

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-30d.	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) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
<u>Current Course prefix, number and full title</u> _____		VOED 102 Instructional Planning in the Career and Technical Classroom <u>Proposed course prefix, number and full title, if changing</u> _____
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current program name</u> _____		<u>Proposed program name, if changing</u> _____
4. Approvals		
Department Curriculum Committee Chair(s)	Julie Boyd	Date 3/4/10
Department Chair(s)	Karen Rivosecchi	3/4/10
College Curriculum Committee Chair	Joseph Domaracki TECC	4.27.10
College Dean	May Ann Rafath TECC	4.27.10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Schust	10/19/10

* where applicable

Received

OCT 15 2010

Liberal Studies

Received

MAY 4 2010

Liberal Studies

1. New Syllabus of Record

I. Catalog Description

VOED 102 Instructional Planning in the Career and Technical Classroom (2c-01-2cr)

Prerequisites: VOED 101 Introduction to Career and Technical Education

Instructional planning for the CTE classroom and laboratory delivered through field-based instruction. Major emphasis is on planning for instruction, safety procedures, and CTE performance objectives. Instructional plans will include consideration of individual learning styles and accommodations for students with special needs.

II. Course Outcomes

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

1. Develop instructional objectives that include condition, performance, and criteria for their CTE program.
2. Recognize differences among learning styles and make adjustments to instruction to accommodate diverse learning styles and interests of students.
3. Prepare effective instructional plans for their CTE programs.
4. Recognize potential hazards in the CTE laboratory and institute policies and procedures to maintain a safe environment for students.

Student Outcomes Assessment Matrix

Danielson's Framework	PDE Standards	Course Outcomes	Course Assessment Technique Measuring Objectives
			* Bold= Key Assessments in KARS
1.c.	I.D	1	Exam List of Objectives
1.b – f,	I.D., II.B., II.E., II.F.	2	Instructional Plan
1.b – f.	I.D., II.B., II.E., II.F.	3	Instructional Plan
2.e.	II.B.	4	Safety Manual

III. Course Outline

Mentoring Session #1 (field-based faculty visit): Classroom observation of teacher intern with emphasis on curriculum planning and review of certification status. (1 hour)

- A. Instructional Objectives in the CTE environment (6 hours)
- a. Components of instructional objectives (performance, condition, criteria)
 - b. Domains of learning
 - c. Characteristics of well-written vs. poorly-written instructional objectives

Exam on Instructional Objectives (1 hour)

- B. Learning Styles (2 hours) (www.educationplanner.org)
(*Special Needs = 2 hours*)*
- a. Characteristics of various learning styles
 - b. Learning style inventory for teacher
 - c. Adapting instruction

C. Instructional Planning (8 hours)

(*Special Needs* = 1 hour)*

- a. Importance of planning lessons
- b. Components of the instructional plan
- c. Practice lesson introductions
- d. Choosing effective instructional strategies based on objectives
- e. Cone of Learning and learning styles

Mentoring Session #2 (field-based faculty visit): Classroom observation of teacher with emphasis on instructional objectives. (1 hour)

D. Safety (6 hours)

- a. Safety rules including personal protective equipment
- b. Hazardous chemicals and materials
- c. OSHA & NIOSH
- d. Job Hazard Analysis
- e. Safety audits

Mentoring Session #3 (field-based faculty visit): Classroom observation of teacher intern with emphasis on instructional planning. (1 hour)

E. PRAXIS (2 hours)

- a. PRAXIS requirements
- b. Strategies for writing an essay

Final Exam Activity during final exam week.

Mentoring Session #4 (field-based faculty visit): Classroom observation of teacher intern with emphasis on instructional planning and delivery. (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:

- | | |
|-----|--|
| 20% | Instructional Objectives Project and Exam – students will develop twelve objectives for their career and technical classroom which include the three components of condition, performance, and criteria and complete an exam on objectives. |
| 20% | Instructional Plan – students will develop an instructional plan on a topic for their career and technical classroom. |
| 20% | Safety Manual – a comprehensive safety manual for the career and technical classroom that includes: safety rules, procedures and policies for managing hazardous materials and responding to and reporting accidents, safety audit, list of safety lesson topics, and job hazard analysis. |
| 10% | Classroom Observations – observations in the career and technical classroom by a University faculty member. |
| 30% | Application Exercises. |

- This course is designed to be the second 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 critical for the discussion, activities, and modeling of instructional strategies that are critical for teacher intern success. Students are expected to fully participate in weekly sessions that include application exercises including the following:

Task List – initial listing of tasks that secondary career and technical students are expected to master in the teacher intern's occupational area of study

Instructional objectives – first draft of cognitive and psychomotor objectives to be reviewed and discussed with the class

Analysis of results from "Getting to Know You" activities – teacher interns will summarize information gained from information sheets that their students completed and relate that information to the instructional planning process

Analysis of results from student learning styles inventories – teacher interns will summarize results of the learning styles inventories completed by their students and relate that information to the instructional planning process

Lesson introduction – teacher interns will practice lesson introductions for lessons in their occupational areas and participate in a discussion of best practices for lesson introductions

Content Presentation – teacher interns will practice content presentations for lessons in their occupational areas and participate in a discussion of best practices for content presentations

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.

Mager, R. F. (1997). *Preparing instructional objectives*. Atlanta, GA: The Center for Effective Performance, Inc.

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:

PL 2210 Plan for Daily Instruction <http://www.voced.iup.edu/cms.asp?id=pl2210>

MA 2205 Implement a Safety Program <http://www.voced.iup.edu/cms.asp?id=ma2205>

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

- Dunn, R. S., & Dunn, K. J. (1993). *Teaching secondary students through their individual learning styles: Practical approaches for grades 7-12*. Boston, MA: Allyn and Bacon.
- Finch, C. R., & Crunkilton, J. R. (1999). *Curriculum development in vocational and technical education: Planning, content, and implementation*. Boston, MA: Allyn and Bacon.
- Mager, R. F. (1997). *Making instruction work, or, skillbloomers: A step-by-step guide to designing and developing instruction that works*. Atlanta, GA: Center for Effective Performance.
- Marzano, R. J., Pickering, D., & Pollock, J. E. (2005). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Sprenger, M. (2005). *How to teach so students remember*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Storm, G. (1993). *Managing the occupational education laboratory*. Ann Arbor, MI: Prakken Publications.
- Wormeli, R. (2007). *Summarization in any subject: 50 techniques to improve student learning*. Heatherton, Vic.: Hawker Brownlow Education.

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.