

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-30c.	App-10/19/10	App 11/2/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Center for Career and Technical Personnel Preparation	Phone 724 357 6493

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Catalog Description Change
VOED 101 Introduction to Career and Technical Education	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> Other	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
	Date
Department Curriculum Committee Chair(s)	Julie Boyd 3/4/10
Department Chair(s)	Karen Rivosecchi 3/4/10
College Curriculum Committee Chair	Joseph Domarocki TECC 4.27.10
College Dean	May Ann Rejath TECC 4.27.10
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate:	
(include title)	
UWUCC Co-Chairs	Gail Schuist 10/19/10

* where applicable

Received

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OCT 15 2010

MAY 4 2010

Liberal Studies Liberal Studies

1. New Syllabus of Record

I. Catalog Description

VOED 101 Introduction to Career & Technical Education

(1c-01-1cr)

Prerequisites: Recommendation by western region career & technical school director

Emphasizes basic elements of teaching in the diverse secondary career and technical classroom. This field-based course focuses on skill areas defined by the Pennsylvania Department of Education- Bureau of Career and Technical Education such as classroom safety, accommodations for students with special needs, and classroom management.

II. Course Outcomes

After the successful completion of this course, students will be able to:

1. Identify appropriate safety topics for instruction and begin to develop a documentation system for safety instruction.
2. Develop sensitivity to the instructional needs of students with special needs.
3. Make distinctions among acronyms and terminology relating to special education.
4. Develop an awareness of the Individualized Education Program (IEP) form and the CTE instructor's corresponding responsibilities.
5. Develop and implement effective practices for the management of a CTE classroom.
6. Develop a grading policy that includes the assigning, recording, and reporting of grades.
7. Initiate curriculum development for competency-based CTE classroom.

Student Outcomes Assessment Matrix

Danielson's Framework	PDE Standards	Course Outcomes	Course Assessment Technique Measuring Objectives * Bold= Key Assessment in KARS
2.e,	IIB	1	Safety Guidelines Worksheet List of topics for safety lessons
1.b, 1.c.	IIE	2	Interview with Special Needs Coordinator Class participation
1.b, 1.c.	IIE	3	"Alphabet Soup" acronyms
1.b, 1.c.	IIE	4	Interview with Special Needs Coordinator
2.a – e, 4.c.	IIA, IIB	5	Classroom Management Project Classroom rules and consequences Summary of school policies on behavior management "Getting to Know You" forms and activities Summary and interpretation of "Getting to Know You" form results
3.d.	I D, IIF	6	Grading policy Weighted grading chart
1.a.	IIC	7	Curriculum sheets

III. Course Outline

Mentoring Session #1 (field-based faculty visit): Overview of IUP CTE certification program and PDE requirements for career and technical education teacher certification. (1 hour)

A. Safety Instruction in the CTE Classroom (1 hour)

- a. Safety topics and exams
- b. Documentation of safety instruction

Mentoring Session #2 (field-based faculty visit): Observation of teacher with emphasis on safety practices. (1 hour)

B. Special Needs (2 hours)

*(Special Needs = 2 hours)**

- a. Terminology
- b. IEPs and CTE instructor responsibilities
- c. Video: How Difficult Can This Be F.A.T. City--A Learning Disabilities Workshop, 1991

Mentoring Session #3 (field-based faculty visit): Observation of teacher with emphasis on instruction for special needs students. (1 hour) *(Special Needs = 1 hour)**

C. Classroom Management (4 hours)

- a. Preparing for the new school year
- b. Classroom and laboratory management in the CTE environment
- c. Classroom rules and consequences
- d. Effective communication with students and parents
- e. Behavior management

Mentoring Session #4 (field-based faculty visit): Observation of teacher with emphasis on classroom management. (1 hour)

D. Grading (1 hour)

- a. Assigning grades
- b. Recording grades
- c. Reporting grades

E. Curriculum Development (2 hours)

- a. Program competencies
- b. Curriculum resources – DACUM, ONET, Programs of Study
- c. Learning domains

Final Exam Activity: During Final Exam Week

Mentoring Session #5 (field-based faculty visit): Observation of teacher with emphasis on curriculum development. (2 hours)

***Special Note:**

In this course, teacher candidates learn how to begin to adapt instruction for CTE students with special needs and/or limited English skills. Information designated as such (*) is related to activities specific to special needs and/or ELL. In this course 3 hours are devoted to learning about and adapting instruction/assessment for the student with physical or mental disabilities.

IV. Evaluation Methods

The final grade will be determined as follows:

30% Classroom Management Project – Students will develop forms, policies, and communications for their career and technical classroom to establish an orderly and managed classroom including; “What Teachers Need To Know” Form, “Daily Procedures and Routines” Form, Letter of Introduction to Parents/Guardians, Back-to-School Checklist, grading policy, and weighted grading chart.

70% Application Exercises

This course is designed to be the first component of a mentoring workshop for new career and technical teachers making the transition from industry to education. It is designed to provide opportunities for networking with other new career and technical teachers and is an integral component of career and technical teacher certification. The Bureau of Career and Technical Education at the Pennsylvania Department of Education requires that Professional Development Centers authorized to offer career and technical teacher preparation programs provide this mentoring/instruction in this manner. Students are expected to attend weekly learning lab sessions at regional learning labs throughout the IUP Center’s service region. Attendance at the learning labs is vital for the discussion, activities, and modeling of instructional strategies that are critical for teacher intern success. Students are expected to participate in weekly sessions that include application exercises including the following:

Safety Guidelines Worksheet – relates OSHA standards to the career and technical classroom
List of topics for safety lessons – specific topics for safety instruction.

“Alphabet Soup” – classroom activity to reinforce acronyms associated with accommodations for students with special needs

Interview with Special Needs Coordinator – Identify specific policies for career and technical classroom

Laboratory management forms and procedures – development and completion of forms for the career and technical lab

Classroom rules and consequences – rules for the specific career and technical classroom

Summary of school policies on behavior management – review and summary of specific school policies

“Getting to Know You” forms and activities – classroom completion of forms and reflection for application in the career and technical classroom

Curriculum development forms – a breakdown of required skills in the teacher intern’s career and technical class to build curriculum

V. Grading Scale

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%

VI. Attendance Policy

Although there is not formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions. University attendance policy will be followed.

VII. Required Textbooks, Supplemental Books, and Readings

Edmunds, N. A., & Smith, C. L. (2001). *Learning to teach*. Alexandria, VA: Association for Career and Technical Education.

Forget, M. A. (2004). *MAX teaching with reading and writing: Classroom activities for helping students learn new subject matter while acquiring literacy skills*. Victoria, BC: Trafford Publishing Company.

Required viewing: How Difficult Can This Be? F.A.T. City--A Learning Disabilities Workshop, 1991.

Additional assigned readings for this course are captured on the department's website content management system located at www.voced.iup.edu/student. Readings are reviewed and updated annually by the faculty member teaching the course to reflect the most current and relevant content.

Readings are collected under the following specific topics:

MA 2105 Proactive Classroom Management <http://www.voced.iup.edu/cms.asp?id=ma2105>

VIII. Special Resource Requirements

Remote internet access to connect to IUP/department resources and email

Recommended Hardware: Microsoft Windows PC including office suite software and printer

IX. Bibliography

Bender, W. (2008). *Differentiating instruction for students with disabilities*. Thousand Oaks, CA: Corwin Press.

Bergeson, T., Heuschel, M. A., Lahmann, M., Fieldman, R., Broom, M., & Opp, M. (2002). *Safety guide for career and technical education*. Olympia, WA: State of Washington Office of Superintendent of Public Instruction.

Bryant, D. P., Smith, D. D., & Bryant, B. R. (2008). *Teaching students with special needs in inclusive classrooms*. Boston, MA: Pearson Education, Inc.

Evers, R. B., & Elksnin, N. (1999). *Working with students with disabilities in vocational-technical settings*. Austin, TX: Pro-Ed.

Glenn, J. L. (2003). *Mentor me*. Reston, VA: National Business Education Association.

Gordon, S. P., & Maxey, S. (2000). *How to help beginning teachers succeed*. Alexandria, VA: ASCD.

Gregory, G., & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press, Inc.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles & multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development.

Smith, R. (2008). *Conscious classroom management: Unlocking the secrets of great teaching*. Thousand Oaks, CA: Corwin Press, Inc.

Stewart, D., Edmunds, N., Ries, E., & Smith, C. (2003). *Career and technical educator's survival guide*. Alexandria, VA: Association for Career and Technical Education.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 This course will be a major requirement for students in the department's vocational teacher certification and degree programs. This is one in a series of courses that will replace the existing 15 credits of VOED 100 -- Preparation of the Vocational Professional I. The department has offered 15 credits of VOED 100 as a repeatable topic for a number of years. It was originally designed in this manner to facilitate individualized, personalized instruction to reflect students' particular classroom situations. These requested changes will facilitate the documentation of course standards and certification requirements that are required by more specific guidelines from the Pennsylvania Department of Education. IUP, along with Temple University and PSU, are the only institutions in Pennsylvania approved to offer this program. Similar changes to coursework at Temple and PSU have been made. The PDE-BCTE requires transferability among the three institutions; this change will facilitate that transferability as well.
- A2 This course is part of a program revision to reflect new Pennsylvania Department of Education guidelines for vocational teacher certification. All course changes are included in the program revision proposal that is being submitted.
- A3 This course has not been offered on a trial basis previously.
- A4 This is not a dual-level course.
- A5 This course cannot be taken for variable credit.
- A6 Similar courses are offered at Pennsylvania State University and Temple University. These two institutions and IUP are the only institutions in Pennsylvania approved for vocational teacher certification.
- A7 The content of the course and the delivery method are prescribed by the Pennsylvania Department of Education Bureau of Career and Technical Education. See attached.

Section B: Interdisciplinary Implications

- B1 This course will not be taught by more than one department.
- B2 This course is specific to the preparation of vocational teachers seeking Pennsylvania teacher certification.
- B3 This course will not be cross-listed with other departments.

Section C: Implementation

- C1 Faculty resources are adequate. As indicated above, this is a restructuring of currently delivered coursework.
- C2 No other resources will be needed to teach this course.
- C3 The resources to teach this course are funded by a grant from the Pennsylvania Department of Education – Bureau of Career and Technical Education. This vocational teacher certification program as those at Pennsylvania State University and Temple University is funded through PDE. Funding has been received from PDE for this program at IUP for over 30 years.
- C4 This course will be offered each fall and spring semester.
- C5 We anticipate offering one section of this course in a semester.
- C6 We plan to accommodate up to 30 students in a section of this course.
- C7 No recommended enrollment limits or parameters.
- C8 N/A

Section D: Miscellaneous

No additional information is necessary.