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|------------------|------------------|--------------------|--------------------|---------------------|
| LSC Use Only No: | LSC Action-Date: | UWUCC USE Only No. | UWUCC Action-Date: | Senate Action Date: |
|                  |                  | 10-309.            | App-10/19/10       | App 11/2/10         |

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

|  |                                   |
|--|-----------------------------------|
| Contact Person<br>Karen Rivosecchi   | Email Address<br>krivosec@iup.edu |
| Proposing Department/Unit<br>Center for Career and Technical Personnel Preparation | Phone<br>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.**

|  |  |      |          |
|--|--|------|----------|
| <b>1. Course Proposals (check all that apply)</b>                                  |  |      |          |
| <input checked="" type="checkbox"/> New Course                                     | <input type="checkbox"/> Course Prefix Change                        |      |          |
| <input type="checkbox"/> Course Revision   | <input type="checkbox"/> Course Deletion                             |      |          |
| <input type="checkbox"/> Course Number and/or Title Change                         | <input type="checkbox"/> Catalog Description Change                  |      |          |
| VOED 202 Industry Linkages for Career and Technical Programs                       |  |      |          |
| <u>Current Course prefix, number and full title</u>                                | <u>Proposed course prefix, number and full title, if changing</u>    |      |          |
| <b>2. Additional Course Designations: check if appropriate</b>                     |  |      |          |
| <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. |  |      |          |
| <b>3. Program Proposals</b>  |  |      |          |
| <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   |  |      |          |
| <u>Current program name</u>  | <u>Proposed program name, if changing</u>                            |      |          |
| <b>4. Approvals</b>  |  |      |          |
| Department Curriculum Committee Chair(s)   | Julie Boyd   | Date | 3/4/10   |
| Department Chair(s)  | Karen Rudzick  |      | 3/4/10   |
| College Curriculum Committee Chair   | Joseph Domaruck TECC   |      | 4.27.10  |
| College Dean   | May Ann Papath TECC  |      | 4.27.10  |
| Director of Liberal Studies *  |  |      |          |
| Director of Honors College *   |  |      |          |
| Provost *  |  |      |          |
| Additional signatures as appropriate:<br>(include title)                           |  |      |          |
| UWUCC Co-Chairs  | Gail Sedquist  |      | 10-19-10 |

\* where applicable

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Liberal Studies

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## 1. New Syllabus of Record

### I. Catalog Description

VOED 202 Industry Linkages for Career and Technical Programs

(3c-01-3cr)

Prerequisites: VOED 101 Introduction to Career and Technical Education; and  
VOED 102 Instructional Planning in the Career and Technical Classroom; and  
VOED 103 Strategies for Teaching Career and Technical Education; and  
VOED 201 Making Accommodations for Students with Special Needs in the  
Career and Technical Classroom

Addresses the requirements for industry input and validation for all secondary career and technical programs and focuses on developing and maintaining an effective occupational advisory committee. Emphasis is on the teacher's responsibility for providing appropriate information to the committee and taking action to follow up on the committee's recommendations.

### II. Course Outcomes

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

1. Analyze and evaluate the operation and composition of their current occupational advisory committee.
2. Analyze current safety instruction, safety practices and documentation procedures in their career and technical classroom and prepare related materials for industry validation.
3. Analyze relevant industry standards and Pennsylvania Department of Education guidelines for their career and technical program and solicit industry validation.
4. Develop long range plans for program review and evaluation by local industry and workforce development agencies.

### Student Outcomes Assessment Matrix

| Danielson's Framework | PDE Standards                      | Course Standards | Course Assessment Technique<br>Measuring Objectives<br><b>*Bold = Key Assessments in KARS</b> |
|-----------------------|------------------------------------|------------------|---|
| 4.d.e.f               | I.D.II.C.,II.D., III.D., III.E.    | 1                | <b>Committee Evaluation</b>   |
| 1.a, 2.e., 4.b. d.f.  | I.D., II.B., II.C., III.D., III.E. | 2                | Safety Review   |
| 1.a., 4.d.e.          | I.D., II.C.,II.D., III.E.          | 3                | <b>Curriculum Analysis</b>  |
| 4.d.e.f.              | I.D., II.C., III.D., III.E.        | 4                | <b>Plan of work</b>   |

### III. Course Outline

- A. Review and analyze the recent history of your occupational advisory committee (10 hours)
  1. State mandates for occupational advisory committees
    - a. PA School Code Chapter 4
    - b. PDE Approved Program Evaluation
    - c. Jobs for the Future Report
  2. Occupational advisory committee activities
  3. The educator's role in successful occupational advisory committees
  4. Advisory committee recommendations
    - a. Forwarding and following-up on recommendations
  5. Documentation relating to occupational advisory committees to meet requirements of program approval

Mentoring Session #1 (field-based faculty visit): Review and discuss advisory committee documentation. (1 hour)

**B. Document safety instruction and safety issues for advisory committee review (10 hours)**

1. Occupational program safety analysis and evaluation
2. Occupational advisory committee review and reporting process
3. State requirements/recommendations on laboratory size

**Mentoring Session #2 (field-based faculty visit): Review and discuss safety documentation for committee and filing for PDE review. (1 hour)**

**C. Curriculum review and analysis (11 hours)**

1. PDE's "Program of Study Template"
2. Comprehensive list of curriculum materials
3. Curriculum Questionnaire
4. Task List aligned with PDE's Program of Study and detailed analysis of local needs
5. Curriculum Documentation for committee review

**D. Quiz on PDE Programs of Study (1 hour)**

**Mentoring Session #3 (field-based faculty visit): Review and discuss curriculum documentation for committee. (1 hour)**

**D. Two-Year Plan of Work for occupational advisory committee (7 hours)**

1. Suggested timelines for committee activities
2. Prioritized list of agenda items
3. Ongoing maintenance of documentation for committee and program review

**Final Exam Activity: During Final Exams Week**

**Sharing of Best Practices in making industry linkages in CTE programs (2 hours)**

#### **IV. Evaluation Methods**

The final grade will be determined as follows:

- 15% Committee Analysis – a review and analysis of the CTE intern's occupational advisory committee including: self-evaluation of current advisory committee, membership roster, and analysis of current advisory committee.**
- 15% Safety Standards Project – a review and analysis of the CTE intern's compliance with safety standards in the CTE classroom and lab environments including: documentation of safety instruction program and safety audit with appropriate documentation.**
- 20% Occupational Analysis/Curriculum Competencies Project – a review and analysis of curriculum competencies including industry standards and PDE guidelines including a comprehensive list of curriculum materials, curriculum questionnaire and task list aligned with PDE's Program of Study and detailed analysis of local needs.**
- 5% Quiz on PDE's Programs of Study.**
- 15% Plan of Work for industry input – a detailed two-year Plan of Work for the CTE intern's occupational advisory committee and committee member survey that ranks priorities.**
- 15% Faculty Observations.**
- 15% Class Participation.**

## 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

Pennsylvania Department of Education – Bureau of Career & Technical Education. Establishing and Operating Effective Occupational Advisory Committees. September 2008.

Additional assigned readings for this course are captured on the department's website content management system located at [www.voced.iup.edu/student](http://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 2105 Organize a Career and Technical Program with Industry Linkages

<http://www.voced.iup.edu/cms.asp?id=pl2105>

## 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

- Backes, C. E. (2000). Creating an advisory committee: Improving vocational programs with community support. *Tech Directors*. 60 (1). Retrieved from <http://www.ed.state.nh.us/education/doe/organization/adultlearning/Career%20Development/documents/AdCommittee.doc>
- Carr, J. F., & Harris, D. E. (2009). *Improving standards-based learning: A process guide for educational leaders*. Thousand Oaks, CA: Corwin Press.
- Cantrell, E. F. (2000). *Vocational education business and industry advisory committee resource guide (draft copy)*. Sylmar, CA: Los Angeles Mission College. Retrieved from <http://lamission.org/pab/resourceguide.htm>
- Drake, S. M. (2007). *Creating standards-based integrated curriculum: Aligning curriculum, content, assessment, and instruction*. Thousand Oaks, CA: Corwin Press.
- March, J. K., & Peters, K. H. (2008). *Designing instruction: Making best practices work in standards-based classrooms*. Thousand Oaks, CA: Corwin Press.
- Mercer, J. W., & Meunier, G. R. (1991). *Effective advisory committees project: Fifty indices of effectiveness regarding the program advisory committees in Minnesota's technical colleges: A working paper*. St. Paul, MN: State Council on Vocational Technical Education. Retrieved from

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED372205&ERICExtSearch\\_SearchType\\_0=no&accno=ED372205](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED372205&ERICExtSearch_SearchType_0=no&accno=ED372205)

- Miller, J. (2009). Teaching safety in the classroom. *Techniques*. Alexandria, VA: Association for Career and Technical Education. 84 (1).
- Nolet, V. (2005). *Assessing the general curriculum: Including students with disabilities in standards-based reform*. Thousand Oaks, CA: Corwin Press.
- Squires, D. A. (2005) *Aligning and balancing the standards-based curriculum*. Thousand Oaks, CA: Corwin Press.
- Tenebaum, I. M., Jackson, C. & Couch, B.. (2000). *Handbook for advisory groups in career and technology education*. Columbia, SC: South Carolina Department of Education, Division of District and Community Services, Office of Career and Technology Education. Retrieved from [http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED441971&ERICExtSearch\\_SearchType\\_0=no&accno=ED441971](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED441971&ERICExtSearch_SearchType_0=no&accno=ED441971)

## 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.