

Content Guidelines/Standards Matrix

College/University Andrews University Code AX

Source of Guidelines/Standards Michigan State Board of Education, 2000 Program/Subject Area Communication 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.

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.0	Standards for the Structure of the Communication Arts Teacher Education Program		
1.1	The teacher education program in communication arts will embody a philosophy consistent with the <i>Michigan Curriculum Framework, 1996</i> , including its Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development Standards.	Secondary	
		Major:	Minor: The narrative for the minor courses is identical to that of the relevant major courses and is not repeated in this column

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.2	The teacher education program in communication arts will contain a clearly defined curriculum that covers basic knowledge in journalism and speech.	Secondary	
		<p>Major: 36-38 credits COMM215 Intro to Communication Research & Theory (4cr) COMM480 Communicating for Community (3cr) JOUR230 Beginning Media Writing (3cr) COMM280 Voice and Diction (3cr) COMM320 Interpersonal Communication (3cr) COMM425 Media Literacy (3cr) COMM450 Communication in the Classroom (3cr) COMM475 Professional Presentations (3cr) JOUR 330 Advanced Media Writing (3cr) JOUR445 Publication Production (4cr) JOUR455 Media Law & Ethics (3cr) JOUR450 Multi-media Journalism JOUR 460 News Editing for Electronic Media (3cr)</p> <p>Each of the above classes forms a defined curriculum to provide basic knowledge in various aspects of communication, speech and journalism</p>	<p>Minor: 20 credits COMM215 Intro to Communication Research & Theory (4cr) JOUR230 Beginning Media Writing (3cr) COMM480 Communicating for Community (3cr)</p> <p>And 10 cr selected from the following: COMM280 Voice and Diction (3cr) COMM425 Media Literacy (3cr) COMM450 Communication in the Classroom (3cr) COMM475 Professional Presentations (3cr) JOUR230 Advanced Media Writing (3cr) JOUR445 Publication Production (4cr) JOUR455 Media Law & Ethics (3cr) JOUR455 Media Law & Ethics (3cr) JOUR450/460 Multi-media Journalism OR News Editing for Electronic Media (3cr)</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.2.1	At a minimum, the academic training in speech communication for communication arts should include communication theory, message construction (e.g., public speaking, debate), performance literature (e.g., oral interpretation, performance studies, theatre), and receptive skills (e.g., listening, interpersonal communication, small group communication).	Secondary	
		<p>Major:</p> <p>COMM215 Intro to Communication Theory & Research meets the standard of Communication theory</p> <p>COMM475 Professional Presentations is based on rhetorical and communication theory and message construction as well as receptive skills such as listening; and public speaking, debate, oral interpretation etc.</p> <p>COMM280 Voice and Diction provides experience for oral interpretation, receptive skills and listening</p> <p>COMM320 Interpersonal Communication meets the standard of interpersonal communication as well as small group communication</p> <p>COMM425 Media Literacy focuses on communication theory (Semiotics), message construction and mass media communication as well as the delivery of messages and meaning by mass media</p> <p>COMM450 Communication in the classroom emphasizes theory behind message construction, receptive skills such as listening and gives practice in small group communication in the classroom.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.2.2	At a minimum, the academic training in journalism for communication arts should include equally distributed coursework within the following concept/content areas: writing and reporting, law and ethics, advising student publications, and visual journalism (e.g., video production, graphic design).	Secondary	
		<p>Major: JOUR230 Beginning Media Writing introduces students to writing and reporting for the media. The student is introduced to procedures of the newsroom and writes for student publications with reference to law and ethics. Communication Arts students are given opportunities to learn how to advise student publications.</p> <p>JOUR 330 Advanced Media Writing introduces students to convergence and the need to include various media and video production.</p> <p>JOUR455 Media Law and Ethics focuses on various cases, relevant laws and issues in media law, code of ethics and various organizations involved in this area.</p> <p>JOUR445 Publication Production covers the theory and practice of planning and producing a publication which includes student publications. The role of graphic design in layout is a goal.</p> <p>COMM425 Media Literacy examines the products that have been published including video production and the meaning of the message by means of semiotic analysis.</p> <p>JOUR450 Multi-media Journalism</p> <p>JOUR 460 News Editing for Electronic Media provides opportunities for constructing messages for various platforms as well as principles of editing and graphic design.</p>	<p>Minor:</p>
1.3	The teacher education program in communication arts will provide a liberal arts perspective and encourage interdisciplinary study.	Secondary	
		<p>Major: These requirements are met by the School of Education's (SED) program, the General Education Program which reflects a liberal arts perspective and the collaboration with the Department of Communication which provides a disciplinary approach.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.4	<p>The teacher education program in communication arts will include a variety of field experiences in environments where effective communication arts practices are modeled and supported including experiences with diverse populations. Thus in the teacher education program, pre-service teachers should have the opportunity to: (see next page)</p>	

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.4.1	experience the same instructional and assessment design and strategy activities in the methods classroom that they are expected to use in their own future classrooms;	Secondary	
		<p>Major: COMM450 Communication in the Classroom Students evaluate presentations using a Teacher effectiveness rubric in the pedagogy class to evaluate lecture, discussion, and small group format. This is the same rubric they will use when preparing and assessing formal presentations when they become teachers. Students plan lessons using the lesson template required in the SED. Students conduct video evaluations to assess personal performances in these formats. This is the same format the students will use in their own classrooms. (See Evaluation forms for lecture, discussion, and small group format and Video Evaluation forms for Lecture, Discussion, Small Group formats. Lesson plan template.)</p> <p>COMM475 Professional Presentations Students plan and evaluate presentations using an effective speaking rubric. This is the same rubric and assessment criteria that the students will be using in their own classrooms when they become teachers. (See evaluation criteria) Additionally, students conduct video evaluations to assess personal performances. This again is the same format the students will use in their own classrooms. (See Course Requirements)</p> <p>JOUR 330 Advanced Media Writing Students learn to evaluate the quality of their own writing and that of their peers by using a writing rubric. (See Course Requirements rubric) These criteria will be used with their own students when evaluating written assignments. Students learn further writing criteria by submitting their assignments to actual newspapers, magazines for publication.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards			
1.4.2	reflect on how these activities affect a teacher's own learning;	<p>Major and Minor: <u>COMM450</u> Communication in the Classroom Students evaluate each micro teaching presentation and write reflection papers on their experience and learning (See video evaluation criteria forms) <u>COMM475</u> Professional Presentations Students evaluate each presentation after watching them on video. These written evaluations are collected in a portfolio to chart progress</p>			
1.4.3	analyze and reflect on how these activities worked, including the leadership demands on the teacher;	<p style="text-align: center;">Secondary</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="961 483 1520 818"> <p>Major: <u>COMM450</u> Communication in the Classroom Students evaluate each micro teaching presentation based on performance criteria – after watching a video of the presentation students write a paper reflecting how these presentations worked for students and for themselves as teachers. (See video evaluation criteria forms). Students participate and evaluate their own and their peers' performances during group activities. These activities offer practice in leadership among other criteria.</p> </td> <td data-bbox="1520 483 1980 818"> <p>Minor:</p> </td> </tr> </table>		<p>Major: <u>COMM450</u> Communication in the Classroom Students evaluate each micro teaching presentation based on performance criteria – after watching a video of the presentation students write a paper reflecting how these presentations worked for students and for themselves as teachers. (See video evaluation criteria forms). Students participate and evaluate their own and their peers' performances during group activities. These activities offer practice in leadership among other criteria.</p>	<p>Minor:</p>
<p>Major: <u>COMM450</u> Communication in the Classroom Students evaluate each micro teaching presentation based on performance criteria – after watching a video of the presentation students write a paper reflecting how these presentations worked for students and for themselves as teachers. (See video evaluation criteria forms). Students participate and evaluate their own and their peers' performances during group activities. These activities offer practice in leadership among other criteria.</p>	<p>Minor:</p>				
1.4.4	implement these strategies in their own planning and instruction and evaluate their effectiveness; and	<p style="text-align: center;">Secondary</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="961 878 1520 1448"> <p>Major: <u>COMM450</u> Communication in the Classroom Students design, deliver and evaluate 3 different forms of instructional lessons. <u>COMM475</u> Professional Presentations Students design, deliver and evaluate 5 presentations. Students set goals for following presentation in their response to their current performance. Students collect evident of their effectiveness and progress in a portfolio.</p> </td> <td data-bbox="1520 878 1980 1448"> <p>Minor:</p> </td> </tr> </table>		<p>Major: <u>COMM450</u> Communication in the Classroom Students design, deliver and evaluate 3 different forms of instructional lessons. <u>COMM475</u> Professional Presentations Students design, deliver and evaluate 5 presentations. Students set goals for following presentation in their response to their current performance. Students collect evident of their effectiveness and progress in a portfolio.</p>	<p>Minor:</p>
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	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.4.5	maintain a system of evaluation that includes demonstration and documentation (e.g., a comprehensive portfolio) of teaching and learning processes and abilities.	Secondary	
		Major: COMM450 Communication in the Classroom Students are required to demonstrate their teaching formats (lecture, discussion, small group) in class and evaluate these demonstrations by watching a video of the presentations and reflecting on their effectiveness. COMM480 Communicating for Community Students are required to develop a portfolio (collection of writing, speaking, teaching, learning artifacts) which demonstrates competencies in major area (speech & journalism)	Minor:
1.5	The teacher education program in communication arts will provide opportunities to develop administrative and participative competencies in co-curricular programs, such as forensics, debate, theatre, and student publications.	Secondary	
		Major: JOUR 330 Beginning Media Writing Students required to follow a "beat" for a student publication, <i>The Student Movement</i> , and submit at least one story each week of class	Minor:
1.6	The teacher education program in communication arts will ensure sufficient coursework and appropriate faculty are available to enable the student to matriculate efficiently through the program.	Secondary	
		Major: See details below	Minor: See details below

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.6.1	Courses are offered on a systematic and regular basis.	Secondary	
		<p>Major: 36-38 credits COMM215 (3cr) (spring) JOUR230 (3cr) (fall; spring) COMM480 (3cr) (spring) COMM425 (3cr) (alternate fall) COMM280 (3cr) (fall; spring) COMM320 (3cr) (fall; spring) COMM450 (3cr) (fall) COMM475 (3cr) (alternate fall) JOUR 330 (3cr) (alternate spring) JOUR445 (4cr) (alternate spring) JOUR455 (3cr) (alternate fall) JOUR450 OR JOUR460 (3cr) (fall; spring) See sequence of courses in table</p>	<p>Minor: 36-38 credits COMM215 (3cr) (spring) JOUR230 (3cr) (fall; spring) COMM480 (3cr) (spring) COMM425 (3cr) (alternate fall) COMM280 (3cr) (fall; spring) COMM320 (3cr) (fall; spring) COMM450 (3cr) (fall) COMM475 (3cr) (alternate fall) JOUR 330 (3cr) (alternate spring) JOUR445 (4cr) (alternate spring) JOUR455 (3cr) (alternate fall) JOUR450/460 (3cr) (fall; spring)</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.6.2	Faculty model appropriate pedagogy and activities for instruction in journalism and speech communication.	Secondary	
		<p>Major: COMM450 Communication in the Classroom Teacher models lecture, discussion & small group format for student “micro” teaching assignments. Makes use of groups to debrief teaching practices. Use of video evaluation to show progress in performance & encourage personal growth. (See Course Objectives) COMM280 Voice & Diction Teacher models use of voice in speech & daily activities to promote student progress . (See Conferences) COMM475 Professional Presentations Teacher models use of speech matrix for speech evaluation - students define effective speech criteria & will use similar matrices in their teaching. Use of video evaluation to show progress in performance & encourage personal growth. JOUR 330 Advanced Media Writing Teacher models writing and editing and evaluating writing in class during group evaluations by sharing personal publications as part of class. JOUR445 Publication Production Teacher uses school newspaper (or other school publication) to teach production – students assist in publication of writing and layout requirements</p>	<p>Minor:</p>
1.6.3	Pedagogy courses are taught by faculty with training and experience in journalism and speech communication.	Secondary	
		<p>Major:</p> <p>Dr Delyse Steyn, D Ed in Education and Curriculum Design, Chair of Department and Professor with 25 years of teaching experience including High School and College/University</p>	<p>Minor:</p> <p>Dr Delyse Steyn, D Ed in Education and Curriculum Design, Chair of Department and Professor with 25 years of teaching experience including High School and College/University</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.6.4	Pre-service experiences are supervised by faculty or staff with training in the appropriate subject matter.	Secondary	
		Major: Delyse Steyn D Ed Professor Beverly Matiko PhD Assoc Professor Melchizedek Ponniah PhD Assoc Professor Desrene Vernon PhD Assoc Professor Debbie Michel MS Assoc Professor Patrice Jones MA Assist Professor See faculty tables	Minor: Delyse Steyn D Ed Professor Beverly Matiko PhD Assoc Professor Melchizedek Ponniah PhD Assoc Professor Professor Desrene Vernon PhD Assoc Professor Debbie Michel MS Assoc Professor Patrice Jones MA Assist Professor
2.0	Standards for Professionalism Teachers demonstrate professional practices in the communication arts when they: (see next page)		

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
2.1	respect the worth, contributions, abilities, and language of all learners;	Secondary	
		<p>Major:</p> <p>COMM450 Communication in the Classroom Diversity is a topic as well as the various aspects of being a learner that teachers have to respond to.</p> <p>COMM425 Media Literacy</p> <p>Media consumption identifies the importance of these matters and these are respected in the assignments and discussions of the class.</p> <p>COMM475 Professional Presentations</p> <p>These are aspects inherent in audience adaptation.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
2.2	help students understand their own and other cultures, abilities, and language to increase an awareness of the effect audiences have on the presentation and reception of messages;	Secondary	
		<p>Major:</p> <p><u>COMM480</u> Communicating for Community Students develop personal and curricular portfolio to demonstrate abilities that are individual</p> <p><u>COMM320</u> Interpersonal Communication Topics such as diversity, culture, relationships, the role of language all increase awareness of individuality in the context of community</p> <p><u>COMM450</u> Communication in the Classroom Culture, and levels of ability as well the role of teacher language are explored</p> <p><u>COMM475</u> Professional Presentations In developing and presenting various topics in different modes, students become increasingly aware of the role of the audience on presentation and reception of messages</p> <p><u>JOUR230</u> Beginning Media Writing Both the students and the audience are considered in terms of differences and the effect on the presentation of information and reception of messages. Reporters have to know the community, the country, the people and the world. Diversity issues are explored as topics for stories and articles.</p> <p><u>JOUR330</u> Advanced Media Writing Interviews for information are conducted with the awareness of culture, abilities and language and the construction of stories, articles etc.</p> <p><u>JOUR445</u> Publication Production Practice in creating and presenting information in a publication includes an awareness of the differences in the audience. The audience determines the nature of the publication.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
2.3	develop the student's effective use of oral, written, and visual literacy in their daily lives;	Secondary	
		<p>Major:</p> <p>COMM450 Communication in the Classroom Students are exposed to the importance of these literacies in the lives of students they will teach</p> <p>COMM320 Interpersonal Communication Oral literacy is particularly important as interpersonal communication is communicating competently</p> <p>COMM425 Media Literacy Literacy, whether it is oral, written and/or visual is the focus of this class specifically in the context of popular culture which is daily life.</p> <p>COMM475 Professional Presentations The focus in this course is the effective use of oral and written literacy and preparation for being effective communicators.</p> <p>JOUR230 Beginning Media Writing The focus is on written literacy in the context of presenting information in the media.</p> <p>JOUR 330 Advanced Media Writing Students continue with the development of effective written literacy in Journalism practice and the development of stories and reports.</p> <p>JOUR445 Publication Production All 3 literacies are practiced in this course in which the students work as interdisciplinary teams to produce a publication such as Envision magazine.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
2.4	promote student appreciation of the power of the written and spoken word, highlighting the rights and responsibilities of public expression, particularly as reflected in the First Amendment;	Secondary	
		Major: JOUR455 Media Law and Ethics In all the Journalism courses the students are made aware of the rights and responsibilities of public expression but in particular, in this course the students are made aware of these in the context of the law and ethics. COMM475 Professional Presentations The first amendment is the basis of making presentations that are professional and ethical JOUR445 Publication Production The publication, Envision magazine, produced reflect the importance of considering the rights and responsibilities of public expression according to the First Amendment	Minor:
2.5	engage regularly in professional growth as a communication arts professional, through participation in conferences, professional development opportunities, the reading of professional journals, and/or the writing of articles for publication;	Secondary	
		Major: JOUR 330 Advanced Media Writing Students required to follow a "beat" for a student publication, <i>The Student Movement</i> , and submit at least one story each week of class JOUR445 Publication Production Students write 3 articles and submit them for publication in the student-run Envision magazine and/or <i>Student Movement</i> or other publications	Minor:
2.6	work with colleagues, parents, community members, and professional organizations to develop an appreciation and understanding of the communication arts;	Secondary	
		Major: All classes are designed to offer students opportunity to meet this standard through assignments, projects, case studies, interviews	Minor: All classes are designed to offer students opportunity to meet this standard through assignments, projects, case studies, interviews

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
2.7	promote collegiality with other literacy professionals through regular conversations and consultations about student learners, literacy theory, assessment, and instructional practices;	Secondary	
		Major: COMM480 Communicating for Community Students are required to research assessment of a portfolio and prepare and execute interviews with professionals in their fields (see Assignments A, 1)	Minor:
2.7	join and participate in professional organizations, such as the Michigan Association of Speech Communication, the Michigan Interscholastic Press Association, the Central States Communication Association, the Journalism Education Association, the National Communication Association, the National Scholastic Press Association, the Michigan Speech Coaches Incorporated, the Columbia Scholastic Press Association, the Midwest Theatre Association, Quill and Scroll, the Association for Theatre in Higher Education, and the Student Press Law Center; and	Secondary	
		Major: National Communication Association membership is encouraged at student level. This association caters to both speech and journalism. Attendance assistance may be available to students. (See Student Handbook) Society of Professional Journalists membership is encouraged at student level. Attendance assistance may be available to students. (See Student Handbook) Southern Adventist Communicators Association provides professional development and networking opportunities. Student attendance is sponsored to this conference. (See Student Handbook) PRSSA Department has PRSSA for students who pay the annual fee for membership. Some students are sponsored. Membership of National Communication Honors Society, Lambda Pi Eta , for eligible students (GPA of 3.25 in major area) exposes students to academic excellence & encourages participation in scholarly endeavors. (See Student Handbook)	Minor: Applicable to minors

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
2.9	participate in regular pre-service and professional development opportunities that reflect national and state content standards in English Language Arts and the Teaching and Learning Standards of the <i>Michigan Curriculum Framework, 1996.</i>	Secondary	
		Major: These requirements are met by the School of Education's program as well as the certification program, Communication Arts	Minor: These requirements are met by the School of Education's program
3.0	Standards for Knowledge of Content and Curriculum		
3.1	Meaning and Communication Teachers of communication arts will have knowledge of the following principles and concepts and be able to:		
3.1.1	demonstrate an understanding of the appropriate use of authentic experiences in communication in a variety of rhetorical situations; demonstrate or model appropriate communication behaviors;	Secondary	
		Major: Meta-communication is key to understanding communication competence. In all of the following courses the students are exposed to authentic experiences in communication in various contexts and are encouraged to demonstrate appropriate communication behaviors: COMM215 Introduction to Comm theory and Research COMM280 Voice and Diction COMM320 Interpersonal Communication COMM450 Comm in the Classroom COMM475 Professional Presentations COMM480 Communicating for Community JOUR230 Beginning Media Writing JOUR445 Publication Production JOUR450/460 JOUR455 Media Law and Ethics	Minor: This applies to the minor courses as well.

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.1.2	demonstrate an understanding of the integrated nature of the English language arts (listening, speaking, reading, writing, viewing, and representing);	Secondary	
		<p>Major: It is important for Communication Arts students to understand the relationship between English Arts and Communication Arts as a typical combination of majors and minors includes these 2 emphases and there is an important overlap. This is highlighted in the following courses: COMM280 Voice and Diction Listening and speaking, reading COMM320 Interpersonal Communication Listening, speaking, viewing, representing COMM425 COMM450 Comm in the Classroom Listening, speaking, reading, writing, viewing and representing COMM475 Professional Presentations Listening, speaking, writing COMM480 Communication for Community All integrated to pursue a career JOUR230 Beginning Media Writing Writing, representing JOUR 330 Advanced Media Writing Writing, representing, viewing JOUR445 Publication Production Reading, writing, representing JOUR450/460 Reading, writing, representing, viewing</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.1.3	demonstrate knowledge of oral communication models (paradigms) and an awareness of the interdependence of their various components;	Secondary	
		<p>Major: COMM215 Intro to Communication Theories and Research Students are introduced to models of and paradigms or approaches to communication in the theories. The various contexts provide approaches to communication but it becomes evident that there is an interdependence of the various components and contexts. COMM450 Communication in the classroom The teaching-learning situation is explored from the perspective of the relationship between the components of communication and what the teacher does and what the student does in the communication process. Knowing the components supports an awareness of problems in communication such as noise, feedback, encoding and decoding. COMM475 Professional Presentations Various approaches to presenting professionally are explored and the interdependence of the various components of communication become apparent.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.1.4	understand the social, cultural, and dynamic nature of verbal and nonverbal language and how language choices affect people;	Secondary	
		Major: All of the following courses are intentional about providing opportunities for students to understand the social, cultural and dynamic nature of both verbal and nonverbal language and the effects of the choices of language: COMM215 Intro to Communication Theory and Research COMM320 Interpersonal Communication COMM425 Media Literacy COMM450 Communication in the Classroom COMM475 Professional Presentations COMM480 Communicating for Community JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production JOUR460 News Editing for Electronic Journalism	Minor:
3.1.5	analyze oral, written, and visual texts to determine their style, voice, and language choices, and to evaluate their appropriateness to context, purpose, and audience;	Secondary	
		Major: Oral, written and visual texts are used in the following courses to evaluate appropriateness to context, purpose and audience: COMM215 Introduction to Comm theory and Research COMM320 Interpersonal Communication COMM425 Media Literacy COMM450 Communication in the Classroom COMM475 Professional Presentations COMM480 Communicating for Community In the Journalism classes, the focus is on written texts: JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production	Minor:

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.1.6	explain the history, evolution, and law of the media (newspapers, magazines, yearbooks, the Web, television and radio broadcast, etc.);	Secondary	
		Major: JOUR230 Beginning Media Writing Students are introduced to the media and the importance of the media for information dissemination JOUR455 Media Law and Ethics This course provides insights into the various media and the relevant laws including the history of various media and cases etc.	Minor:
3.1.7	model the integrated nature of journalistic endeavors, such as questioning, reporting, writing, synthesizing information, and the resulting media product; and	Secondary	
		Major: In the following Journalism courses the students develop journalistic skills and are exposed to the integrated nature of these for the purpose of disseminating information using various media platforms. The media product is the result of a process involving questioning, reporting, writing, synthesizing information etc. JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production JOUR465 Advanced Topics in Journalism JOUR45/460	Minor:
3.1.8	illustrate the various forms of journalistic writing, including straight news writing, feature writing, opinion writing, and news analysis.	Secondary	
		Major: The following Journalism courses expose the students to the various forms of writing which the student becomes familiar with and applies by submitting articles, features etc. to various publications and various media platforms: JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production JOUR450/460 Advanced Topics in Journalism	Minor:

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.2	Literature and Understanding Teachers of communication arts will have knowledge of the following principles and concepts and be able to:		
3.2.1	demonstrate an understanding of the distinct characteristics of the forms of oral, written, and visual literature (e.g., film, newspaper, personal narrative, reader's theatre);	Secondary	
		<p>Major: The focus of the following courses includes an understanding of the different characteristics of oral, written and visual literature: COMM450 Communication in the Classroom Focuses on oral, written and visual literature in the context of the classroom COMM280 Voice and Diction Emphasizes oral literature and the distinct characteristics influencing the production orally e.g. reader's theatre etc COMM425 Media Literacy Deals with literacy and the characteristics of the various forms of communication and understanding how the media characteristics vary COMM475 Professional Presentations Concentrates on the forms of oral literature and performance</p> <p>The following Journalism courses deal with the distinct forms of newspaper, narrative and the publication of written works using various media platforms JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production JOUR450/460 Advanced topics in Journalism</p>	<p>Minor:</p>
3.2.2	show knowledge of and experience with key	Secondary	

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	concepts and themes in a wide variety of quality contemporary and classic illustrations of oral literature, appropriate for different developmental levels and contexts;	<p>Major: COMM280 Voice and Diction focuses on the variety of oral literature appropriate for different levels and context</p> <p>COMM450 Communication in the Classroom looks at the concepts and themes in the context of the classroom and deals with various developmental levels and contexts</p>	Minor:
3.2.3	use oral, visual, and written texts to explore and address important issues and problems in communities beyond the classroom;	Secondary	
3.2.4	explain the role of the First Amendment in mass	Secondary	

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	media;	Major: JOUR455 Media Law and Ethics Relevant laws and cases are studied so that the First Amendment in the mass media is understood	Minor:
3.2.5	highlight the legal rights and responsibilities and ethical issues related to libel, privacy, copyright, obscenity, bias, propaganda, plagiarism, protection of sources, and the gathering and use of information;	Secondary	
		Major: Students are introduced to and the insights are deepened during the following courses as to the issues of Journalism: JOUR455 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR455 Media Law and Ethics	Minor:
3.2.6	amplify the role of Supreme Court decisions relating to scholastic journalism (including, but not limited to, <i>Tinker v Des Moines</i> and <i>Hazelwood v. Kuhlmeier</i>);	Secondary	
		Major: JOUR455 Media Law and Ethics This course focuses on actual cases. Knights cases are made available to students for study and understanding of media law and guests from the legal profession share issues with students	Minor:
3.2.7	illustrate the role and responsibility of the journalist as “gatekeeper” in society and in the scholastic setting; and	Secondary	
		Major: The Journalism courses below include the role of the journalism as gatekeeper in society: JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production JOUR455 Media Law and Ethics	Minor:
3.2.8	demonstrate the importance of using multiple	Secondary	

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	sources to obtain objectivity, balance, truth, and accuracy in reporting.	Major: This is an important aspect of Journalism and each of the following courses emphasize the importance of using multiple sources in the focus on good research and good reporting JOUR455 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production JOUR455 Media Law and Ethics	Minor:
3.3	Genre and Craft Teachers of communication arts will have knowledge of the following principles and concepts and be able to:		
3.3.1	demonstrate an understanding of how conventions of usage are adapted to different communicative situations (e.g., layout designs, organizational patterns, transitional devices);	Secondary	
		Major: In the following communication courses the students are given activities in which they become familiar with different communicative situations such as organization patterns, transitional devices and the adaptation of usage of conventions COMM450 Communication in the Classroom In the context of the classroom, structural moves and learning COMM425 Media Literacy Codes and conventions and sending messages on the media COMM475 Professional Presentations Organizational patterns and transitional devices in speech construction and presentation Layout designs and conventions in Journalism are explored in the following Journalism courses JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production	Minor:
3.3.2	demonstrate an understanding of the	Secondary	

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	<p>characteristics of various communication purposes (e.g., to inform, to persuade, to entertain);</p>	<p>Major: COMM475 Professional Presentations Speeches to inform and to persuade are developed, prepared and then presented. COMM 425 Media Literacy The importance of understanding the goal of media information and media products in terms of whether it is for information or for entertainment, is a goal of the course. This includes an understanding of genre.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.3.2	indicate an understanding of how expressive choices (e.g., advertisements, theatre performance, public address) influence a reader's, listener's, or viewer's feedback;	Secondary	
		<p>Major: COMM215 Intro to Comm Theory and Research Exposure to various theories of communication in various contexts included an understanding of the influence of expressive choices on the receiver's of messages and meaning COMM425 Media Literacy Media products (advertisements, programs etc.) are analyzed to understand how the communicator/source makes choices to influence the receiver and how the receiver is influenced and the keys to interpreting the messages and meaning COMM450 Communication in the Classroom The choices of content made by the students in their mini-lessons and the influence on the receiver is important in terms of feedback COMM475 Professional Presentations JOUR 330 Advanced Media Writing Writing stories and features and then assessing the feedback in terms of influence is a goal of this class JOUR445 Publication Production Students make expressive choices and then the publication is evaluated according to the feedback of the receiver</p>	<p>Minor:</p>
3.3.4	demonstrate journalistic style according to a reputable style manual (e.g., Associated Press, Quill and Scroll, Columbia Scholastic Press Association), including grammar, spelling, punctuation, usage, diction, and other language conventions; and	Secondary	
		<p>Major: Journalistic style, grammar, are important aspects of each of the following Journalism classes. JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.3.5	illustrate how values determine the content and hierarchy of information in a media product.	Secondary	
		<p>Major: COMM425 Media Literacy This course emphasizes the importance of values that underlie the content and hierarchy of information in media products. Semiotics and denotation, connotation, and ideology/values are used as ways of understanding and exposing values</p> <p>Good news as a value for developing stories, articles etc. and identifying values in media products is a goal of these courses JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production The magazine published, Envision, is developed with a particular set of values as the foundation, namely a Christian lifestyle</p>	<p>Minor:</p>
3.4	<p>Skills and Processes Teachers of communication arts will have knowledge of the following principles and concepts and be able to: (see next page)</p>		

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.4.1	demonstrate an understanding of multiple strategies for constructing and conveying meaning through a variety of print and nonprint texts;	Secondary	
		<p>Major:</p> <p><u>JOUR230</u> Beginning Media Writing Students communicate in print and nonprint news formats for a specific audience in a specific medium - newspaper, print or online, magazine.</p> <p><u>JOUR 330</u> Advanced Media Writing Students write for a specific audience – alumni, students, professionals – in a specific medium – newspapers, magazines, television, video, scripting</p> <p><u>JOUR445</u> Publication Production Students use editorial strategies to design, develop, layout, and edit for specific audiences in specific mediums – newsletters, newspapers, magazines. These are often authentic productions providing a service to local organizations.</p> <p><u>COMM320</u> Interpersonal Communication Students complete a laboratory report applying interpersonal communication skills taking gender, culture, self-concept, class into consideration when constructing messages. They also convey verbal and nonverbal messages to specific audiences in nonprint forms.</p> <p><u>COMM450</u> Comm in the Classroom Students plan and present lessons and engage in Group Activities, which take age, culture, past experience into consideration while constructing messages and using print and nonprint texts to convey messages - verbal, nonverbal, notes, PowerPoint.</p> <p><u>COMM475</u> Professional Presentations Students practice Audience Analysis to construct appropriate messages and use nonprint (verbal and nonverbal) and print (visual aids) to convey messages.</p> <p><u>COMM480</u> Communicating for Community Students construct and convey meaning of competencies: oral, written, multi-media in the medium of a portfolio.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.4.2	demonstrate an understanding of the processes of and the strategies for effective listening at different developmental levels;	Secondary	
		Major: COMM320 Interpersonal Communication An important aspect of this course is listening and the various processes and strategies involved in effective listening COMM450 Communication in the Classroom Students are required to present a listening activity which is suitable for various developmental levels. They also correlate listening with learning as the 2 are inextricably linked in the teaching-learning situation	Minor:
3.4.3	Demonstrate an understanding of the skills and processes necessary to communicate effectively in oral and written forms for a variety of audiences and purposes;	Secondary	
		Major: COMM320 Interpersonal Communication This course concentrates on communication in a relationship context specifically oriented to the workplace. Skills and processes and effective communication in oral forms are learned COMM450 Communication in the Classroom The context of this class is the classroom; the audience is the students of elementary and secondary education and learning is the context for learning how to communicate effectively in oral form COMM475 Professional Presentations Both oral and written forms for a variety of audiences and purposes such as information, persuasion are studied In the following courses students develop skills in written forms for a variety of audiences and purposes: JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production	Minor:

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.4.4	demonstrate an understanding of the appropriate methods for revising and editing print and nonprint texts (e.g., debate case or brief composition, editorial and news copy, speeches, theatre characterization);	Secondary	
		Major: COMM475 Professional Presentations Appropriate methods for revising and editing texts for presentation of speeches including debate and theatre characterization COMM450 Communication in the Classroom Mini-lessons are developed and revising and editing takes place Revising and editing is crucial to developing print texts in the following journalism courses: JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production	Minor:
3.4.5	demonstrate an understanding of the inquiry process and the resources appropriate for investigating particular questions and/or topics;	Secondary	
		Major: COMM215 Intro to Comm Theory and Research By means of activities students develop an understanding of the inquiry process with respect to research and the development of theories. The framework is questions and topics of the context of communication COMM425 Media Literacy This course deals with the issues related to the media, ownership, techniques and the development of questions to inquire as to the impact on identity, society, perception and ideology COMM475 Professional Presentations Presentation of various types of speeches that are credible and substantial requires investigating questions and topics as part of the process and understanding the resources that are appropriate. JOUR 330 Advanced Media Writing Research and interviewing sources are important aspects of this journalism class to ensure objectivity, fairness, accuracy and honesty	Minor:
3.4.6	demonstrate an understanding of critical standards	Secondary	

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	and methods to make judgments about the craft, aesthetics, and significance of texts;	<p>Major: COMM475 Professional Presentations Recorded and printed speeches are analyzed COMM425 Media Literacy Media products are considered to be texts in this course. Critical standards and methods such as Burke's dramatism and the levels of semiotics are used to make informed judgments about the craft and aesthetics and significance.</p> <p>Criteria is used to make judgments on texts as well as the development of texts for media JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production</p>	Minor:
3.4.7	demonstrate an understanding of the fundamental importance of truthfulness, responsibility, and ethics when communicating in diverse contexts;	Secondary	
3.4.8	demonstrate an understanding of the special skills	Secondary	

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	required to engage in performance arts, such as oral interpretation and theatre production, or the production of mass media, such as radio and television broadcasting;	Major: COMM280 Voice and Diction Oral presentation is the focus in terms of oral interpretation and theatrical presentation and effective articulation of thoughts and ideas COMM425 Media Literacy The focus is on the skills in the production of mass media for the purpose of understanding what is involved in the production of messages and how this impacts on the meaning and reception of the message. COMM475 Professional Presentations Oral interpretation is continued in this course	Minor:
3.4.9	demonstrate an understanding of the principles for the preparation and presentation of messages for print or nonprint texts;	Secondary	
		Major: All of the following courses develop an understanding of the principles for preparing and presenting texts: COMM475 Professional Presentations The following concentrate on the messages of print e.g. magazine, newspaper and also non-print such as electronic media JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production JOUR450/460 Advanced Topics in Journalism	Minor:
3.4.10	demonstrate an understanding of the administration and management of interscholastic communication arts activities, including:	Secondary	
		Major:	Minor:
3.4.10.1	an appropriate understanding (i.e., theory, principles, and administration) of co-curricular and	Secondary	

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	<p>extracurricular speech communication experiences (e.g., debate, discussion, legislative simulations, oral interpretation or performance studies, mock trial, public speaking, theatre festivals); and</p>	<p>Major: Students are encouraged to participate in many of the co-curricular and extracurricular opportunities that offer speech communication experiences. Some of the activities include guest presenters, activities organized by the Communication club e.g. poetry cafe, by Student Life, e.g. mock political debates, MLK activities etc. There are opportunities to act in plays, take part in public speaking such as Week of Spiritual Emphasis etc.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.4.10.2	<p>knowledge of the fundamentals of the organization and production of one or more student publications (e.g., newspaper, newsmagazine, yearbook, Web, and/or broadcast). These include:</p> <ul style="list-style-type: none"> a) Content and function b) photography c) advertising d) business management e) process to critique/evaluate the product f) design g) use of computer technology h) planning and scheduling i) principles of editorial, staff, and classroom management j) use of production teamwork/group work k) the role of the advisor in student publications l) career and life experience in publications m) awareness of opportunities in professional media n) procedures to ensure that staff selection reflects student population o) procedures to ensure that publication content reflects student population. 	Secondary	
		<p>Major: Students in the following classes participate in preparing and presenting articles for various student publications. The department produces a magazine, <i>Envision</i> by a team of students from various disciplines. JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production The editor of the <i>Student Movement</i> for the past 5 years has been a communication student. Student workers in the department work on production and post-production projects, work as teams to produce 2 programs for broadcasting. Students work in various departments on campus as well as Integrated Marketing and Communication. The internship requirements also provide students with various experiences as listed.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.4.11	demonstrate an understanding of the theory and application of listening principles in the classroom and real world settings;	Secondary	
		Major: Both of these courses focus on the importance of listening, in the context of the classroom and in relationships: COMM450 Communication in the Classroom COMM320 Interpersonal Communication	Minor:
3.4.12	provide sources and techniques for researching and gathering background information to strengthen the integrity of stories;	Secondary	
		Major: In all of the following classes, research and how to deal with sources and background information to publish stories with integrity, is emphasized and practiced: JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production	Minor:
3.4.13	illustrate knowledge of the techniques for interviewing and news gathering; and	Secondary	
		Major: Interviewing and how to gather news are key skills in the following courses: JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production	Minor:
3.4.14	provide examples of the characteristics of journalistic writing, including story organization, leads, copy-editing, headlines, captions, and the use of quotations and attribution.	Secondary	
		Major: Students are given examples of the different types of journalistic writing as well as media writing in the following: JOUR230 Beginning Media Writing JOUR 330 Advanced Media Writing JOUR445 Publication Production	Minor:

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.0	Standards for Pedagogy (Instruction and Assessment)		
4.1	Instructional Design Teachers of communication arts will be able to:		
4.1.1	create learning environments (e.g., broadcast studio, classroom, publications room, theatre rehearsal) that provide for oral communication opportunities in a variety of rhetorical situations (e.g., interviews, news broadcasts, oral interpretation, public presentation);	Secondary	
		Major: <u>COMM280</u> Voice and Diction Students are required to perform 7 different readings from a variety of genres. Students in audience critique these readings and gain experience in creating oral interpretation learning environments. <u>COMM450</u> Comm in the Classroom Students design, deliver and evaluate 3 different forms of instructional lessons. While mini-lessons are presented, students in the audience evaluate peers and thus gain experience in creating learning environments in their own classrooms and in public presentations. <u>COMM475</u> Professional Presentations Students design, deliver and evaluate 5 different speech presentations. Students evaluate their own speeches based on Speech rubric which is the same rubric they will use as teachers in their own classrooms. <u>JOUR 330</u> Beginning Media Writing Students prepare for & execute a successful interview. Students participate in peer evaluation and develop skills in teaching the interview process.	Minor:

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1.2	create learning environments which promote an understanding of differences (e.g., historical, regional) in language use within professional and community environments, including issues which relate to ethnicity, social class, gender, and cultural and/or regional background;	Secondary	
		<p>Major:</p> <p><u>COMM320</u> Interpersonal Communication Students are required to attend lecture on language use and role play the skill of adapting their language use in an interpersonal situation which includes one of the following issues: ethnicity, social class, gender, culture or regional background, religion, age.</p> <p><u>COMM450</u> Communication in the Classroom Students role play how they would address issues in language during group activities Students practice in groups and give peer evaluation to gain practice in creating learning environments in language in their future classrooms.</p> <p><u>COMM475</u> Professional Presentations Students practice using language to bring listeners together in public presentations. Students required to adapt language to 2 different audiences. Students required to evaluate peer ability to adapt their language usage based on identified criteria.</p> <p><u>JOUR 330</u> Advanced Media Writing Students plan and execute an interview that requires specific language adaptation. Peer evaluation of this language adaptation is given in response to oral presentations. Students develop ability to teach language adaptation in their own classrooms.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1.3	engage students in interpreting and evaluating ideas presented through independent or interdependent oral, written, and visual forms (e.g., live performance, technological resources), as well as analyzing the language, style, and voice in which these ideas are presented in various print and nonprint texts;	Secondary	
		Major: COMM475 Professional Presentations Students critique presentations by peers as well as a professional speaker based on Speech Rubric. This rubric identifies among other things use of language, style, voice and visual aids (See handout). JOUR230 Beginning Media Writing Students evaluate and analyze news and news sources (both print and nonprint texts) according to unique format, audience, time-frames, content, and editorial slant.	Minor:
4.1.4	create activities that will illustrate for students the verbal (e.g., connotation, denotation, literary devices, scripts) and nonverbal (e.g., graphics, kinesics, paralanguage, proxemics) features of language;	Secondary	
		Major: COMM320 Interpersonal Communication Students develop and execute activities to give peers practice in nonverbal communication during a group presentation. Students practice using language of responsibility and produce a journal of this activity. This same activity will be used in their own classrooms. COMM450 Communication in the Classroom Students demonstrate verbal and nonverbal features of language in group activities. These demonstrations will be used in their own classrooms. COMM425 Media Literacy Students explore media products using denotation, connotation, to identify messages and meaning. Students also create nonverbal messages to discover whether the message was understood as intended. The focus is on the elements of non-verbal communication such as kinesics, paralanguage, proxemics and use of language.	Minor:

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1.5	design classroom instruction that emphasizes ethical behavior and standards in multiple communication contexts;	Secondary	
		<p>Major: COMM450 Comm in the Classroom Students practice ethical behavior in group role play: conflict consultants and handling disruptions</p> <p>COM425 Media Literacy An important aspect of understanding the media is to explore the ethics and standards as portrayed through media products. Pre-service students are expected to identify media products for the purpose of students engaging in this activity.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1.6	design and implement assignments that require students to understand and apply responsible research techniques (e.g., validity and verification of sources, contextual authenticity) using a variety of reliable resources;	Secondary	
		<p>Major: COMM215 Intro to Communication Research & Theory Students develop research paper on a communication event in close consultation with instructor. Students demonstrate correct, consistent referencing techniques as well as a bibliography of sources used. The purpose is to find authentic sources for information using primarily the internet as the communication event is generally current.</p> <p>COMM475 Professional Presentations In their public presentations students offer their assertions with a variety of supporting evidence and form compelling arguments by selecting and combining proofs based on effective evidence. Students develop speech outlines for 4 presentations and supply justification for the validity of their sources. These same assignments will be used in their own classrooms.</p> <p>JOUR230 Beginning Media Writing Students identify libel and use criteria to eliminate it in news stories.</p> <p>JOUR 330 Advanced Media Writing Students apply credibility criteria to their own interviews and news writing. Students practice doing research for a story and developing sources.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1.7	structure assignments that enable students to document and evaluate the development of their communication abilities using standards (e.g., aesthetic, publication, and/or rhetorical criteria) that require diverse examples of authentic print and nonprint texts for different audiences and purposes;	Secondary	
		<p>Major:</p> <p><u>COMM450</u> Communication in the Classroom Students plan and present 3 mini teaching lessons in which students design a lesson for a specific age and subject and with a specific purpose (lecture, discussion, small group activity). Teacher and peer evaluation based on specified rhetorical and aesthetic criteria (see evaluation forms and peer evaluations in outline) is applied to each lesson. These criteria will be used in students' future classrooms.</p> <p><u>COMM475</u> Professional Presentations Students submit a portfolio of their work in which they document and evaluate their progress in diverse speaking situations over the semester. Students develop expertise in evaluation of their own progress and in presenting a portfolio which they will use in teaching their own students.</p> <p><u>COMM480</u> Communicating for Community Students identify aesthetic, rhetorical and publication standards by which they evaluate their own development of communication abilities in a portfolio.</p> <p><u>JOUR230</u> Beginning Media Writing Students research and write articles with varied purposes for <i>Student Movement</i> publication. Students adapt stories for the diverse publics of designated publication. (Students reflect on progress of writing skills based on publication criteria</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1.8	enable students to set goals, reflect, and self-assess their communication at different developmental levels (e.g., personal experiences, familiarity with channel of communication, or interdisciplinary exposure);	Secondary	
		<p>Major:</p> <p><u>COMM280</u> Voice and Diction Students meet individually with instructor for practice and goal-setting conference for at least one of their readings</p> <p><u>COMM320</u> Interpersonal Communication Students select and practice specific skills outside of class. Students then describe, situation and dialogue, comment on results and discuss insights into experience of these Laboratory Reports. Students identify progress every two weeks. This self-evaluation of progress enables student to be self-conscious of improvement and able to direct the same journaling in a future class.</p> <p><u>COMM450</u> Communication in Classroom Students set goals for each presentation after viewing their taped lessons. These self-assessment papers are used to reflect on their own verbal and nonverbal communication developmental levels and will be used to set goals for and assess students in their future classrooms.</p> <p><u>COMM475</u> Effective Presentations Students set goals for each presentation after viewing their taped speeches. These self-assessment papers will be used in their own classrooms to set goals and reflect on developmental levels of public speaking.</p> <p><u>COMM480</u> Communicating for Community Students set career goals in line with world of work then reflect on their current educational experience and evaluate the level and variety of their current skills (verbal, nonverbal, use of media). Students identify areas of communication which they are lacking and then develop opportunity to develop these skills.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1.9	develop and use evaluative tools to assess public performance. Such tools (e.g., rubrics, scoring guides, ballots, oral critiques) should help the student understand the standards and performance expectations prior to preparation and delivery of a public performance or to apply critical standards for evaluating communication;	Secondary	
		Major: COMM280 Voice and Diction Students use a provided rubric for their readings prior to performance for self-assessment and goal-setting and peer evaluation. COMM450 Communication in the Classroom Students use a provided evaluation form for self-assessment of mini-lessons. COMM475 Professional Presentations Students use various types of feedback grids to evaluate peer performances. Students participate in discussions on feedback and the use of criteria for evaluation. Students generate specific objectives for use in evaluating public presentations.	Minor:
4.1.10	select and order assignments which support standards-based integrated units of instruction; and	Secondary	
		Major: These goals will be met through assignments in each class	Minor: These goals will be met through assignments in each class

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1.11	set meaningful goals as part of short- and long-term instructional planning.	Secondary	
		<p>Major: COMM450 Communication in the Classroom Students set goals at the end of each presentation. Students set long-term goals in several Group Activities COMM475 Professional Presentations Students set several course goals as a group at the beginning of the course. Students set goals for following presentation after viewing taped speeches. Students and Instructor evaluate progress towards these goals. This same goal-setting perspective will be used in students' own classrooms. COMM480 Communicating for Community Students reflect on and set goals for themselves and assist their peers in setting both short and long term . JOUR230 Beginning Media Writing Students must meet deadlines that are set as goals for each news story. JOUR 330 Advanced Media Writing Students must meet deadlines that are set as goals for each news story.</p>	<p>Minor:</p>
4.2	<p>Instructional Strategies Teachers of communication arts will be able to: (see next page)</p>		

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.2.1	teach students strategies and techniques (e.g., audience analysis, organizational patterns, evidence and reasoning, delivery skills, appropriate use of audio-visual materials, techniques of questioning) to provide for effective communication experiences in diverse contexts;	Secondary	
		<p>Major:</p> <p><u>COMM320</u> Interpersonal Communication Students research, plan and deliver a group presentation that teaches aspects of nonverbal communication skills (delivery skills) to the other students in the audience to increase effective communication.</p> <p><u>COMM450</u> Comm in the Classroom Students prepare and deliver a Lecture (audience analysis, organizational patterns, evidence and reasoning, delivery skills, audiovisual materials), a discussion (developing discussion questions, appropriate responses to encourage dialogue, audience analysis, organizational patterns), and a small group activity lesson (audio-visual, organizational patterns, audience analysis) to provide for effective communication experiences in diverse contexts.</p> <p><u>COMM475</u> Professional Presentations Students research and deliver 5 speeches in which they practice the following skills: audience analysis, selecting applicable organizational pattern, using audio-visuals to support verbal content, supplying evidence and using logical reasoning to persuade audience, choosing and practicing delivery skills such as use of gestures, vocal energy, posture etc. Students evaluate peers' speeches and offer suggestions for improvement. Students thus practice the skill of evaluation and teaching others how to improve their skills.</p> <p><u>JOUR230</u> Beginning Media Writing Students practice organizational pattern of "who, what, where, when how" for their own news stories and teach and evaluate their peers' use of this hierarchy.</p> <p><u>JOUR 330</u> Advanced Media Writing Students teach and critique peers' techniques of questioning when completing their interviewing assignment.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.2.2	provide instruction and activities that encourage students to recognize and apply principles of effective group communication (e.g., problem-solving groups, conflict resolution, peer counseling, editorial board discussions);	Secondary	
		<p>Major: <u>COMM450</u> Communication in the Classroom Students practice effective group communication during each Group Activities Students role play and evaluate each other's communication effectiveness through group activities such as classroom climate, conflict consultants, handling disruptions. Students debrief activities each period by sharing their conclusions and experience with rest of class and teacher. Students practice these skills but also teach these skills to each other.</p> <p><u>JOUR445</u> Publication Production Students practice group communication skills such as discussion, conflict resolution and problem-solving in class where they receive peer counseling and teacher facilitation. Students learn to teach other students to develop these skills as they are demanded by situations. Students attend <i>Student Movement</i> editorial discussions and practice and teach these skills when they hold their own editorial discussions.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.2.3	provide instruction and activities that encourage students to recognize and apply principles for effective listening (e.g., purposes for listening, habits of effective listeners, strategies to reduce filters);	Secondary	
		<p>Major: <u>COMM320</u> Interpersonal Communication Students practice targeted skills in listening (e.g. paraphrasing, importance of eye contact, perception-checking) and participate in peer counseling to teach the skills to other students in their groups. These same activities will be used to teach listening in their own classrooms.</p> <p><u>COMM450</u> Communication in the Classroom Students participate in a discussion on listening and then practice listening skills such as critical listening versus judgmental listening, effective feedback, perception checking etc. Students evaluate their peers' effectiveness and suggest alternate responses to increase effectiveness</p> <p><u>COMM475</u> Professional Presentations Students participate in extensive discussion on listening and practice principles of listening critically to others in classroom when giving peer evaluations and in their critique outside of class of a professional speaker. Students will use similar activities in their own classrooms.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.2.4	model effective practices in language arts, including speaking, listening, reading, writing, viewing, and visually representing practices through activities (e.g., editing, simulations, improvisations) and classroom instruction;	Secondary	
		<p>Major:</p> <p><u>COMM280</u> Voice and Diction Students practice reading and listening through activity of reading a 100-page book on tape. Students model effective reading practices over multiple performances</p> <p><u>COMM320</u> Interpersonal Communication Students model effective speaking, and activity-based language skills during group presentation and role plays Students model effective writing with laboratory reports.</p> <p><u>COMM450</u> Communication in the Classroom Students model effective language arts during mini-lessons (classroom instruction) where they speak, listen, use questioning, demonstrate activities and facilitate discussion and group work. Students model effective practices through activities when engaged in Group activities.</p> <p><u>COMM475</u> Professional Presentations Students model effective speaking through delivering 4 speeches that are carefully organized and delivered extemporaneously. Students model effective writing for the same speeches by developing outlines from which to speak, and also by writing a self-assessment for each speech. Students model effective listening by participating in written and oral peer evaluation of speeches.</p> <p><u>JOUR230</u> Beginning Media Writing Students model effective writing skills by writing news stories of various types, using adequate and accurate grammar and spelling.</p>	Minor:

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.2.5	model consistently ethical principles in all communications with students both in and out of the classroom;	Secondary	
		Major: COMM320 Interpersonal Communication Students formulate a personal theory of ethics that they model in activities each week. COMM475 Professional Presentations Students model ethical communication in giving and receiving feedback after each presentation and show respect for their audience when planning each presentation JOUR455 Media Law and Ethics Students develop code of ethics, keep an ethics journal, complete an ethics values inventory and model ethical principles by taking a stand on an ethical or legal issue facing the media.	Minor:
4.2.6	model consistently the application of oral and written evaluative criteria when providing constructive feedback on student performances and other relevant communication events (e.g., public speeches, theatre performances, media broadcasts);	Secondary	
		Major: COMM280 Voice and Diction Students evaluate peer readings after instructor has modeled constructive feedback based on identified criteria. COMM450 Communication in the Classroom Students peer evaluate 3 different forms of instructional lessons. Students use identified criteria to offer constructive feedback to their peers both written and in oral format after the lesson. COMM475 Professional Presentations Students peer evaluate 5 different speech presentations. Students give constructive feedback based on rubrics in an oral group context after presentations. JOUR 330 Advanced Media Writing Students deliver peer evaluation after working as partners in an interview situation.	Minor:

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.2.7	create environments that support respectful approaches to individual differences; and	Secondary	
		Major: COMM320 Interpersonal Communication Students discuss and develop skills in increasing supportiveness and decreasing defensiveness in interpersonal communication. Students develop increased awareness of supportive climates with discussion and role play activities. COMM450 Communication in the Classroom Students observe instructor modeling respectful behaviors and students discuss classroom climate in week 1, as well as practice activities that lead to supportive climates – e.g. listening. Students create respectful climates during the presentation of their mini-lessons, and are evaluated on the effectiveness of their skills. Students discuss their classroom observations of classroom climate and reflect on their implications and significance in a written reflection paper	Minor:.
4.2.8	employ and model the use of technology as an essential component of learning.	Secondary	
		Major: COMM475 Professional Presentations Students practice and model using presentational technology e.g. PowerPoint, overheads etc. in several of their 5 required presentations. Students learn criteria and skills for using technology as presentation aids JOUR445 Publication Production Students develop skills and techniques for use of technology such as IN-Design, Photoshop, Pagemaker, Quark Express, and Illustrator	Minor:
4.3	Assessment Strategies Teachers of communication arts will be able to:		

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.3.1	enable students to evaluate on an ongoing basis using appropriate assessment systems (e.g., rubrics, scoring guides, ballots, oral critiques) personal and peer choices of communication elements (e.g., message, organization, channel) as appropriate to a particular audience, context, and purpose;	Secondary	
		<p>Major: COMM450 Communication in the Classroom Students evaluate choices of communication elements of personal and peer mini-lessons based on written checklist on an ongoing basis. COMM475 Professional Presentations Students evaluate choices of communication elements of personal and peer speeches based on speaking rubric in written form and offer oral peer critiques in a group context after presentations. JOUR230 Beginning Media Writing Students participate in peer review using an interview rubric and evaluate audience composition, message and the best channel to be used based on context and purpose. JOUR 330 Advanced Media Writing Students participate in peer review using an interview rubric.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.3.2	evaluate student construction and editing of print and nonprint texts using appropriate communication arts assessment instruments that represent rigorous standards and reflect the critical components of the <i>Michigan Curriculum Framework, 1996, Content Standards and Benchmarks</i> and/or appropriate assessment programs from relevant national organizations;	Secondary	
		<p>Major: COMM450 Communication in the Classroom Students evaluate choices of communication elements of personal and peer mini-lessons based on written checklist on an ongoing basis. Students become experienced in evaluating construction and editing of texts using specified criteria.</p> <p>COMM475 Professional Presentations Students evaluate choices of communication elements of personal and peer speeches based on speaking rubric in written form and offer oral peer critiques in a group context after presentations. Students become experienced in evaluating construction and editing of texts using specified criteria.</p> <p>JOUR230 Beginning Media Writing Students participate in peer review using an interview rubric and evaluate audience composition, message and the best channel to be used based on context and purpose. (Students learn a standard set of symbols for editing print texts and practice using and responding to these symbols.</p>	<p>Minor:</p>
4.3.3	design frequent assessments that take into account communication anxiety and monitor student progress over time using increasingly more sophisticated standards;	Secondary	
		<p>Major: COMM450 Communication in the Classroom Students discuss and learn to recognize communication anxiety and learn and practice techniques for relieving anxiety throughout semester (See Course Calendar - climate, interpersonal comm., verbal comm., nonverbal communication and influence) in discussion on Communication Concerns</p> <p>COMM475 Professional Presentations Students conduct self-assessment at beginning of course. Students and instructor design systematic approach using lecture and application for decreasing anxiety and building communication confidence.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.3.4	<p>assess student ability to distinguish how similar content might be presented in oral, visual, and written forms of literature;</p>	Secondary	
		<p>Major: COMM215 Introduction to Communication Theory and Research Various media used to discuss how content is presented in different forms and how this affects learning and the content. Gold-fish approach used to evaluate the use of this content in various forms. JOUR445 Publication Production Students are taught to use the format which most closely meets needs of audience. Students are also taught to distinguish the characteristics of outlets such as video, newsletters, emails etc in order to select the most appropriate outlet.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.3.5	<p>assess student depth of understanding of important ideas, issues, themes, and perspectives from a wide range of texts demonstrating historical and cultural diversity;</p>	Secondary	
		<p>Major: COMM215 Introduction to Communication Theory and Research Students are exposed to issues and themes through application of theories (use of media, group activities, case studies, discussion). Students assess their own and other students' applications. Pedagogical value of this application is identified and discussed in terms of learning. COMM280 Voice and Diction Students use various texts to demonstrate an understanding when presenting, various perspectives on historical and cultural diversity COMM425 Media Literacy Keys to interpreting media includes historical and cultural context of media content which focuses on themes, ideas and issues. COMM450 Communication in the classroom Students are required to use various texts and explore various contexts to develop sensitivity to various type of diversity. JOUR455 Media Law and Ethics Students examine case studies for media issues and then apply their understanding to current events. This analysis enables students to assess their own learning and the complexities of these issues.</p>	<p>Minor:</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.3.6	assess communication in the context of appropriate ethical behavior;	Secondary	
		<p>Major: Column too short –see column to right <u>COMM320</u> Interpersonal Communication Students study use of language, perception barriers that prevent ethical communication, ethical management of conflict and how these skills vary from culture to culture in order to be responsible communicators. Students practice and assess their communication in an ethical context through a journal report.</p> <p><u>COMM450</u> Communication in the classroom The credible teacher is defined in terms of ethical communication behavior as well as the various issues in ethical behavior in the school and classroom.</p> <p><u>COMM425</u> Media Literacy The techniques used to persuade in the media are assessed by discussion of what is appropriate communication behavior.</p> <p><u>COMM475</u> Professional Presentations Students integrate their values and ethics into their roles as public speakers. Students study ethical issues with regards to persuasion, evidence and reasoning. Students assess ethical behavior through self-evaluation papers and through peer-evaluation discussions .</p>	<p>See column to left <u>COMM480</u> Communicating for Community Activities include discussion of codes of ethics of various professions in communication. Ethical dilemmas are used to identify a personal code of ethics which is published in personal portfolio. Discussion of use of social media for personal and public means of finding jobs. Students are prepared for interviews and internships and job opportunities and the importance of ethical behavior is emphasized.</p> <p><u>JOUR230</u> Beginning Media Writing Students discuss ethical issues facing journalism and maintaining their Christianity in journalism.</p> <p><u>JOUR445</u> Publication Production</p> <p><u>JOUR455</u> Media Law and Ethics Students inventory their ethical bases and develop a personal code of ethics. This code of ethics is then applied to an ethical or legal issue facing the media. Students assess their own ethical practices in light of these issues.</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.3.7	<p>evaluate, as appropriate, student mastery of essential content through various assessment tools, including constructed response tests, quizzes, essays, and other objective assessments that include rubrics. Mastery of concepts can also be assessed through performance or project-based demonstrations (e.g., portfolio, real world project, prompt book, speech outline, publications, video programs);</p>	Secondary	
		<p>Major: Column too short – see column to right COMM450 Comm in the Classroom Students develop lesson plan outlines for each of Lecture, Discussion & Small Group mini-lessons. Students show understanding of various communication concepts as they complete these lesson plans. Students peer evaluate mastery of content demonstrated through mini-lesson presentations and assess their own mastery of concepts by watching their taped presentations and writing an analysis. Students show mastery of concepts in a Classroom Observation Paper where they observe a teacher for 8 hours minimum and then analyze the communication concepts studied during the semester. Students also assess their mastery of concepts through quizzes and through role-play in which students apply various communication concepts and then evaluate peer responses. COMM475 Professional Presentations Students develop speech outlines according to defined criteria from which they present their speeches. They assess their mastery of performance through these speech outlines and through a course portfolio in which they document their competencies and reflect on goals for improvement. Students also evaluate their mastery of concepts based on self-assessment papers using a speaking rubric. COMM425 Media Literacy Students develop a portfolio and complete 2 reflections on progress in becoming literate.</p>	<p>Column too short – see column to left COMM480 Communicating for Community Students develop a portfolio of their communication abilities by means of a process. Using this process, students identify criteria needed in a portfolio and use these same criteria to assess mastery of their skills, knowledge and understanding as demonstrated in their portfolio. JOUR230 Beginning Media Writing Students submit news stories for publication in student newspaper, <i>Student Movement</i> Students use grading criteria rubric to assess their mastery of writing skills and content of article. Students assess news stories written by their peers as part of evaluating their peers' mastery of concepts. JOUR 330 Advanced Media Writing Students submit weekly news stories for publication in student newspaper, <i>Student Movement</i> Students use grading criteria rubric to assess their mastery of writing skills and content of article. Students assess news stories written by their peers as part of evaluating their peers' mastery of concepts. JOUR445 Publication Production Students demonstrate mastery of writing and editing by acting as editing and layout assistant at student paper, <i>Student Movement</i> Students prepare and produce one print project.</p>

	Standard/Guideline	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.3.8	use diverse assessments to determine student mastery and application of effective listening behaviors; and	Secondary	
		<p>Major: COMM320 Interpersonal Communication Students evaluate their mastery of effective listening through a journal report in which they practice these skills over a period of time and in a variety of situations. Students practice and assess these behaviors during in-class group activities. Students may select to research and complete an annotated bibliography on effective listening behaviors. Future teachers of Comm Arts will use this selection of assignments to determine student mastery.</p> <p>COMM450 Communication in the Classroom Students role-play effective listening behaviors and assess their peers in the mastery of these behaviors using identified criteria. Students practice their listening behaviors during Mini Lesson Discussion and assess their mastery in a self-evaluation paper.</p>	<p>Minor:</p>
4.3.9	interpret assessment methods and results to students, administrators, parents, and the public to assist in developing or revising instructional design and/or strategies.	Secondary	
		<p>Major: COMM450 Communication in the Classroom Students learn techniques for communicating sensitively with their publics</p>	<p>Minor:</p>