

**DEPARTMENT OF INDUSTRY AND TECHNOLOGY  
BALL STATE UNIVERSITY  
Muncie, Indiana**

**ITEDU 396 Program Planning & Implementation  
Course Syllabus**

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**Course Description**

- 1. *Course:* ITEDU 396
- 2. *Course Title:* ITEDU 396 Program Planning & Implementation (3)
- 3. *Prerequisites:* ITEDU 195, 394, & 395

4. *Catalog Description:*

Students design and evaluate technology-based instruction and courses to meet the needs of students. Facility planning, program planning, and the future direction for technology education are also explored. (3 semester hours).

5. *Faculty Qualified to Teach the Course:*

- Category 1 Teacher Education Faculty
- Category 2 Teacher Education Faculty
- Other Faculty Requirements

**Clinical Experiences**

6. *Clinical Experiences and Clinical Hours:*

- Observation
- Tutoring
- Small Group Instruction
- Whole Class Instruction
- Civic Engagement
- Rural or Suburban
- Urban
- Academy
- Burris

## Educational Standards: INTASC (Development & Content), Technological (ISTE), ITEA / CTTE / NCATE Standards

### 7. Conceptual Framework: INTASC Principles Primarily Emphasized:

- Principle 1 (Understanding Content)
- Principle 2 (Understanding Development)
- Principle 3 (Understanding Differences)
- Principle 4 (Designing Instructional Strategies)
- Principle 5 (Managing and Motivating)
- Principle 6 (Communicating)
- Principle 7 (Planning and Integrating)
- Principle 8 (Evaluating)
- Principle 9 (Reflecting on Practice)
- Principle 10 (Participating in the Professional Community)

### 8. Developmental Levels Covered:

- Early Childhood
- Middle Childhood
- Early Adolescence
- Adolescence and Young Adult

### 9. ITEA / CTTE / NCATE Standards Covered:

- Philosophy of Technology Education, Curriculum Development, and Instruction
- Depth and Breadth in Math, Science, & Related Fields
- Teaching and Technical Skills
- Use Technological Concepts
- Develop and Manage a T.E. Program
- Develop Attitudes, Knowledge, and Skills

### 10. Technology / ISTE Standards Covered:

- General Preparation
- Professional Preparation
- Student Teaching / Internship Preparation

## Course Rationale, Objectives, Content, and Use

### 11. Course Rationale:

Teaching is a series of planned decisions and a complex social and academic activity. One important decision to be made as a teacher is in the selection of what and how to teach. A national trend is to create teams of skilled and interested curriculum writers to do curriculum development work. Thus, technology teachers are spending more time working on local curriculum development teams. These teams select, adapt, and/or write much of what is taught at the local level. This course reflects this trend in that you will be part of a team that will develop a technology education program and related course materials.

As stated, the actual act of teaching is a complex social and academic activity and can only be taught to a limited degree. To actually learn

all the ramifications and ins and outs of teaching -- you must teach. You must practice making and implementing planned decisions. As you prepare to student teach and contemplate teaching in the public schools, you need to participate in practical experiences whereby you select, plan, implement, and evaluate a teaching plan in a school setting. This course will give you practical teaching/learning experiences and help you understand, build confidence in, and prepare yourself to be a teacher.

To support your ability to implement successful programs in the public schools other issues will also be addressed. These include: (a) professionalism (b) facility planning, and (c) future directions of technology education.

12. *Course Objectives:*

Upon satisfactorily completing Program Planning & Implementation ITEDU 396, the student will be able to:

1. Effectively communicate the need, purpose, and role of a secondary technology education program
2. Develop a course structure and mission statement for a technology education program
3. Develop a course to include: a description of the intended management system (i.e., block scheduling, year around school, etc.), a course description, a course outline, major modules and topics, and appropriate resources and materials.
4. Develop a unit of instruction to include: a description of the intended audience, objectives, content outline, lesson plans, appropriate activities and strategies, appropriate resources and materials.
5. Implement a unit of instruction in the secondary schools.
6. Design a facility to support instruction of an identified course.
7. Describe future directions of technology education.
8. Describe and model professional behaviors.
9. Reflect upon their own progress and ability to refine their learning and teaching skills

**Planned Course Activities include:**

1. Matching program goals to school and societal needs.
2. Developing a program mission statement and course structure.
3. Developing an identified course.
4. Developing a unit of instruction for an identified course.
5. Implementing an identified unit of instruction in a secondary school.
6. Designing a technology education facility to support teaching/learning in an identified course.
7. Discussing future directions for technology education.
8. Reflecting upon and describing progress towards and ability to teach.
9. Describing and modeling professional behaviors.

13. *Course Content:*
  - I. Designing Technology-Based Programs
    - A Examining student / societal needs
    - B Reviewing the purpose of education
    - C Building upon the school's mission
    - D Developing program philosophy / mission / goals
    - E Establishing program course structure
    - F Writing course descriptions
  - II. Designing Technology-Based Courses
    - A Understanding the learner and their needs
    - B Establishing course rationale and objectives
    - C Examining the course management system
    - D Determining course content and modules/units
    - E Developing content outlines
    - F Locating and using resources and materials
    - G Planning the course calendar
  - III. Communicating the Purpose and Content of the Technological Unit
    - A Understanding the learner and their needs
    - B Establishing objectives
    - C Developing content
    - D Selecting strategies
    - E Planning learning experiences
    - F Using resources
    - G Assessing learning
  - IV. Planning Lessons
    - A Writing objectives based upon unit objectives and content and an understanding of student needs and abilities
    - B Selecting and acquiring resources / equipment / supplies
    - C Developing instructional materials and management system
    - D Outlining content
    - E Integrating content
    - F Selecting and planning strategies
    - G Implementing instruction
    - H Assessing learning
    - I Assessing instruction
  - V. Course and Program Assessment
    - A Selecting and using assessment criteria
    - B Analyzing and reporting findings
  - VI. Designing Technology Education Facilities
    - A Curriculum supports student needs
    - B Facilities support curriculum
    - C Facilities should be comprehensive, flexible, safe, and useable
    - D Facility guidelines/criteria
    - E Presenting facility needs

- F. Assessing designs
- VI. Future Direction of Technology Education
  - A. Integration
  - B. Standards
  - C. Magnet schools
  - D. Distance learning
  - E. Classrooms of the future
- VII. Professional Behaviors and Preparation
  - A. Identifying and examining
  - B. Developing and modeling
  - C. Reflecting upon and reporting

14. *Instructional Strategies:*

A. Content and assignments are given in readings, presentations, and activity worksheets. Cooperative and individual student-centered assignments are used. The selection, planning, and implementation of effective programs and instructional practices are a major segment of this course.

B. Proposed Sequence:

Week 1	Examining technology education resources and programs
Week 2	Establishing/matching program school, and societal needs
Week 3	Creating a program mission statement and course structure
Weeks 4-5	Developing a course
Weeks 6-8	Designing a unit of instruction
Weeks 9-10	Implementing instruction in the secondary schools
Weeks 11	Assessing instruction and unit revision
Weeks 12-13	Planning Learning Environments/Facilities
Week 14	Future Directions of Technology Education
Week 15	Describing and modeling professional behaviors and abilities

15. *Schedule for the semester*

See Course Calendar

16. *Texts and resources:*

Standards for technological literacy: Content for the study of technology. (2000). International Technology Education Association, Reston, Virginia.

Use of references from the Professional Laboratory and materials describing technology programs from other states.

17. *References / Sources of Knowledge Upon Which This Course is Based:*

Selected references, media, and Internet materials are used to support student learning.

18. *Additional information:*

Various curriculum resources are available in the professional laboratory but they are not to leave the room. A photo copier is available for duplication of these materials Room 214 (**in limited quantities**). Please seek permission before copying materials.

**Student Learning and Assessment**

19. *Methods of Student Performance Assessment:*

- Classroom Performance (live, videotape)
- Lesson Artifacts
- Paper / Pencil Quizzes and Tests
- On Demand Tasks (classroom and laboratory assignments)
- Interviews (debriefing, questioning, etc.)
- Testimonials (by peers, supervisors, etc.)
- Products reflecting learning of candidate's students
- Electronic portfolio (to reflect professionalism and growth)

20. *Plan for Evaluating Student Achievement:*

**Proposed Activities / Grading System/Scale**

**A Proposed Activities and Point Values:**

1. Objectives 1&2	Program Goals	25 points	
	Missi on St atement / Pr ogr am St ruct ure	50 points	
	Course Structure and Background	50 points	
3. Objective 3	Unit Development	100 points	
4. Objective 4	Material Development	100 points	
5. Objective 3&4	Unit Revision	75 points	
6. Objective 5	Implementation	50 points	
7. Objective 6	Facility Design/ Presentation	50 points	
8. Objective 8&9	Professionalism	50 points	
9. Objectives 1-9	Portfolio	100 points	
10. Objectives 1-9	Exams	100 points	

**Possible 750 points**

**NOTE:** Other activities and/or point values may be identified during the first day of class or 1 week before an assigned due date.

**The Grading Scale** will be a follows:

100 - 92.5 % of total possible points	= A
92.4 - 90 % of total possible points	= A-
89.9 - 87.5 %of total possible points	= B+
87.4 - 82.5 %of total possible points	= B
82.4 - 80 % of total possible points	= B-
79.9 - 77.5 %of total possible points	= C+

77.4 - 72.5 % of total possible points	= C
72.4 - 70 % of total possible points	= C-
69.9 - 67.5 % of total possible points	= D+
67.4 - 62.5 % of total possible points	= D
62.4 - 60 % of total possible points	= D-
below 59.9 % of total possible points	= F

Exception to the above policy will occur under the following conditions:

1. Failure to comply with the **Class Attendance/Assignment/Test Policies**.
2. **Abuse** of equipment, laboratory facilities, and/or materials.
3. Failure to perform activities **as assigned**.
4. Other - because of potential safety problems that can develop due to poor attendance and the missing of equipment and laboratory demonstrations, **any student missing 3 or more days of class may be asked to withdraw**.

21. *Method of Course Evaluation:*

Students will have an opportunity to complete a university-approved course evaluation form late in the course. Comments and information from the forms will help in developing this course in the future.

22. *Laboratory Experiences and Hours:*

Most of the course requirements involve homework. Some class time will be used for activities that advance class objectives. When assistance is needed, please drop by my office (**anytime**) for assistance. During open-lab, you are encouraged to use the reference materials and equipment for completing required class activities. **However, for the convenience of others, reference materials are not to leave the room.**

Each individual is expected to leave the laboratory and equipment in good order after usage. The student will be held responsible for all equipment he or she uses. It is the student's responsibility to clean/straighten the area or areas in which they have worked and report damaged equipment.

Students are expected to maintain an attitude of safety in all activities related to the course. Students should see the instructor/laboratory assistant before pursuing activities requiring special procedures.

**No student is to use any equipment/program until he/she has been given adequate instruction and approval for its use.**

**Any student who modifies/changes any computer files/programs may lose the privilege of their use for the remainder of the semester.**

23. *Special Student Needs:*



If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office is on the first floor of the Applied Technology Building (Room AT 133A) and the phone is (765) 285-5653. The main office number is (765) 285-5641.

24. *Policies:*

**Attendance/Assignment/Test Policy:**

- A All students are to comply with the "Class Attendance Policy" as described in the Ball State University Undergraduate Catalog. **Students with excessive (three or more) absences or tardies can expect to have their final grade lowered by at least one letter grade.**
- B Students are responsible for **making up all work missed** by being absent from class. The instructor would appreciate **a phone call notifying** him/her of a planned absence due to illness or personal emergency.
- C All assignments and tests are to be submitted or taken as scheduled.
- D A student's grade for a given activity or assignment will be lowered 10% for each day it is late. (**Note:** An assignment is considered to be one day late even though it is turned-in after class on the day it is due.)
- E ***No activity or assignment will be accepted for evaluation once that activity or assignment has been returned to the class.***
- F All work submitted for this class **must** be original work. Material that has been submitted for another class **can not** be used in this class.
- G Before assessing any activity or assignment its **professional appearance** will be assessed. Any work not passing the professional appearance assessment will be returned to the student un-graded. Professional materials have the following characteristics:
  - They are accurate.
  - When appropriate, they include computer generated materials with a backup disk.
  - In some cases, information may need to be illustrated graphically.
  - They are grammatically correct including sentence structure and spelling.
  - Materials are neat, organized and consistent in format and style (e. g., APA).
  - They effectively use color and/or graphics, headings, margins, spacing and text to highlight information and enhance communication.
  - The assignment represents acceptable quality work and demonstrates proper techniques/practices.

- F. All course activities are subject to the University's Academic Dishonesty / Plagiarism Policies.

### **Academic Dishonesty/Plagiarism**

**Academic dishonesty and plagiarism are unacceptable behaviors in an institution of learning or life. In the Faculty and Professional Handbook, Ball State University describes the University's student academic ethics policy. All course activities are subject to this policy.**

In addition to these guidelines, students are subject to the following course guidelines:

1. Information and/or material used from a source other than the student must be properly cited. Information and/or material not properly referenced and footnoted will be grounds for the instructor to issue a grade of "F" for that **particular assignment or course**.
2. Any student who commits an act of academic dishonesty may receive an "F" in the course.
3. Any student who plagiarizes or violates procedures prescribed to protect the integrity of an assignment (i.e., uses material from another person or resource and claims that material as their work) will receive an "F" **in the course**.
4. Any student who violates procedures which protect the integrity of a quiz, examination, or similar evaluation will receive an "F" **in the course**.
5. **Students have a responsibility to insure that other students do not copy or use their work. Students, whose work is used improperly by other students, are also subject to the same academic dishonesty policies as the student who improperly used his/her material.**
6. Students who have any questions as to what constitutes an act of plagiarism or academic dishonesty should discuss it with the instructor before completing the assignment in question and/or review the University's policy on "Student Academic Ethics".

## Tentative ITEDU 396 Calendar

	Monda	Wednesda	Frida
1/9/06	Introductio	Developing	Developing
1/11/06			
1/16/06	Martin Luther King	Purpose of Education; Designing Technology	Building Upon the School's Mission Statement
1/18/06			
1/23/06	Developing Program Phil / Mission /	Establishing a Program	Writing Course <b>Philosophy</b>
1/25/06			
1/30/06	Understanding Learner Needs	Developing Course Objectives / Standards	Determining Course Content / Developing an <b>Mission</b>
2/1/06			
2/3/06			
2/6/06	Identifying Major	Locating and Using	Planning Course Calendar / Standards / <i>Activities / Proficiencies</i>
2/8/06			
2/13/06	Developing Instructional Units / Daily Content	Selecting Strategies	Selecting Strategies <b>Topic Selection &amp; Approval Course Structure /</b>
2/15/06			
2/20/06	Planning Learning Experiences	Planning Learning Experiences	Developing Lessons
2/22/06			
2/27/06	Developing Lessons	Developing Instructional Materials	Developing Instructional Materials <b>Unit</b>
3/1/06			
3/13/06	Assessing	Assessing	Assessing <b>Unit</b>
3/15/06			
3/20/06	Unit Enhancement Session	<b>ITEA Mid-Term</b>	<b>ITEA Facility Portfolio Drafts</b>
3/22/06			
3/27/06	<b>Teaching Technology in the Secondary</b>		
3/29/06			
4/3/06	<b>Teaching Technology in the Secondary</b>		
4/5/06			
4/10/06	Portfolio	Debriefing and Unit Assessment Facility Design	Facility
4/12/06			
4/17/06	Facility	Facility	Facility
4/19/06			
4/24/06	<b>Facility Design</b> /	<b>Facility Design</b> /	<b>Facility Design</b> /
4/26/06		<b>Program Planning and Implementation</b>	<b>Portfolios</b>
	<b>Final 12:00-2:00</b>		

5/11/06