

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

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Karen Rivosecchi	Email Address krivosec@iup.edu
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

<i>Current Course prefix, number and full title</i>	VOED 302 Career Education in the Career and Technical Classroom	<i>Proposed course prefix, number and full title, if changing</i>
---	---	---

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 Other
 New Minor Program New Track Program Revision

<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 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 Schuist	10/19/10

* where applicable

Received 7
 OCT 15 2010
 Liberal Studies

Received
 MAY 4 2010
 Liberal Studies

1. New Syllabus of Record

I. Catalog Description

VOED 302 Career Education in the Career and Technical Classroom

(3c-01-3cr)

Prerequisites: completion of coursework for Vocational I certificate

Emphasizes current labor market statistics and resources for identifying labor market trends. The influence of interests, aptitudes, and work style preferences in making informed career decisions will be explored. The role of career and technical student organizations, articulation agreements, and work-based learning to enhance career education in the career and technical classroom will be discussed. Emphasis will be on integrating career information relevant for their career and technical program in the classroom and a review of the mandates for this integration.

II. Course Outcomes

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

1. Reflect on their own career development.
2. Evaluate their CTE curriculum for inclusion of PA Career Education and Work Standards.
3. Analyze their students' career awareness and identify ways to foster heightened career awareness.
4. Research state and federal resources, (O*Net, OOH, OOQ, etc.) to gather relevant statistics and information relevant to their occupational area.
5. Develop classroom materials and resources using state and federal resources.
6. Develop and teach lessons on career information related to their occupational area.
7. Evaluate opportunities available for their career and technical students for post secondary articulation/dual enrollment, work-based learning, and participation in career and technical student organizations.

Student Outcomes Assessment Matrix

Danielson's Framework	PDE Standards	Course Outcomes	Course Assessment Technique Measuring Objectives
			* Bold= Key Assessments in KARS
1.a., 1.b., 1.d.-f, 3.a.- e.	I.A., I.D.,II.B., II.C., II.D., II.E., III.A., III.B., III.D., III.E	1	Career Autobiography Completion of Self-Directed-Search Class participation
1.a., e.	I.D., II.C.	2	Curriculum Analysis
1.b.d e	II.A, II.B.	3	Student Career Reflection Analysis
1.a-e,3.c.4.d	I.D., II.B., II.C., II.D., II.E.,III.C., III.E.	4	Poster project
1.a-e., 3.c., 4.d.	I.D., II.B., II.C., II.D., II.E.,III.C., III.E.	5	Poster project
1.a-f, 3 a-c, 3.e. 4.a	I.D., II.B., II.C., II.C., II.E.	6	Observation
4.d. 4.e., 4.f.	I.D., II.C., III.B., III.D., III.E.	7	Reflection and analysis on available career enhancement activities

III. Course Outline

- A. Making Career Decisions (5 hours)
 - a. Career Autobiography
 - b. Reading Assignment: "Factors Influencing Career Choices of Adolescents and Young Adults in Rural Pennsylvania" Journal of Extension, June 2006 <http://www.ioe.org/ioe/2006june/rb7.php>
 - c. Career quotations
 - d. Frank Parsons Choosing A Vocation
- B. Regulations affecting the inclusion of career education content in career and technical education (6 hours)
 - a. Pennsylvania Approved Program Evaluation
 - b. Pennsylvania Career Education and Work Standards
 - c. Jobs for the Future Report
- C. Discussion on successful practice and possible areas of integration (1 hour)
- D. Evaluating the career awareness of the career and technical student and implications for teaching career related topics (5 hours)
- E. Self Directed Search© (4 hours)
 - a. Online completion
 - b. Class discussion of reports
- F. Using Pennsylvania and Federal labor market and career information resources (7 hours)
 - a. O*Net
 - b. OOH
 - c. Workforce Investment Boards
 - d. CareerLink
- G. Identifying relevant career options for students in your occupational area (3 hours)
 - a. Entry level to advanced
 - b. Holland Codes
 - c. Work style preferences
- H. Using research to create classroom resources (6 hours)
 - a. Appropriateness for student audience
 - b. Focus on multiple options for students with varied abilities and talents
- I. Career enhancement activities (2 hours)
 - a. Work-based Learning
 - b. Articulation/Dual Enrollment
 - c. Career and Technical Student Organizations
- J. Lesson Observations in the secondary career and technical classroom (3 hours)

Final Exam Activity: During Final Exam Week

Presentation of best practices in integrating career education activities and resources (2 hours).

IV. Evaluation Methods

The final grade will be determined as follows:

- 5% Career Autobiography – students will explain their own career path reflecting on important influences and decisions that have impacted them
- 10% Curriculum Analysis – an examination of the career and technical program curriculum for integration of the Pennsylvania Career Education and Work Standards
- 5% Self- Directed Search© - completion of interest inventory and participation in class discussion reflecting on results
- 15% Analysis of Student Career Reflections – career and technical teacher intern will analyze the career awareness of secondary career and technical students in his/her classroom by reviewing, analyzing, and reflecting on students' writing on career awareness

- 20% Career Pathways Posters and Information Sheets – posters and detailed information sheets highlighting five occupations in the teacher intern's career and technical field of study
- 15% Career Profiles Posters and Interview Questionnaires – posters and completed interview sheets for three graduates from the career and technical program that highlight career success after graduation from the career and technical program
- 5% Guest Speaker Outline and Evaluations – outline for a guest speaker invited to speak to secondary career and technical students on one of the following topics: work-based learning, career and technical student organizations, or programs of study/articulation agreements and student evaluations of the speaker which reflect on the impact of their career awareness
- 15% Career Lesson Observation – students will teach a lesson in their career and technical classroom on a career related to their field of study and be observed by a university faculty member
- 5% Class Participation
- 5% Participation in presentation and best practices discussion

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

Hoyt, K. B., & Stein, J. (2005). *Career Education: History and Future*. Tulsa, OK: National Career Development Association.

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:

SU 310 Integrate Career Activities <http://www.voced.iup.edu/cms.asp?id=su310>

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

Cassio, J., & Rush, A. (2009). *Green careers: Choosing work for a sustainable future*. Gabriola Island, BC: New Society Publishers.

Gordon, H. R. D. (2008). *The history and growth of career and technical education in America*. Long Grove, IL: Waveland Press, Inc.

- Gray, K. C., & Herr, E. L. (1998). *Workforce education: The basics*. Boston, MA: Allyn and Bacon.
- Niles, S. G., & Harris-Bowlsbey, J. (2009). *Career development interventions in the 21st century*. Upper Saddle River, NJ: Merrill/Pearson.
- Parsons, F. (2005). *Choosing a vocation*. Broken Arrow, OK: National Career Development Association.
- Reardon, R. C., Lenz, J. G., Sampson, J. P., & Peterson, G. W. (2008). *Career development and planning: A comprehensive approach*. Mason, OH: Cengage Learning.
- Ryken, A. E. (2006). "Goin' somewhere": How career technical education programs support and constrain urban youths' career decision-making. *Career and Technical Education Research*. 31 (1). Retrieved from <http://scholar.lib.vt.edu/ejournals/CTER/v31n1/pdf/index.html>
- Zunker, V.G. (2002). *Career counseling: Applied concepts of life planning*. Pacific Grove, CA: Brooks/Cole - Thomson Learning.

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 400 -- Preparation of the Vocational Professional I. The department has offered 15 credits of VOED 400 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.