# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#Proposal) | **TECH 305 teaching and Learning in Technology education** | | | |  |
| [Replacing](#Ifapplicable) | **tech 300 orientation to technology education** | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | |
| A.3. [Originator](#Originator) | **Charlie McLaughlin** | [Home department](#home_dept) | **DES/Technology Education** | | |
| A.4. [Context and Rationale](#Rationale) | **This proposal requests the revision of the TECH 300 in order to better prepare Technology Education Teacher candidates for the rigors of teaching technical subjects. TECH 305 will serve as the gateway course for admission to FSEHD. Students will be introduced to the evolution of TE to its present status in education movements (STEM). Teacher candidates will study the planning, methods, development of content and curriculum, and assessment skills necessary to become a successful teacher in Technology Education. Major emphasis is focused on introducing the nature of the teaching/learning process, introduction to research-based/best practice models of instruction, classroom management, learning environments and motivation to learn.**  **Previously, students were introduced to the field of Technology Education in the TE 300 course, with a brief overview of lesson planning and a cursory survey of Technology Education methods and materials. It had a heavy content emphasis. Further, the Technology Education clusters: Communication, Construction, Energy, Manufacturing, and Transportation Systems are better suited to give provide students with in-depth experiences than the TECH 300 course.**  **Request:**   1. **Change the course number from 300 to 305** 2. **Change the title of TECH 305 to *Teaching and Learning in Technology Education*** 3. **Change the course description** 4. **Change the prerequisites for the course** 5. **Change when offered to annually.** | | | | |
| A.5. [Student impact](#student_impact) | **Students will benefit from an earlier introductory experience with teaching and learning processes in the Technology Education classroom and lab.** | | | | |
| A.6. [Impact on other programs](#impact) |  | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **NONE** | | | |
| [*Library*:](#library) | **NONE** | | | |
| [*Technology*](#technology) | **NONE** | | | |
| [*Facilities*](#facilities): | **NONE** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
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| B.1. [Course prefix and number](#cours_title) | **TECH 300** | **TECH 305** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Orientation to Technology Education | **Teaching and Learning in Technology Education** |
| B.4. [Course description](#description) | The field of technology education and its historic role in education are introduced. This study includes past and contemporary trends, technological literacy standards, program and curriculum development, and professional traits. | **Students are introduced to the materials and skills that will assist them with the development of the formative abilities necessary to deliver effective instruction in (K-12) Technology Education programs.** |
| B.5. [Prerequisite(s)](#prereqs) | TECH 200, TECH 202, TECH 204, TECH 205  *12 credits of TECH must be completed with a minimum 2.75 GPA.*  *Cumulative GPA 2.5 required.* | TECH 200 and TECH 202  12 credits of TECH must be completed with a minimum 2.75 GPA.  Cumulative GPA 2.75 required. |
| B.6. [Offered](#Offered) | **Fall | Spring |** | **Annually** |
| B.7. [Contact hours](#contacthours) | **4** | **4** |
| B.8. [Credit hours](#credits) | **4** | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Laboratory | Lecture | Small group | Individual |** | **Fieldwork | Laboratory | Lecture | Practicum | Small group | Individual |** |
| B.12.[Categories](#required) | **Required for MajorRequired for Certification** | **Required for Major | Required for Certification** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO**  **category:** | **NO**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes |**  **Projects |** | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes | Projects |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
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| Research examples of technological innovations from each of the five Technology Education Clusters | RIPTS 6  ITEEA/CTETE 7, 8 | Unit resource package ( pre-micro-lesson activity) |
| Examine the RIPTS, STLs, and CCSS to inform instruction | RIPTS 3, 6  ITEEA/CTETE 6, 8 | Pre-Micro-lesson worksheets |
| Align standards STLs and CCSS to lesson structure and delivery schemes | RIPTS 3, 6  ITEEA/CTETE 6, 8 | Lesson planning element checklist |
| Plan micro-lessons related to one of the Technology Education Clusters | RIPTS 1, 3, 4, 8 ,9  ITEEA/CTETE 6, 7 & 8 | 3 micro lesson plans are developed and presented |
| Demonstrate the use of TE content, technical concepts, and vocabulary when creating TE micro-lessons | RIPTS 1, 3, 4, 8 ,9  ITEEA/CTETE 6, 7 & 8 | 3 micro lesson plans are developed and presented – peer review |
| Create learning experiences that reflect an understanding of the central concepts of Technology Education | RIPTS 2  ITEEA/CTETE 6 | Use of Standards for Technological Literacy in lesson planning and content outlines |
| Teachers create micro-lessons and activities that reflect an understanding of how children learn and develop. | RIPTS 5 & 6  ITEEA/CTETE 8, 9 | Development of Age appropriate activities and lessons; Visits to middle school and high school programs |
| Develop classroom & lab procedures that create a physically safe, well-organized environment | RIPTS 6  ITEEA/CTETE 7, 8, 9 | Laboratory and classroom procedure/rule sheet |
| Describe a variety of formal and informal assessment strategies to support the learner in the TE classroom or lab. | RIPTS 1, 3, 4 ITEEA/CTETE 6, 9 | Micro-lesson and activity assessment strategies; Assessment strategy presentations |
| Develop micro-lessons that encourage students’ development of critical thinking, problem solving, and performance skills. | RIPTS 6  ITEEA/CTETE 7, 8 | 3 micro lesson plans are developed and presented; School visitations |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| I. Overview of Technology Education  A. Course Introduction  1. Schedules  2. Observation Visits  a. The Ground Rules  b. Conduct  3. Technology Education Defined  4. Teaching Technology Education  a. Guiding principles  b. Content areas  c. Lesson planning  d. Activities  5. TE & Career and Technical Education  a. Confusion  b. General Education  c. Vocational Education  B. The Purpose of Technology Education  1. Historical perspectives  2. Manual Arts  3. Manual Training  4. Industrial Arts  5. Industrial Training  6. Technology Education  7. STEM – Integrated STEM and STEAM  C. Becoming a Professional  The Technology Education Profession  1. International/National Organizations  a. ITEA  b. CTTE  c. DATA  2. Local Organizations  a. RITEA  b. TECA  c. TSA  D. Teaching Opportunities in Technology  Education Programs  1. Elementary  2. Middle School  3. High School  II. Curriculum Building  A. Content Areas  1. Communication  2. Construction  3. Manufacturing  4. Transportation/Energy  5. Biotechnology  B. Standards Alignment  1. STL  a. Age appropriate selections  b. Using Benchmarks  2. Literacy  a. Common Core integration  3. Rhode Island Initiatives  a. Impacts on TE  b. Implementation planning  III. Planning Lessons for TE  A. Teaching and Learning in the Technology Education Laboratory/Classroom  1. The role of the teacher  a. Lesson planning  b. Activities  c. Evaluation  d. Reflection  2. The role of the learner  a. Wants & needs  b. Preparedness to learn  c. Emotional and psychological factors  d. Learning styles and differences  B. Influences on instruction  1. Teacher characteristics  2. Presentation techniques  3. Using educational technology  4. Questioning techniques  5. Observation techniques  6. Recording and reflecting  C. Approaches to Teaching & Learning  1. Presentation  2. Direct Instruction  3. Concept Teaching  4. Cooperative Learning  D. Activity-based  1. Demonstration  2. Design Activities  3. Inquiry  4. Learning Modules  5. Problem Solving  IV. Managing the classroom and laboratory   1. Record keeping 2. Administrative responsibilities 3. Health and safety considerations   V. Classroom Management  1. Classroom control strategies   * 1. The learning environment   2. Creating atmosphere of respect   3. Encouraging anti-bias, multicultural, and social justice learning   4. Cooperative learning   5. Individualized instruction   2. Discipline  3. Task assignment  VI. Assessment   1. analyzing learning gains for individual students 2. using Formative assessments 3. developing Summative assessments 4. using demographic categories to inform instruction |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Charlie McLaughlin | Program Director of Technology Education |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August | Co-Dean of FSEHD |  |  |
| Julie Horwitz | Co-Dean of FSEHD |  |  |