

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<u>10.58.524 COMMUNICATION</u>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate understanding of and perform proficiently in:	(a) demonstrate understanding of and perform proficiently in: <u>(i) the composing process, including research, organization and context development to plan standards-based, coherent and relevant learning experiences for all students;</u>	
(i) the composing process, including research, organization, and context development;		
(ii) theory of human communication including:	(ii) <u>(b) demonstrate understanding of theories</u> of human communication including: (A) symbolic development; (B) transference of meaning, both cognitively and affectively; (C) nonverbal communication; and (D) language, including social and cultural factors affecting language use;	
(A) symbolic development;		
(B) transference of meaning, both cognitively and affectively;		
(C) nonverbal communication; and		
(D) language, including social and cultural factors affecting language use;		
(iii) context (practices) of human communication, including:	(iii) <u>(c) demonstrate understanding of</u> context (practices) of human communication, including	
(A) public speaking;	(A) <u>(i)</u> public speaking;	
(B) rhetoric;	(B) <u>(ii)</u> rhetoric;	
(C) argumentation;	(C) <u>(iii)</u> argumentation;	
(D) persuasion;	(D) <u>(iv)</u> persuasion;	
(E) oral interpretation;	(E) <u>(v)</u> oral interpretation;	
(F) interpersonal, small group, organizational communication;	(F) <u>(vi)</u> interpersonal, small group, <u>and</u> organizational communication; <u>and</u>	



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(G) cross-cultural communication, including Montana American Indians;	(G) <u>(viii)</u> cross-cultural communication, including Montana American Indians <u>and tribes in Montana</u> ;	
(H) mass media and society; and	(H) mass media and society; and	
(I) listening;	(I) listening;	
(iv) diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills;	(iv) <u>(d)</u> demonstrate understanding of diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills <u>and communicate with students about their performance in ways that actively involve them in their own learning</u> ;	
(b) demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication;	(b) <u>(e)</u> Demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication; <u>design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes</u> ;	
(c) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social and cultural backgrounds affecting symbolic cognition.	(c) <u>(f)</u> demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social, <u>linguistic</u> , and cultural backgrounds affecting symbolic cognition.; <u>and</u>	
	<u>(g) select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, 2/9/07.)		

