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: 22-59
Effective Summer 2023

Banner/Catalog Information (Coversheet)

1. **__X__New Course or ___Revision of Existing Course**
2. **Course prefix and number:** __CTE 5404_____
3. **Short title:** _Teaching Technology Educ_____
4. **Long title:** _Teaching Middle- and Secondary-Level Technology Education: Methods and Strategies
5. **Hours per week:** _3_ Class _1_ Lab 3_ Credit
6. **Terms:** ___ Fall ___ Spring ___ Summer X On demand
7. **Initial term**: ___ Fall ___ Spring _X__ Summer Year: _2023_
8. **Catalog course description:** The primary objective of this course is to prepare students to teach technology subjects in middle and secondary schools. The class emphasizes methodology, curriculum planning, unit and lesson planning, instructional resources, assessment development, professionalism, and legislation as it relates to the teaching of technology education. Students will engage in planning, instructional design, classroom management, and media and other instructional materials. In addition, the student will demonstrate the dispositions necessary to be successful in the teaching profession. Twenty clock hours of participation/observation in technology classrooms (grades 5-12) 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:

    _X_ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance __X_ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _X_ Face to Face _X Online ___ Study Abroad

    _X 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 _X__ 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 <u>may</u> take the course:** _Masters of Art in Technology - CTE Technology Option

    b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** _all others___

16. **Repeat status:** _X_ 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:** X Standard ___ CR/NC __ Audit ___ ABC/NC

19. **Special grading provisions:**

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> 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 _X__No ___Yes, Explain if yes_____

21. **Community college transfer:**

    ___ A community college course may be judged equivalent.

    _X_ A community college may <u>not</u> be judged equivalent.

    Note: Upper division credit (3000+) will <u>not</u> 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 _MAT – CTE Technology Option___
   ___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. One of the concentration areas included in the MAT program is Technology Education. This course will help prepare MAT students to teach technology courses at the middle- and high-school levels and also meets the state licensure requirements.
3. **Justifications for (answer N/A if not applicable)**
   Similarity to other courses: CTE 3404 – undergraduate course required for licensure
   Prerequisites: N/A
   Co-requisites: N/A
   Enrollment restrictions: This is a teaching methods course so it is 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
   CTE 5404 Teaching Middle- and Secondary-Level Technology Education: Methods and Strategies

2. Catalog description
   The primary objective of this course is to prepare students to teach technology subjects in middle and secondary schools. The class emphasizes methodology, curriculum planning, unit and lesson planning, instructional resources, assessment development, professionalism, and legislation as it relates to the teaching of technology education. Students will engage in planning, instructional design, classroom management, and media and other instructional materials. In addition, the student will demonstrate the dispositions necessary to be successful in the teaching profession. Twenty clock hours of participation/observation in technology classrooms (grades 6-12) are required.

3. Learning objectives.

Students will be able to:

1. Apply 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 curriculum requirements established by the Illinois State Board of Education. (GSLG 1, 2, 3, and 4)
3. Implement curriculum recommendations and standards provided by the International Technology and Engineering Educators Association. (GSLG 1, 2, 3, and 4)
4. Implement instructional strategies unique to the content area that develop an appropriate learning environment. (GSLG 1, 2, 3, 4, and 5)

5. Design unit and lesson plans for various technology education courses that demonstrate a variety of teaching techniques appropriate to the discipline. (GSLG 1, 2, 3, 4, and 5)
6. Utilize instructional materials, including textbooks, media, and community resources, to enhance learning in an instructional setting. (GSLG 1, 2, 3, 4, and 5)
7. Demonstrate the preparation and use of assessment devices that include cognitive, psychomotor, and affective learning. (GSLG 1, 2, 3, 4, and 5)
8. Identify local, state, and national professional technology education organizations. (GSLG 1, 3, and 5)

4. Course materials.

Herschbach, D. R. (2019). *Technology education: Foundations and perspectives*. American Technical Publishers.

International Technology and Engineering Educators Association. (2020). *Standards for technological and engineering literacy: The role of technology and engineering in STEM education.* https://www.iteea.org/STEL.aspx

Miller, W. R., & Miller, M. F. (2009). *Instructors and their jobs*. American Technical Publishers.

Wright, R. T., Strimel, G. J., & Grubbs, M. E. (2019). *Foundations of engineering and technology*, 7th edition. The Goodheart-Wilcox Co.

5. Weekly Outline:

Week 1: Career and Technical Education; Professional Teaching Standards; Professional Dispositions
Week 2: Learning Process; Characteristics of Technology Courses and Students; Students with Special Needs
Week 3: Illinois State Board of Education Curriculum Guidelines and Matrixes; National and State Learning Standards; Identifying Content and Specifying Behaviors; Instructional Planning
Week 4: Effective Learning Environments; Classroom Management; Classroom Discipline; Lab Safety
Week 5: Instructional Media, Materials, and Devices
Week 6: Direct Teaching Techniques; Teaching Reading in Technology Strategies
Week 7: Indirect Teaching Techniques
Week 8: Differentiating Instruction
Week 9: Measuring and Evaluating Student Achievement
Week 10: Methodology of Teaching Architecture and Construction
Week 11: Methodology of Teaching Manufacturing; Microteaching Architecture and Construction Lessons
Week 12: Methodology of Teaching Transportation, Distribution, and Logistics; Microteaching of Manufacturing Lessons
Week 13: Methodology of Teaching Engineering Technology; Microteaching of Transportation, Distribution, and Logistics Lessons
Week 14: Best Practices in Technology Education and the Future of Technology Education; Legislation Related to Education and Technology Education; Microteaching of Engineering Technology Lessons
Week 15: Professional Development and Organizations; Community and Other Teaching Resources; Program Marketing Strategies

Week 16: Final Project

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

Architecture and Construction; Manufacturing; Transportation, Distribution, and Logistics; and Engineering Technology microteachings	20%
Syllabi, unit plans, lesson plans, instructional materials, and assessments	40%
Reflections and research	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%	Homework 10%	Final Project 10%
1.Apply 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)	X	X	X	X	X
2. Apply the curriculum requirements established by the Illinois State Board of Education. (GSLG 1, 2, 3, and 4)		X	X	X	X
3. Implement curriculum recommendations and standards provided by the International Technology and Engineering Educators Association. (GSLG 1, 2, 3, and 4)	X	X	X	X	X
4. Implement instructional strategies unique to the content area that develop an appropriate learning environment. (GSLG 1, 2, 3, 4, and 5)	X	X	X		X
5. Design unit and lesson plans for various technology education courses that demonstrate a variety of teaching techniques appropriate to the discipline. (GSLG 1, 2, 3, 4, and 5)	X	X	X		X
6. Utilize instructional materials, including textbooks, media, and community resources, to enhance the learning in an instructional setting. (GSLG 1, 2, 3, 4, and 5)	X	X	X	X	X

7. Demonstrate the preparation and use of assessment devices that include cognitive, psychomotor, and affective learning. (GSLG 1, 2, 3, 4, and 5)	X	X	X		X
8. Identify local, state, and national professional technology education organizations. (GSLG 1, 2, and 5)			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: