# 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 406: Methods for Teaching Technical subjects** | | | |  |
| [Replacing](#Ifapplicable) | **TECH 406: Methods in 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 406 in order to accommodate not only Technology Education teacher candidates, but also the CTE certification students who need a methods course to fulfill RIDE certification requirements.**  **This course will be cross-listed with CTE 300: *Methods for Career and Technical Education* in order to avoid teaching both methods courses with low enrollment. The two content areas are similar and can be easily adapted because they seek to achieve the same ends: students that are technologically literate and able to confidently teach technical subjects.**  **The course work will make a better accounting of the clinical experiences mandated by RIDE:**  Classroom Orientation 4 Hrs  4 classroom observations w/reflection - Formal 8 Hrs  Video Review/Analysis 6 hrs  Observe and classroom assistance  15 Hrs  **Request:**   1. **Change the title of TECH 406 to Methods for Teaching Technical Subjects** 2. **Change the course description** 3. **Change the prerequisites for the course** 4. **Accommodate CTE students who require a Methods class – Permission to register with consent of program coordinator** | | | | |
| A.5. [Student impact](#student_impact) | **Likely more clinical experiences in public school TECH ED, STEM, and CTE labs** | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| 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) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

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 406** | **TECH 406** |
| B.2. Cross listing number if any |  | **CTE 300 Methods for Career and Technical Education** |
| B.3. [Course title](#title) | **Methods in Technology Education** | **Methods for Teaching Technical Subjects** |
| B.4. [Course description](#description) | Students are introduced to a variety of teaching strategies involved in the daily instruction of technology education. Included are support materials and evaluation tools. | Students are introduced to teaching methods and clinical experiences in the technical classroom. They learn the craft of teaching by developing micro-lessons delivered and assessed in public school labs. Students cannot receive credit for both TECH 406 and CTE 300. |
| B.5. [Prerequisite(s)](#prereqs) | TECH 300, with minimum grade of B-; completion of at least 18 credit hours of content area courses, with minimum GPA of 2.75 in these courses; admission to the Feinstein School of Education and Human Development and to the technology education teacher preparation program; or consent of department chair. | TECH 305, with minimum grade of B ; completion of at least 18 credit hours of content area courses, with minimum GPA of 2.75 in these courses; admission to the Feinstein School of Education and Human Development and to the Technology Education teacher preparation program; CTE students will require consent of program coordinator . |
| 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 | Lecture | Practicum | Seminar | Small group | Individual |** | **Fieldwork | Lecture | Practicum | Seminar | Small group | Individual |** |
| B.12.[Categories](#required) | **Required for major Required for Certification** | **Required for Major | Required for Certification (BOTH TECH ED & CTE)** |
| 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** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Interviews | Quizzes |**  **Performance Protocols | Projects |**  **| Reports of outside supervisor** | **Attendance | Class participation | Presentations | Papers |**  **Class Work |**  **Performance Protocols**  **| Reports of outside supervisor** |
| 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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| 1. Plan micro-lessons that acknowledge different learning styles and learning needs. | RIPTS 1, 3, 4, 8 ,9  ITEEA/CTETE 6, 7 & 8 | Observation form -- class observed w/ demographic data collected  4 lesson plans are developed and presented |
| 1. Design and present age appropriate lessons that are challenging and clearly explained. | RIPTS 1, 3, 4 ITEEA/CTETE 6, 9 | Observation class observed w/ demographic data collected  4 lesson plans are developed and presented |
| 1. Organize and manage the learning opportunities for the classroom/lab. | RIPTS 5 & 6  ITEEA/CTETE 8, 9 | 4 supporting Technology Learning Activities developed and used in conjunction with lessons |
| 1. Use appropriate classroom practices, procedures to create and manage a productive learning environment. | RIPTS 5 & 6  ITEEA/CTETE 8 | Unit and lesson plan development  Classroom management observation form |
| 1. Adapt fair evaluation methods | RIPTS 3, 4, 9  ITEEA/CTETE 9 | Interview with CT to collect information on the use of Assessment in CTE and TE classrooms |
| 1. Develop instructional strategies for transition from Classroom to Lab activity. | RIPTS 6  ITEEA/CTETE 7, 8 | Classroom management observation form |
| 1. Develop classroom & lab procedures that create a physically safe, well-organized environment. | RIPTS 6  ITEEA/CTETE 7, 8, 9 | Classroom management observation form |
| 1. Align standards to instructional practices and content | RIPTS 3, 6  ITEEA/CTETE 6, 8 | Lesson plan Goal and Objectives assignment |
| 1. Identify and use digital resources for the development of course materials. | RIPTS 8  ITEEA/CTETE 8 | Supervisor observation sheets required on lesson using digital media |
| 1. Use information technology for the delivery of course content. | RIPTS 7,10, 11  ITEEA/CTETE 8,10 | Supervisor observation sheets required on lesson using digital media |
| 1. Record data and observations related to classroom visits. | RIPTS 1, 8, 10  ITEEA/CTETE 7, 9 | 4 classroom observation sheets |
| 1. Reflect and self-report on performance | RIPTS 11  ITEEA/CTETE 9 | Teaching Reflection Assignment |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| I. Introduction   * 1. The scope and purpose of Technical Education (TE)   2. Teaching and Learning      + 1. The role of the teacher        2. The role of the learner   3. Factors influencing learning      + 1. The nature of the learner        2. Developmental stages        3. Language & Literacy        4. Social issues        5. Personal psychological issues        6. Physical issues   II. Planning for Learning the TE/CTE Classroom  A. Long-range course and unit planning  1. Setting Goals and Objectives  B. Lesson planning   1. The Lesson Plan    1. Parameters    2. Writing behavioral objectives    3. Assessing Objectives    4. Planning the physical learning environment   C. Supporting Learning in the TE lab  1. Equipment  2. Materials  3. Instructional technology and support materials  4. Digital assisted instruction  5. Audio-visuals  6. Handouts  7. Evaluation of student performance  8. Further planning  III. Instructional support and techniques  A. Presentation of materials  B. Handouts (instruction/process sheets, design briefs, etc.)  C. Manipulatives  IV. Teaching Strategies  A. The “Events of Instruction”  Gain attention.  Inform the learner of the objective.  Stimulate recall and prerequisite knowledge.  Present new information.  Provide guidance for relating new information to old.  Require the learner to use the information  Provide feedback on performance.  Assessing the achievement/performance.  V. Types of Instruction in the Technical Classroom/Lab  A. Presentation  B. Direct Instruction  C. Demonstrations  D. Cooperative Learning  E. Independent Learning  F. Problem-Based Instruction  1. Overview  2. Creative problem solving  3. Critical thinking  4. Project-based curriculum  4. Integrated STEAM  G. Classroom Discussion  H. Learning and Study Strategies  1. Grouping Strategies  2. STE(A)M Teaching Strategies  3. Team Teaching  4. Contracting  VI. Methodologies  A. Language-based  1. Discussion  4. Lecture  5. Questioning  6. Role Playing  7. Student Presentations  B. Activity-based  1. Demonstration  2. Design Activities  4. Learning Modules  5. Problem Solving  6. Processes  a. Case Studies  b. Futuring  c. Project  d. Simulations  e. Student Research  C. Using Learning Resources  1. School Resources  2. In-Room  3. Library  4. Community Experts  5. Computers  6. Laboratory  D. Community Resources  1. Guest Speakers  2. Field Trips  3. Events  4. Regional, State, National, and Global Resource  a. Internet  b. Events  VII. Implementing instruction  A. Personal characteristics  B. Presentation techniques  C. Using instructional technologies  D. Questioning techniques  E. Observation techniques  F. Motivational techniques  G. Recording techniques  H. Student performance evaluation techniques  I. Self-evaluation techniques  VIII. Evaluating and assessing  A. Purpose  B. Developing evaluation strategies and instruments  1. Written tests  2. Portfolio assessment  3. Rubrics, matrices and checklists  4. Exit assessment  5. Performance tests  6. Self-assessment  7. Assessing learning  C. Administering evaluation  D. Scoring, record keeping and reporting  E. Basic descriptive statistics  IX. Managing the classroom and laboratory  A. Organization of records  B. Health and safety considerations  C. Facility management  D. Managing students  1. Classroom control  2. Discipline  3. Task assignment  XI. Survival Skills  A. Finding, choosing, and getting an appropriate job  B. Self-image  C. Organizational skills  D. Interpersonal skills  E. Adapting to the job  F. Time management  G. Stress management  H. Paperwork, meetings, and duties |

## 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 |  |  |