Faculty Senate Course Form

Effective Date: Fall 2026　　　Submission Date: 11/03/2025

Department: Teaching and Leadership　　　College of: **Education**　▼

Contact Person: Jason Clemensen

Create New, Revise, Inactivate, or Reactivate: **New**　▼　Course #: **EDUC 379**

Course Form:
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the New course or Changes to existing:

   This course will support a newly created major of Secondary Education with an emphasis in Unified. It will be a core course with the program for secondary education majors.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
   ○ Yes　　　◉ No

3. Is this course to be considered for General Education?
   If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.
   ○ Yes　　　◉ No

4. Will this course be required of any education majors?
   If "yes," this requirement will need approval of the Council for Teacher Education **before** *upload to " College Curriculum Legislation" in SharePoint.*
   ◉ Yes　　　○ No

5. Will additional resources or costs be required?
   ○ Yes　　　◉ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

◯ Yes   ⦿ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:		Instructional Planning and Delivery
Course Number:		**EDUC 379**
Credits:		3
Grading System:	**Select One**	**A-F, IN**
Pre/Co-Requisite(s):		EDUC 261 Explorations in Education and SPED 510 Overview of Inclusive Education
Course Description:		This course will examine best practices in effective planning and delivery including principles of Universal Design for Learning and principles of backwards design. Candidates will learn to plan lessons and units taking into consideration the needs of all learners. Candidates will practice a variety of teaching strategies, assessment strategies and differentiation strategies.

Authorization Sign-Off

Checklist: Check once verified.

✔	Required fields completed.
✔	Syllabus attached for new courses
✔	Assignment Strategies Attached

-Approved: Department Chair/Director
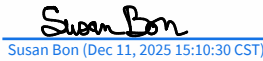Date: __11-10-25__   Signature, Chair/Director: _____

-Approved: College Curriculum Committee
Date: __12-2-25__   Signature, Committee Chair: _____
Jason Clemensen (Dec 4, 2025 08:34:02 CST)   Jason Clemensen (Dec 4, 2025 08:34:02 CST)

-Approved: Dean of College
Date: Dec 11, 2025   Signature, Dean: _Susan Bon_
Susan Bon (Dec 11, 2025 15:10:30 CST)

-Approved: Council for Teacher Education (if applicable)
Date: __12-3-25__   Signature, Council Chair: _____
Jason Clemensen (Dec 4, 2025 08:34:02 CST)

-Approved: University Undergraduate Curriculum Committee
Date: _____   Signature, Committee Chair: _____

-Approved: Faculty Senate
Date: _____   Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Pittsburg State University

College of Education

COURSE: EDUC 379 Instructional Planning and Delivery
Semester and Year

Instructor:	Name:
Contact Information:	Email: Phone:
Office Hours:	By Appointment
Syllabus Supplement:	Please review the syllabus supplement: it includes important University information regarding dates, policies and regulations. The Syllabus Supplement is available on the Registrar's office web site at https://www.pittstate.edu/registrar/syllabus-supplement.html Click on the appropriate semester for important dates and information.

Course Details

Course Description:	This course will examine best practices in effective planning and delivery including principles of Universal Design for Learning and principles of Backwards Design. Candidates will learn to plan lessons and units taking into consideration the needs of all learners. Candidates will practice a variety of teaching strategies, assessment strategies and differentiation strategies
Course Delivery Method:	online
Instructional Resources:	Required Textbooks: • *Methods for Effective Teaching* by Burden and Byrd • *Connecting Teachers Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms* by Voltz, Sims and Nelson Recommended Support Texts: • *The Teacher Clarity Playbook* by Fisher, Frey, Amador and Assof • *Understanding By Design* by Wiggins and McTighe • *Where Great Teaching Begins: Planning for Student Thinking and Learning* by Reeves Other Materials: Podcasts, Videos, Internet Resources, handouts, Articles in Canvas.
Course Goals and Objectives:	Upon Completion of this course candidates will... • Apply best practices in instructional planning to meet the needs of all learners drawing upon knowledge of content, technology, curriculum, cross-disciplinary skills and pedagogy. • Understand that learners bring unique individual differences to the learning process • Understand that learners need supportive and safe learning environments to thrive • Be able to craft learning experiences that integrate assessment, planning, and instructional strategies in coordinated and engaging ways. • Be able to develop appropriate learning progressions and learning intentions using multiple representations to meet the needs of each student. • Be able to convert IEP learning goals into instructional planning to craft engaging learning opportunities that meet the unique needs of each student. • Plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, instructional and assistive technologies, and materials to differentiate instruction for individuals and groups of learners.

Guiding Standards	• KSDE Professional Education Standards • KSDE Educator Preparation Program Area Standards • PSU Teacher Education Handbook
Turning In Assignments:	Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system. Expect feedback to be posted in Canvas within 7 days of the due date.
Time Requirements	For college courses of 3 hours, there is a 3 hour in-class time expectation with additional time expectation out of class for completing assignments. If this is an online or Hybrid course, be prepared to devote the same amount of time required for traditional courses to complete weekly assignments and course projects.

Course and University Policies

CANVAS LMS	Canvas is the Internet-based learning management system used to deliver online course instruction, distribute information, submit completed assignments, post grades and communicate with students. This course utilizes Canvas so it is essential to learn how to navigate the system. Student support is provided through the OIS Gorilla Geeks Help Center. Hours of operation are 8:00 am till 4:30 pm. More information may be found at http://www.pittstate.edu/geeks Or at 109 Whitesitt, 620-235-4600 or email geeks@pittstate.edu. Access the Canvas 101 Tutorial at the bottom of the login page http://pittstate.instructure.com and review the modules listed in the course navigation. The tutorial includes information about Canvas and explains how to use the system.
Attendance Policy	Logging into Canvas weekly is considered attending class.
Participation Policy	As a Teacher Education Major, it is expected that you will actively engage in the class, cooperate with your peers, show enthusiasm and a good attitude, be able to follow instructions, and complete assignments on time.
Ethical Online Behavior Expectations	The rights and responsibilities that accompany academic freedom are at the heart of the intellectual purposes of the University. Conduct as community members should protect and promote the University's pursuit of its academic mission. Therefore, all students and instructors are expected to conduct themselves with integrity in learning, teaching, and research and in ways that support those endeavors. Professionally, it is anticipated each student will: • Be respectful of alternative views and exhibit respect for others • Collaborate with others on a professional level • Demonstrate honesty and integrity to self and others • Demonstrate moral excellence and trustworthiness • Be reflective when taking positions • Demonstrate the flexibility to accept and change • Analyze and takes responsibility for own behavior • Accept constructive criticism positively • Demonstrate ability to learn from both success and failure • Demonstrate a professional emotional state
Cancelled Class Policy	This is an online class. Class will generally not be cancelled in the event of inclement weather or any other issue, any specialized instructions will be sent out via CANVAS. In case of a power outage, log in as soon as power is restored to check for special instructions.

Late Work Policy	Due dates for individual assignments and projects will be clearly communicated with instructions in Canvas. All assignments uploaded after the assigned time will be designated as LATE by the Canvas system. Assignments must be submitted on or before the due date and time. If you have an emergency, contact the instructor via email or phone prior to the assignment deadline to discuss your situation. The instructor will not accept late assignments unless there has been prior approval. Exceptions are not automatic, but are at the discretion of the instructor on a case-by-case basis.
Academic Honesty and Integrity Policy	Candidates are expected to follow the PSU Academic Honesty Policy, which speaks to unethical acts associated with coursework or grades. Full text of the policy can be found in the PSU University Catalog at the following link: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot As professional educators, academic honesty is paramount to developing and maintaining high ethical personal standards. Any breach of these policies will not be tolerated.
Artificial Intelligence Use Policy	**This course allows AI-generated brainstorming, information gathering, and outlining, but requires students to write the final product and cite any AI-generated content properly.** Artificial Intelligence (AI) tools, including but not limited to ChatGP, may be used in this course for brainstorming, information gathering, and grammar checking. However, students are expected to write the final draft of all assignments and properly cite any information or content generated by AI tools. Use of AI must be disclosed at the end of each assignment, along with a brief statement explaining how the tool was used and how the response built upon the AI-generated content. Artificial Intelligence should not be used to generate complete assignments, copy and paste directly from AI, or misrepresent AI-generated content as one's own work. The responsible and ethical use of AI aligns with the academic values of integrity, transparency, and accountability. Misusing AI, such as submitting AI-generated content without proper attribution or claiming it as your own, will be considered plagiarism. *Permitted Use:* Students may use AI tools to support their learning (e.g., brainstorming, information gathering, grammar checking), but it's use must be properly disclosed. Students are responsible for ensuring their submitted work's originality, accuracy, and academic rigor, regardless of AI assistance. *Disclosure Requirement:* If any part of an assignment is created, modified, or influenced by an AI tool, students must include an AI use statement at the end of their submission, specifying the name of the AI tool used and a brief description of how it was used. *Examples of an AI Use Statement:* 1. Footnote: "ChatGPT (OpenAI, 2025) was used to generate an initial draft of this paragraph. The content was reviewed, edited, and supplemented by the author." 2. Footnote: "An outline for this section was generated using ChatGPT. The final content was written independently." 3. *Footnote:* "ChatGPT was used to help generate ideas. Content was modified to incorporate course-specific material." 4. *Footnote:* "ChatGPT was used to help generate the initial unit plan. Final

	modifications and content were made to align with my teaching situation." 5. Footnote: "ChatGPT was used to help rephrase and polish my response for suggested grammar and style improvements. No content was generated by AI. ***Prohibited Use:*** AI tools must not be used to complete assignments where independent work is expected, such as take- home exams, quizzes, or other assessments specifically designated as AI-free by the instructor. Unauthorized or undisclosed use of AI may be considered a violation of the university's academic integrity policy. If you are unsure whether a particular use of AI is permissible, consult the instructor before proceeding. * Footnote: "ChatGPT (OpenAI, 2025) was used to generate an initial draft of this policy. The content was reviewed, edited, and supplemented by the instructor.

Evaluation and Assessment

Turning In Assignments:	Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system.
Grading Scale	A= 90%-100% B= 80% - 89.99% C= 70% - 79.99% D= 60% - 69.99% F= 59.99% and lower
Evaluation Criteria	1. Assignments 2. Discussion boards 3. Written work, Quizzes and Exams Final Exam

Course Outline

This is a general outline of the content to be covered in the course.
This is subject to change, as needed, at the discretion of the instructor.

Week	Topic Outline	Assessment and Evaluation
Week 1	Fundamentals of Planning • Elements of Instructional planning • Principles of Universal Design for Learning (UDL) • Principles of Understanding by Design (UDB)	Quiz: UDL/UBD Quiz: Fundamentals of Planning
Week 2	Understanding Standards • Where do I find my standards? • How do I read and understand standards? • How does the IEP influence planning?	Discussion 1: Standards
Week 3	Planning Lessons and Units	Quiz: Planning Lessons and Units Lesson Plan 1
Week 4	Determining Learning Progressions • What comes first? • What should they already know? • Learning and Practicing Content • Learning and Practicing Skills	Practicing Learning Progressions
Week 5	Designing Learning Intentions • Using Kid friendly language	Practicing Learning Intentions
Week 6	Supporting the Lesson with Materials and Environments for Instruction	TWS Task 1: Contextual factors that influence planning Discussion 2: Learning Environments
Week 7	Designing Tiered Lessons	Quiz: MTSS
Week 8	Planning Differentiation of Instruction • Differentiating Content, process or product • Aligning instruction to IEP Goals	Applying Differentiation Strategies Lesson Plan 2
Week 9	Assessing Student Performance	Quiz: Assessment Basics
Week 10	Aligning Progressions and Intentions with Assessments	Practicing aligning learning Intentions with assessments TWS Task 2: Planning Instruction
Week 11	Teacher-Centered Instructional Strategies	Quiz: Teacher Centered Strategies
Week 12	Student Centered Instructional Strategies	Quiz: Student Centered Strategies
Week 13	Strategies that Promote Understanding, Thinking and Engagement	Lesson Plan 3
Week 14	Managing Lesson Delivery	Quiz: Managing Lesson Delivery
Week 15	Being a reflective Practitioner	
Week 16	Finals Week	TWS Task 3 and 4: Implementing Instruction and Reflection

EDUC 379 Instructionl Planning and Delivery REVD

Final Audit Report

2025-12-11

Created:	2025-12-04
By:	Karen Lasota (KLASOTA@PITTSTATE.EDU)
Status:	Signed
Transaction ID:	CBJCHBCAABAAuOHJPDJNzNpS02mBqTLi7ovcqFjdYoxA

"EDUC 379 Instructionl Planning and Delivery REVD" History

📄 Document created by Karen Lasota (KLASOTA@PITTSTATE.EDU)
2025-12-04 - 2:31:38 PM GMT- IP address: 198.49.82.49

✉ Document emailed to Jason Clemensen (jclemensen@pittstate.edu) for signature
2025-12-04 - 2:32:09 PM GMT

📄 Email viewed by Jason Clemensen (jclemensen@pittstate.edu)
2025-12-04 - 2:32:25 PM GMT- IP address: 198.49.81.217

🖊 Document e-signed by Jason Clemensen (jclemensen@pittstate.edu)
Signature Date: 2025-12-04 - 2:34:02 PM GMT - Time Source: server- IP address: 198.49.81.217

🔃 Document signing automatically delegated to Stephanie Swezey (sswezey@pittstate.edu) by Susan Bon (sbon@pittstate.edu)
2025-12-04 - 2:34:03 PM GMT

✉ Document emailed to Susan Bon (sbon@pittstate.edu) for signature
2025-12-04 - 2:34:04 PM GMT

✉ Document emailed to Stephanie Swezey (sswezey@pittstate.edu) for signature
2025-12-04 - 2:34:04 PM GMT

📄 Email viewed by Stephanie Swezey (sswezey@pittstate.edu)
2025-12-04 - 2:41:59 PM GMT- IP address: 198.49.82.57

🖊 Document e-signed by Susan Bon (sbon@pittstate.edu)
Signature Date: 2025-12-11 - 9:10:30 PM GMT - Time Source: server- IP address: 198.49.82.57

✅ Agreement completed.
2025-12-11 - 9:10:30 PM GMT