

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: 22-60
Effective Summer 2023

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CTE 5403 _____
3. **Short title:** Teaching Fam & Cons Sciences _____
4. **Long title:** Teaching Middle- and Secondary-Level Family and Consumer Sciences Education: Methods and Strategies
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:** Critical review and application for effectively teaching content related to family relationships, human development, textiles and apparel, nutrition, wellness and hospitality. The primary objective is to prepare students to teach family and consumer sciences courses 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 family and consumer sciences education. Students will demonstrate the dispositions necessary to be successful in the teaching profession. Twenty clock hours of participation/observation in family and consumer sciences 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:

☒ 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 – CTE: Family and Consumer Sciences Option _____
- b. Degrees, colleges, majors, levels, classes which may not 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 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 ☒ X No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ X 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 MAT-CTE FCS 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 family and consumer sciences education. This course will help prepare MAT students to teach family and consumer sciences courses at the middle- and high-school levels and also meet the state licensure requirements.

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

Similarity to other courses: CTE 3403 – 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 the 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 with 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 5403 Teaching Middle- and Secondary-Level Family and Consumer Sciences
Education: Methods and Strategies
2. Catalog description:
Critical review and application for effectively teaching content related to family relationships, human development, textiles and apparel, nutrition, wellness and hospitality. The primary objective is to prepare students to teach family and consumer sciences courses 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 family and consumer sciences education. Students will demonstrate the dispositions necessary to be successful in the teaching profession. Twenty clock hours of participation/observation in family and consumer sciences classrooms (grades 5-12) are required.
3. Learning objectives:^[JAC1]
 - Develop personal teaching philosophy. (GSLG 1, 2, 3, and 5)
 - Articulate the integrative nature of family and consumer sciences. (GSLG 1, 2, 3, 4 and 5)
 - Analyze current educational issues and trends that affect family and consumer sciences educators in the classroom. (GSLG 1,2,3,4 and 5)
 - Examine middle- and secondary-level curriculum resources, including external funding sources, to assist in student learning. (GSLG 1, 2, 3, and 5)
 - Evaluate current literature related to FCS education in the development of lesson plans. (GSLG 1, 2, 3,4, and 5)
 - Develop a present middle- and secondary-level lesson plans for accuracy, appropriateness of delivery, sensitivity to learning environment, and needs of the learners. (GSLG 1, 2, and 3)
 - Critique middle- and secondary-lesson plans for accuracy, appropriateness of delivery, sensitivity to learning environment, and needs of the learner. (GSLG 1,2, and 3)

- Demonstrate the preparation and use of assessment devices that include cognitive, psychomotor, and affective learning. (GSLG 1, 2, 3, and 4)
- Apply diversity of teaching strategies in lessons. (GSLG 1, 2, 3, and 4)
- Examine career choices and programs of study within the larger family and consumer sciences discipline. (GSLG 1, 2, 3, and 5)
- Examine student and professional organizations relevant to family and consumer sciences education. (GSLG 1, 2, and 3)

4. Course materials:

Miller, W.R. And Miller, M.F. (2017). Hints for the Highly Effective Teacher. American Technical Publishers.

Kate, S.L. and Elia, J.G. (2015). Foundations of Family and Consumer Sciences: Careers Serving Individuals, Families and Communities. Goodheart-Wilcox Publishing.

National Standards for Family and Consumer Sciences.

5. Weekly outline of content:

Week	Topic
Week 1	CTE Education/Professional Teaching Standards; Professional Dispositions; Mandated Reporter
Week 2	FCS Learning Standards; Teaching Philosophy
Week 3	Professional Ethics; FCS Professional Organizations; Demonstrations
Week 4	Behavioral Objectives; Unit Planning
Week 5	Lesson Planning; Teaching Strategies
Week 6	Evaluation and Assessments
Week 7	Curricular Resources; Effective Teaching;
Week 8	Professional Development
Week 9	Classroom Environment
Week 10	Marketing your Courses
Week 11	Classroom Management; Lab Planning
Week 12	Unit Planning; Handouts/Tests
Week 13	Unit Planning and Presentation
Week 14	Unit Planning and Presentation
Week 15	Integrative Nature of FCS; Managing Stress
Week 16	Final Project

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

Course Assignment	% of Points
Personal Teaching Philosophy	5
Integrative Nature of FCS	5
Discussions	5
Professional Development Plan	5
Curriculum Resource Evaluation	5
Lesson Planning/Unit Planning	40
Peer Review	5
Reflections	10
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	Personal Teaching Philosophy 5%	Integrative Nature of FCS 5%	Disc 5%	Prof Develop Plan 5%	Curriculum Resource Evaluation 5%	Lesson Planning/ Unit Planning 40%	Peer Review/ Reflections 15%	Homework 10%	Final Project 10%
1.Develops personal teaching philosophy. (GSLG 1, 2, 3, and 5)	X	X	X	X			X	X	
2.Articulate the integrative nature of family and consumer sciences. (GSLG 1, 2, 3, 4 and 5)	X	X	X				X	X	
3.Analyze current educational issues and trends that affect family and consumer sciences educators in the classroom. (GSLG 1,2,3,4 and 5)		X	X				X		X

4.Examine middle- and secondary-level curriculum resources, including external funding sources, to assist in student learning. (GSLG 1, 2, 3, and 5)					X		X	X	X
5.Evaluate current literature related to FCS education in the development of lesson plans. (GSLG 1, 2, 3,4, and 5)				X	X	X	X	X	
6.Develop a present middle- and secondary-level lesson plans for accuracy, appropriateness of delivery, sensitivity to learning environment, and needs of the learners. (GSLG 1, 2, and 3)						X	X	X	
7.Critique middle- and secondary- lesson plans for accuracy, appropriateness of delivery, sensitivity to learning environment, and needs of the learner. (GSLG 1,2, and 3)			X				X		

8.Demonstrate the preparation and use of assessment devices that include cognitive, psychomotor, and affective learning. (GSLG 1, 2, 3, and 4)						X	X	X	
9.Apply diversity of teaching strategies in lessons. (GSLG 1, 2, 3, and 4)						X	X	X	
10.Examine career choices and programs of study within the larger family and consumer sciences discipline. (GSLG 1, 2, 3, and 5)			X			X	X	X	X
11.Examine student and professional organizations relevant to family and consumer sciences education. (GSLG 1, 2, and 3)			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: