

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 22-57 Effective Summer 2023
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**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** SED 5330
3. **Short title:** Secndry Instructional Tasks
4. **Long title:** Secondary School Instructional Tasks
5. **Hours per week:** 3 Class 1 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2023
8. **Catalog course description:** A teaching methods course for secondary, 5-12, and K-12 teacher certification students. The focus of the course includes: learning standards, professional teaching standards, planning of instruction, teaching strategies, assessment techniques, classroom management, and materials creation. The student will also demonstrate the dispositions necessary to be successful in the teaching profession. Sixty hours of practicum in a secondary classroom are required.
9. **Course attributes:**  
  
General education component: N/A  
  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. **Instructional delivery**  
**Type of Course:**  
  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☒ Practicum/clinical ☐ Other, specify: \_\_\_\_\_  
  
**Mode(s) of Delivery:**  
  
☒ Face to Face ☒ Online ☐ Study Abroad  
  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 50/50
11. Course(s) to be deleted from the catalog once this course is approved. None
12. **Equivalent course(s):** None
  - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No
13. **Prerequisite(s):** None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): ☐ None \_\_\_\_\_

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: ☐ Masters of Art in Teaching ☐

b. Degrees, colleges, majors, levels, classes which may not take the course: ☐ all others ☐

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☐ 3 ☐

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. X Course is required for the major(s) of \_Masters of Art in Teaching\_\_\_\_  
\_\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
\_\_\_\_ Course is used as an elective
2. **Rationale for proposal:** The Masters of Art in Teaching (MAT) program will prepare graduate students to complete the requirements for teacher licensure. This course will help prepare MAT students to teach courses at the high school level and meets the state licensure requirements.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: SED 3330 – undergraduate course required for licensure

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This is a teaching methods course so it is very specific to the major.

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: Being able to utilize all modes of delivery allows the instruction to be specifically tailored to student needs. This course needs to be flexible in delivery mode so that it can be used for the Masters of Art in Teaching (MAT) students, i.e., post-baccalaureate students who are potentially teaching in a classroom. One of the requirements of the MAT program is a full-year classroom practicum/student teaching experience.

Instruction: All materials (PowerPoint, recorded lectures, supporting materials, website links, etc.) will be provided through the Learning Management System (LMS). Investigations into research, videos to observe model teaching, and other online essentials will be used for the course. All instructors of online or hybrid sections must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network's "Master Online

Teacher" certificate, or another documented and equivalent training activity before teaching the courses/sections for the first time.

**Integrity:** Students will be held to the same standards and expectations no matter which delivery model is used. Assignments will be submitted to the secure drop boxes in the LMS, which includes originality checks of submissions.

**Interaction:** Instructor-student and student-student interaction will be facilitated through discussion boards within the LMS. Further communication will be available via email, and other messaging or conferencing capabilities available within the LMS and the University. Students will engage in discussions, possibly group work, and peer review through any of the delivery models available.

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title  
SED 5330 Secondary School Instructional Tasks
2. Catalog description  
A teaching methods course for secondary, 5-12, and K-12 teacher certification students. The focus of the course includes: learning standards, professional teaching standards, planning of instruction, teaching strategies, assessment techniques, classroom management, and materials creation. The student will also demonstrate the dispositions necessary to be successful in the teaching profession. Sixty hours of practicum in a secondary classroom are required.
3. Learning objectives.  
Students will be able to:

1. Understand and practice expectations of the professional teaching standards issued by the Illinois State Board of Education (e.g., Illinois Professional Teaching Standards, Culturally Responsive Teaching and Leading Standards for Illinois Educators). (GSLG 1, 3, and 5)
2. Apply the Illinois Learning Standards, Common Core Standards, and content-area specific learning standards in unit and lesson plans. (GSLG 1, 2, 3, 4, and 5)
3. Create and implement teacher- and student-centered instruction lesson plans. (GSLG 1, 2, 3, 4, and 5)
4. Develop and execute a variety of appropriate instructional strategies. (GSLG 1, 2, 3, 4, and 5)
5. Make and employ traditional, authentic, and performance-based assessment activities. (GSLG 1, 2, 3, 4, and 5)
6. Utilize appropriate classroom management, student behavior, and discipline techniques. (GSLG 1, 2, 3, 4, and 5)

7. Analyze, reflect upon, and improve teaching performance in a field setting. (GSLG 1, 2, 3, 4, and 5)

**4. Course materials.**

Burden, P. R., & Boyd, D. M. (2019). *Methods for effective teaching, 8<sup>th</sup> edition*. Pearson Education.

**5. Weekly Outline:**

Week 1: Effective Teachers; Professional Teaching Standards; Professional Dispositions; Reflection
Week 2: Knowing Your Students; Learning Process
Week 3: Learning Environment
Week 4: Planning Fundamentals; Learning Standards
Week 5: Goals and Objectives; Unit and Lesson Planning
Week 6: Instructional Materials; Teaching Resources
Week 7: Teacher-Centered Instructional Strategies
Week 8: Student-Centered Instructional Strategies
Week 9: Developing Assessment Materials
Week 10: Lesson Delivery
Week 11: Grading; Microteaching
Week 12: Classroom Management; Microteaching
Week 13: Classroom Discipline; Microteaching
Week 14: Collaborating; Microteaching
Week 15: Professional Development; Community Resources; Microteaching
Week 16: Final Project

**6. Assignments and evaluation, including weights for final course grade.**

Syllabi, unit/lesson plans, instructional materials, assessments	40%
Reflections and research	20%
Microteachings	20%
Homework	10%
Final project	10%

**7. Grading scale.**

A 100-90%; B 89-80%; C 79-70%; D 69-60%; F 59-0%

**8. Correlation of learning objectives to assignments and evaluation.**

Objective	Microteachings 20%	Syllabi, Unit/Lesson Plans, Instructional Materials, Assessments 40%	Reflections and Research 20%	Home work 10%	Final Project 10%
1. Understand and practice expectations of the professional teaching standards issued by the Illinois State Board of Education (e.g., Illinois Professional Teaching Standards, Culturally Responsive Teaching and Leading Standards	X	X	X	X	X

for Illinois Educators). (GSLG 1, 3, and 5)					
2. Apply the Illinois Learning Standards, Common Core Standards, and content-area specific learning standards in unit and lesson plans. (GSLG 1, 2, 3, 4, and 5)	X	X	X		X
3. Create and implement teacher- and student-centered instruction lesson plans. (GSLG 1, 2, 3, 4, and 5)	X	X	X		X
4. Develop and execute a variety of appropriate instructional strategies. (GSLG 1, 2, 3, 4, and 5)	X	X	X	X	X
5. Make and employ traditional, authentic, and performance-based assessment activities. (GSLG 1, 2, 3, 4, and 5)	X	X	X		X
6. Utilize appropriate classroom management, student behavior, and discipline techniques. (GSLG 1, 2, 3, 4, and 5)	X	X	X	X	X
7. Analyze, reflect upon, and improve teaching performance in a field setting. (GSLG 1, 2, 3, 4, and 5)	X	X	X	X	X

**Date approved by the department or school: November 17, 2021**

**Date approved by the college curriculum committee: January 24, 2022**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**