Please check one:  

- [x] Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** SED 3330

2. **Title (may not exceed 30 characters, including spaces):** Instructional Tasks in the Secondary School

3. **Long title, if any (may not exceed 100 characters, including spaces):** Instructional Tasks in the Secondary School

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-2-4

5. **Term(s) to be offered:**
   - [x] Fall
   - [x] Spring
   - [ ] Summer
   - [ ] On demand

6. **Initial term of offering:**
   - [x] Fall
   - [ ] Spring
   - [ ] Summer
   - **Year:** 2013

7. **Course description:** Methods course for secondary and K-12 teacher certification students. Planning of instruction, teaching strategies, assessment techniques, classroom management, and materials creation. 60 hours of practicum in conjunction with EDP 3331.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

      None.

      Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  
      - [ ] Yes  
      - [x] No

   b. **Prerequisite(s)**
      - Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

      One of: SED 2000, KSS 2000, CTE 2000, ART 2400, or MUS 2440; and University Approval to Take Teacher Education Courses.

      Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  
      - [ ] Yes  
      - [x] No

      If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. **Who can waive the prerequisite(s)?**
   - [ ] No one  
   - [x] Chair  
   - [ ] Instructor  
   - [ ] Advisor  
   - [ ] Other (Please specify)
d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): EDP 3331

e. **Repeat status:**
   - X Course may not be repeated.
   - ___ Course may be repeated once with credit.
   - Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply): X Standard letter  CR/NC  Audit  ABC/NC
(“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:

    - ___ The grade for this course will not count in a student’s grade point average.
    - ___ The credit for this course will not count in hours towards graduation.

    If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

    - ___ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ________________ (insert course prefix and number).
    - ___ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ________________ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

    - X lecture  lab  lecture/lab combined  independent study/research
    - internship  performance  X practicum or clinical  study abroad
    - Internet  hybrid  other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. List the student learning objectives of this course:

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      - EIU graduates will write and speak effectively.
• EIU graduates will think critically.
• EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity

Students will:
A. Understand and practice expectations of the Illinois Professional Teaching Standards.
B. Apply the Illinois Learning Standards and Common Core Standards in unit and lesson plans.
C. Create and implement teacher- and student-centered instruction lesson plans.
D. Develop and execute a variety of appropriate instructional strategies.
E. Make and employ traditional, authentic, and performance-based assessment activities.
F. Utilize appropriate classroom management, student behavior, and discipline techniques.
G. Analyze, reflect upon, and improve teaching performance in a field setting.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   1. Reading quizzes, midterm exam, and final portfolio
   2. Review of Illinois Learning Standards and Common Core Standards.
   3. Unit, lesson, and questioning/higher-order thinking strategies and plans.
   4. Teacher-created tests and authentic/performance-based assessment devices.
   5. Classroom management plan.
   6. Practicum:
      a. Introductory newsletter (practicum).
      b. Cooperating teacher interview (practicum).
      c. Deliver mini-lesson (practicum).
      d. Deliver at least three full-length lessons (practicum).
      e. Professional issues discussion board (practicum).
      f. Lesson presentation analysis and self-evaluation (practicum).

3. Explain how the instructor will determine students’ grades for the course:
   A = 92-100%
   B = 84-91%
   C = 76-83%
   D = 68-75%
   F = 0-67%
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)
PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1: The teacher as a decision maker
Knowing your students
Week 2: The fundamentals of planning
Week 3: Planning lessons and units
Week 4: Teacher-centered instructional strategies
Week 5: Student-centered instructional strategies
Week 6: Strategies that promote understanding, thinking, and engagement
Week 7: Assessing student performance
Grading systems, marking, and reporting
Week 8: Managing lesson delivery
Classroom management
Week 9: Classroom discipline
Midterm
Week 10: Begin practicum: Understanding the practicum site
Collaborating with colleagues and families
Week 11: Practicum: Understanding students
Week 12: Practicum: Developing instruction
Week 13: Practicum: Delivering instruction
Week 14: Practicum: Improving instruction
Week 15: Practicum: Analyzing, reflecting upon, and improving instruction
Week 16: Final course portfolio; practicum assessment

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

This course is being updated to better correlate with the 2010 revision of the Illinois Professional Teaching Standards and to articulate with a new course (SED 4330) that is being introduced in response to new state expectations for preservice teacher preparation. The course and practicum experience will provide foundational knowledge and skills for students to complete coursework in special education, content area methods, secondary literacy, and professional issues courses prior to the student teaching semester.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
   b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
By EIU Council on Teacher Education policy, students must be approved to take teacher education courses in order to take this course. SED 3330 and EDP 3331 form a two-course secondary methods / educational psychology block with practicum.

3. If the course is similar to an existing course or courses, justify its development and offering.
   
a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):
   
a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

This course (along with EDP 3331) is required for all secondary and K-12 (art, music, foreign language, and physical education) teacher certification students. This requirement was in place prior to this revision.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Dr. Teresita Hunt, Dr. Stephen Lucas, or other qualified faculty.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: None.

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: October 16, 2012

Date approved by the college curriculum committee: December 10, 2012

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

Date approved by CAA: January 31, 2013

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).