT collections of everything that the instructor has done in the way of teaching throughout his or her entire career. Faculty often select work samples to illustrate how their teaching has been carried out in a variety of experiences or settings. Participants will learn design considerations as they create a portfolio framework for future use.

**Learning Outcomes**
Students will:
- explore the history and purpose of the teaching (professional) portfolio.
- identify the components typically included in a portfolio of teaching and learning.
- examine the technique of reflective writing using various examples
- develop a framework for their teaching portfolio.
- complete tutorial introduction to the Web-based development tools available through Minnesota eFolio.
- reflect on the functional differences and impact of electronic and paper portfolio formats.

**Learning Assessment**
Students will:
- examine two portfolio case studies and prepare a short paper to compare the purpose supported in the samples
- submit samples of reflective writing using a choice of instructor-provided probing questions
- complete self-assessment and team assessments of portfolio frameworks using a rubric that focuses on the major portfolio components
- add professional artifacts and reflective writing to portfolio after completing the eFolioMinnesota tutorial
- complete guided journal entries
Teaching Presentations

8 contact hours

CAPSTONE PROJECT

A major goal of The Teaching Academy is to provide a framework of experiences and practical methods for the improvement of teaching by creating an atmosphere where participants feel free to explore different teaching strategies. To this end, a capstone project will be required of all participants on the final day of the two-week workshop.

Guidelines & Outcomes:

1. Each participant will teach a topic or module from a course (between 15-20 minutes) using a new strategy or method or present content from a course they have yet to teach.
2. Participants will explain the teaching challenge related to their presentation.
3. Participants will identify the problems encountered with the presentation and discuss solutions to these problems.
4. Participants will (as a group) design rubrics for evaluating teaching demonstrations.
5. All participants will observe and evaluate presentations using the rubric designed by the group.

Throughout the two-week workshop, participants will be scheduled for consultations with facilitators in order to identify their teaching presentation. In this way, repetitions can be minimized and expectations of presentations detailed on an individual basis.

Assessment Information for 400/500 level course and added expectations for graduate-level students

The Teaching Academy is designed as a 400/500 level course. Both undergraduate and graduate students will essentially complete the same requirements as outlined below:

- Write two weekly reflection papers based on daily journal entries
- Complete individual and group projects as specified in class
- Prepare two classroom assessment activities and directions for implementation
- Create (or expand) professional teaching portfolio *
- Present capstone project (details above) including peer evaluations

*Teaching Portfolio specifications: This must include the basic portfolio framework and a personal “philosophy of teaching” statement. In addition, graduate students will be required to include the following in their final portfolio:

1. Artifact: Summarize the experience of preparing for and completing the capstone teaching presentation.
2. Reflection: How will this experience affect your future teaching?
3. Feedback: Incorporate participant comments and evaluations of the presentation.
4. Reflection: How has this experience reinforced or changed your classroom teaching for the future?
5. Format: Complete extra requirement using the equivalent of two double-spaced pages.
6. Submission: Publish entire project using an electronic portfolio format; provide it to The Teaching Academy faculty as a hyperlink.
Teaching Presentations ........................................... 8 contact hours

**CAPSTONE PROJECT**

A major goal of The Teaching Academy is to provide a framework of experiences and practical methods for the improvement of teaching by creating an atmosphere where participants feel free to explore different teaching strategies. To this end, a capstone project will be required of all participants on the final day of the two-week workshop.

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5. All participants will observe and evaluate presentations using the rubric designed by the group.

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- Prepare two classroom assessment activities and directions for implementation
- Create (or expand) professional teaching portfolio *
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1. **Artifact:** Summarize the experience of preparing for and completing the capstone teaching presentation.
2. **Reflection:** How will this experience affect your future teaching?
3. **Feedback:** Incorporate participant comments and evaluations of the presentation.
4. **Reflection:** How has this experience reinforced or changed your classroom teaching for the future?
5. **Format:** Complete extra requirement using the equivalent of two double-spaced pages.
6. **Submission:** Publish entire project using an electronic portfolio format; provide it to The Teaching Academy faculty as a hyperlink.
Academy Assessment Plan Notes:

Throughout the academy, a variety of formative and summative assessments will be implemented. The purpose will be two-fold:
1. To assess participant learning and their ability to apply it in multiple teaching scenarios.
2. To model the tools and increase their personal comfort level with usage in teaching.

At the planning stage, assessment methods to be used will include but not be limited to the following:
- Capstone (defined in detail earlier in the proposal)
- Case Studies
- Classroom Assessment (applications of Cross & Angelo resources)
- Collective Portfolios
- Facilitated Discussion (perhaps some in an online forum)
- Guided Journaling / Reflective Writing (expanded below)
- Observations (directly linked to objectives)
- Pre- & Post- Knowledge Checkpoints
- Scoring Rubrics
- Self Assessment / Self Report Tests
- Surveys
- Teaching Triads (mini learning communities for peer practice of strategies as presented)

Most assessments will utilize scoring rubrics for feedback to participants.

Guided Journaling (expanded)

It is our intent to assist participants in developing a significant learning capture process, much like learning logs, directly related to the learning objectives of The Teaching Academy. Through their responses to specific (pre-planned) probing questions, they will record their learning experiences at several transition points each day and as a transition between modules.

Reference the relationship of writing to learning objectives in the Writing that Reinforces Learning Objectives article by Dr. Geoffrey Cross posted at http://www.louisville.edu/provost/wroffice/new3-3bloom.html for additional insight. Another excellent reference that describes our intent is located at the Center for Writing Excellence from Ohio University (http://www.ohiou.edu/writing/teaching_writing_in_large_classes.htm).

Examples of statements or questions we might present:

In expanding your use of technology for teaching and learning, how would you relate it to your philosophy of teaching. Provide specific examples. ("instructional technology" module)

What is your personal vision statement regarding assessment and the realistic value you want assessment to add to the classroom learning experience? ("assessment for learning" module)

As you reflect on the power of instructional design, identify the differences for both the instructor and the student when curriculum moves from being content-centered to learning-centered. ("course planning and design" module)

Note: The daily collection of journal entries will also be helpful to participants as they complete the two weekly reflection papers.