

. 14-164
 LSC App-3/26/15
 UWUCC: App 4/14/15
 Senate App-4/28/15

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

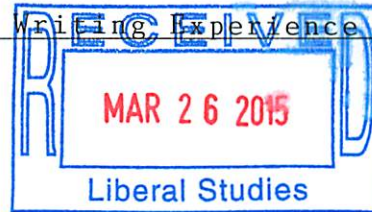
Professor Karen Rivosecchi

Department Center for Career and Technical Personnel Preparation

Email krivosec@iup.edu

Course VOED 395 Vocational Education Writing Experience

Please provide answers to these questions on the next page:



1. Include the most recent syllabus for the Type II course.

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Approvals:	Signature	Date
Professor (s)	<i>Karen Rivosecchi</i>	3/19/15
Department Chair	<i>Karen Rivosecchi</i>	3/19/15
College Dean	<i>Ann M. Schubert</i>	3/26/15
Director of Liberal Studies	<i>D. H. P. [unclear]</i>	4/9/15
UWUCC Co-chair(s)	<i>Gail Schmitt</i>	4/14/15

TYPE II DEPARTMENT COMMITMENT

Professor Karen Rivosecchi Department Center for Career and Tech Pers. Prep

Course VOED 395 Vocational Education Writing Experience

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Syllabus and detailed assignment guidelines attached for one of the courses, VOED 405 (3 credits of the 25 credits of VOED coursework) included in the program throughout which the writing component is present. Further explanation included in number 2, "Statement Concerning Departmental Responsibility".

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Statement of Departmental Commitment Center for Career and Technical Personnel Preparation

The Center for Career and Technical Personnel Preparation is committed to offering VOED 395 Vocational Education Writing Experience as a "W" course. VOED 395 has historically been assigned to the Department Chairperson and the Department will assume responsibility for ensuring that this practice remains in place.

As a field-based career and technical teacher preparation program approved through the Pennsylvania Department of Education and IUP, students (teacher interns) in the program complete 28 credits of Department coursework through the field-based delivery system. Field-based faculty members are assigned to schools throughout our service region of twenty counties in western Pennsylvania.

All Department faculty have participated in numerous workshops and professional development opportunities focusing on the improvement of writing skills.

Writings and reflections on classroom practice are integrated extensively throughout the 25 credit program. In compliance with the Pennsylvania Department of Education/Bureau of Career and Technical Education, courses within our program include consistent content and assignments regardless of the faculty member assigned to the course. When students are registered for VOED 395, there is collaboration among the Department Chairperson and faculty members that have had the student enrolled in their sections of the field-based program to ensure that the student has achieved a satisfactory rating throughout their coursework.

Consistent with past practice, since the writing intensive course would actually be included in courses already required and completed through the Career and Technical Teacher Certification Program, it will remain necessary for VOED 395 to be designated as "0" credits.

Indiana University of Pennsylvania
Center for Career and Technical Personnel Preparation
VOED 405 Professional Seminar in Career and Technical Education
Fall 2014

Instructor: Karen Rivosecchi
Phone: 724 357 6493
Email: krivosec@iup.edu
FAX: 724-357-6200

A history of career and technical education; the impact of the educational reform on career and technical education and workforce development and career and technical education's importance within our society. Topics include: leaders in vocational education; societal influences on vocational curriculum design; professional responsibilities, legislative initiatives, social issues and organizations involved in and impacting career and technical and workforce development education. This is a capstone course focusing on the professional growth of the career and technical teacher intern.

Course Objectives:

- Demonstrate knowledge of the history and current trends in Career & Technical Education.
- Demonstrate an awareness of the Pennsylvania Code of Professional Practice and Conduct for Educators and relate professional behavior and experience to the Code.
- Develop sensitivity for cultural diversity in the CTE classroom.
- Engage in professional development activities.
- Refine personal philosophy of education based upon classroom experience, current trends in career and technical education, and Department of Education mandates.

Program objectives addressed in this course:

Demonstrate Professional Growth and Responsibility – Demonstrate knowledge of the history and current trends in career and technical education and develop and implement a personal philosophy on education that includes ethical and professional conduct.

Course Requirements	Important Dates*	Points
Group Activities and Assignments – Reference PG2310 in the Student Locker for details		
Assignment A Advance Assignment - Question for guest presenter	Wednesday, September 3	100
Large Group Meeting – IUP Hadley Union Building	Saturday, September 6 9:00 a.m. – 3:00 pm	
Assignment B Reflection paper <i>details attached</i>	Monday, September 15	50
Assignment C Presentations at Small Group Instructional Sessions	Monday, October 6 – Midwestern IU, Grove City Tuesday, October 7 – Crawford County Career Center Wednesday, October 8 – Central Westmoreland CTC 4:30 p.m. – 7:00 p.m.	200
Assignment D Teaching Philosophy Framework <i>-details attached</i>	Monday, October 27	150
Assignment E Professional Journal Articles <i>- details attached</i> In order to complete assignment E Professional Journal Article you will need access to the Members Only portion of the Association for Career and Technical Education. If you are not already a member, you will need to join the organization. Further information is available at www.acteonline.org	Monday, November 17	150
Assignment F Final Presentations at small group regional sessions	Sessions to be held December 2,3, 4, and 9 Locations to be finalized at group meeting	350
Semester Total:		1000

*E-mail all assignments by the due date to krivosec@iup.edu to avoid a reduction in your letter grade.

Observations – PDE 430 Observation

Your second PDE 430 observation will be conducted this semester.

Grading Information

Final Grade

Your assignments and course requirements for this semester will be evaluated based on 1000 total points. Grades will be assigned according to the following grading scale. Refer to the IUP Undergraduate Catalog (www.iup.edu/registrar/catalog) for complete university grading policies.

- A = 900 to 1000 points
- B = 800 to 899 points
- C = 700 to 799 points
- D = 600 to 699 points
- F = 599 points & below

Mid-term Grade Reports

According to University guidelines, "To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Using the University's accepted grade reporting technology, faculty members will assign a midterm grade of "D" (danger or potential failure) or "F" (failure). The midterm grade is an advisory grade and is not a permanent part of a student's academic history. It will not be used to determine enrollment status, dismissal, or eligibility for financial aid, housing or athletics."

Mid-term D or F grades will be posted by **October 21, 2014**. You may access mid-term grade reports by logging into the secure area at www.iup.edu/ursa.

Student Services

The IUP Writing Center is open to all students for help with writing assignments. Peer tutors are available to review your writing assignment with you and to help you compose or revise your drafts. For more information, visit www.iup.edu/writingcenter or call 724-357-3029.

Academic Integrity Policy

IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. Refer to the IUP Undergraduate Catalog (www.iup.edu/registrar/catalog) for the complete policy and procedures.

PDE Certification Standards addressed in this course:

- I.A. History, philosophy and objectives of general and vocational education
 - II.A. Creating a positive learning environment for vocational education students based upon social and cultural factors that influence school attendance
 - II.E. Selecting, analyzing and modifying instructional materials and communication modes in order to address the needs and instructional levels of a diverse student population including correcting cultural and gender biases and stereotyping
 - III.A. History, philosophy and current trends in Vocational Education
 - III.B. Professional organizations, literature and student organizations
 - III.C. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators, and local, state, and federal laws and regulations
 - III.E. Collaborating with school colleagues, organizations, and other community agencies to improve student learning
-

This syllabus is prepared in advance. At times, it may be necessary to make revisions based upon issues that arise throughout the semester. You will be notified if any changes occur. Also, remember to visit the Student Locker at <http://www.voced.iup.edu/student> for program information and updates. As you review your course requirements for the semester and proceed through the learning guides, contact me if you have any questions or concerns.

Assignment PG2310-B: Reflection Paper

PG2310 - Professional Seminar

Instructions:

Write a paper reflecting upon the guest speaker's presentation at the group meeting and your reading assignments. In the paper, you should respond to the following questions/prompts in an essay format. This is an opinion paper which should include your thoughts based upon the readings and the presentation. Although your paper should include your personal perspective, please represent your thoughts in a professional manner.

Below are questions/prompts to help you focus your reflection:

- How has your understanding of the Professional Code of Conduct been enhanced? Cite specific examples.
- How will you use information that you learned today in the school setting (interactions with students, parents, administrators, teaching colleagues)?
- How will you use the information that you learned today in your interactions in the community?
- How do you feel about the professional code and ethics expected of educators? Are the expectations too high -- not high enough? Are the punishments/sanctions too high -- not high enough?
- Do you have any concerns about following the code and adhering to the reporting requirements?
- Have you ever observed a situation that put you in a "spot" of -- How do I deal with this? Should I be reporting it to someone?
- In your conclusion, summarize your thoughts on the Code, reporting requirements, and teacher evaluation in PA. This conclusion should be of a nature that it could be shared with a legislator who was on a committee to review the Code, reporting requirements, and teacher evaluations.

Your reflection should be at least two pages, double spaced, with no more than 1 ½ inch margins, and a 10 point font size.

Assignment PG2310 B	Distinguished	Proficient	Basic	Not Acceptable	Points
Reflection Paper	Reflection paper is thoroughly developed and includes reactions to all questions. Writing is reflective and includes personal feelings and reactions as opposed to merely responding to questions.	Reflection paper includes reactions to all or most of the questions. Writing includes some personal feelings and reactions.	Reflection paper includes reactions to some of the questions. Writing includes little personal feelings and reactions.	Reflection paper either not submitted or not gradable.	50 points possible

Assignment PG2310-D: Teaching Philosophy Framework^{PG2310} - Professional Seminar

There are two types of education One should teach us how to make a living and the other how to live.

--John Adams

As part of the professional seminar, you will be writing a statement of teaching philosophy. In preparation for that assignment, open the following websites, print and read the articles. The concepts in these articles will guide you as you complete activities during the rest of the semester to reflect upon and write your statement of teaching philosophy.

[Writing a Statement of Teaching Philosophy, Fashioning a Framework for Your Classroom](#), by Brian P. Coppola.

[Exploring Your Teaching Philosophy: Sample Exercises](#)

[Writing a Teaching Philosophy Statement](#)

[Writing a Teaching Philosophy Statement](#)

[Teaching Metaphors](#)

[Metaphorically Speaking](#)

Instructions for this assignment:

Prepare your framework for your teaching philosophy by responding to each of the five sections as detailed below -- use a heading for each section and provide your written responses below each heading.

1. Teaching Metaphor

There are numerous references to and examples of teaching metaphors in the articles listed above. As you read these examples, choose a metaphor that best describes you as a teacher. Explain why you chose this metaphor. Your explanation should be thoughtful and detailed. If none of the examples in the articles describe you as a teacher, feel free to find a different example or develop your own.

2. Goals

Think about your occupational area Think about the career paths in your occupational area Think about the characteristics of your students Think about the need to help all students become productive citizens. With all that in mind, respond to the following questions regarding your goals for students.

- How do your goals ensure that **all** of your students are prepared to enter the workforce and experience success and career satisfaction?
- How are your goals shaped by the need to individualize instruction?
- How are your goals shaped by state mandates and industry standards?
- How have your goals changed over time as you gained a better understanding of your students and what it means to be a career and technical teacher?

3. Design and Implementation -- How Do You Teach?

Your goals can only be accomplished with effective instructional design and implementation. Again -- Think about your occupational area Think about the career paths in your occupational area Think about the characteristics of your students Think about the need to help all students become productive citizens. With all that in mind, respond to the following questions regarding your instructional design and how you implement instruction.

- How does your instructional design and implementation support competency-based education?
- How do students' varied learning preferences and your responsibility to respond to those preferences impact your instructional design?
- How do you design and implement instruction for students of varying aptitudes and varying interest levels?
- Think about the goals you wrote in the section above. With those goals in mind and in an ideal world where you could control your teaching environment, how would you design and implement instruction differently?

4. Assessment and Evaluation -- How Do You Measure Your Effectiveness?

You can only judge if your design and implementation accomplished your goals by using effective methods for assessment and evaluation. Again -- Think about your occupational area Think about the career paths in your occupational area Think about the characteristics of your students Think about the need to help all students become productive citizens. With all that in mind, respond to the following questions regarding your plans for assessment and evaluation.

- How do the assessments that you use help you to determine the ultimate successes of your students in the workplace?
- How is your assessment plan shaped by state mandates and industry standards?
- For most CTE programs, a daily grade is a required component of assessment. Teachers have differing opinions on the use of and the weight assigned to a daily grade. Discuss your opinions on the validity and the value of the daily grade.

5. Documentation and Reflection -- How Are You Growing?

- Think about the readings and your responses to the questions in this assignment, as well as documentation that you have collected such as lesson reflections, anecdotal records, written feedback to students, etc. What are some of your high points and what are some of your low points?
- What have been some of the most profound impacts on you as an educator and how have they affected your teaching?
- What do you feel is your most pressing professional development need?

PG2310D	Distinguished	Proficient	Basic	Not Acceptable	Points
Teaching Philosophy Framework	Framework is thoroughly developed and includes reactions to all questions. Careful thought to all question is evident.	Framework includes reactions to all questions. Depth of response is beyond the basic level.	Framework includes reactions to questions. Depth of response is at the basic level.	Framework is incomplete or not gradable.	75 points possible
	Responses indicate deep reflection and include personal feelings and reactions as opposed to merely responding to questions.	Responses indicate general reflection on the questions.	Some reflection is evident but a number of responses are void of personal feelings and reactions.	Personal reflection is not evident in responses.	75 points possible

Assignment PG2310-E: Professional Journal Articles

PG2310 - Professional Seminar

There are two types of education One should teach us how to make a living and the other how to live.

--John Adams

Instructions for this assignment:

1. Five Professional Journal Article Summaries

- Open the ACTE website. Login using your username and password.
 - If you are not already a member, you will need to join to have full access to all the features and resources available on the site.
 - After you join, you will need to create a username and password.
 - Thoroughly review all links at the top of the page to familiarize yourself with the resources offered by ACTE.
 - When you begin to search for your five journal article summaries, focus on articles that are relevant to your Teaching Philosophy Framework assignment. As discussed in class, this will require some research and thought on your part to choose relevant articles. Do not just randomly choose the first articles you see. You will use these articles in your teaching statement and final presentation.
 - Some suggested relevant search terms on the ACTE website are: career satisfaction, industry standards, programs of study, career and technical teacher, design instruction, teaching strategies, learning strategies, classroom environment, classroom management, learning styles, assessment, evaluation, and workplace skills.
- Note: If you choose not to join ACTE for their members only access, and you choose to use Google Scholar or edweb.net as discussed in class, remember that you need to access full text articles (not abstracts), and the source of the article must be an education journal.*
- Print and read the five articles. Keep the articles because you will need to reference them later.
 - Submit a summary for each article following the format indicated below.
 - Name of publication
 - Title of article
 - Full web address
 - Summary and relevance of article
 - In 100-150 words, summarize the article.
 - In 100-150 words, describe why you chose this article, how it relates to your

responses in your teaching philosophy framework, and how you will be able to apply the information in your program.

It is expected that the sources you use for your journal articles, webinar/conference session will be credible, professional resources related to a study or issue pertinent to education.

Assignment PG2310E	Distinguished	Proficient	Basic	Not Acceptable	Points
Journal Article #1: Summary	The summary concisely, yet thoroughly and accurately, discusses the article content.	The summary is an accurate description of the article content.	The summary describes the article, but detail is lacking.	The summary is unacceptable.	15 points possible
Journal Article #1: Connection to Teaching Philosophy Framework	Strong connections are made to the intern's teaching philosophy framework and classroom.	Connections are made to the intern's teaching philosophy framework and classroom.		Connections to the intern's teaching philosophy framework or classroom are not evident.	15 points possible
Journal Article #2: Summary	The summary concisely, yet thoroughly and accurately, discusses the article content.	The summary is an accurate description of the article content.	The summary describes the article, but detail is lacking.	The summary is unacceptable.	15 points possible
Journal Article #2: Connection to Teaching Philosophy Framework	Strong connections are made to the intern's teaching philosophy framework and classroom.	Connections are made to the intern's teaching philosophy framework and classroom.		Connections to the intern's teaching philosophy framework or classroom are not evident.	15 points possible
Journal Article #3: Summary	The summary concisely, yet thoroughly and accurately, discusses the article content.	The summary is an accurate description of the article content.	The summary describes the article, but detail is lacking.	The summary is unacceptable.	15 points possible
Journal Article #3: Connection to Teaching Philosophy Framework	Strong connections are made to the intern's teaching philosophy framework and classroom.	Connections are made to the intern's teaching philosophy framework and classroom.		Connections to the intern's teaching philosophy framework or classroom are not evident.	15 points possible
Journal Article #4: Summary	The summary concisely, yet thoroughly and accurately, discusses the article content.	The summary is an accurate description of the article content.	The summary describes the article, but detail is lacking.	The summary is unacceptable.	15 points possible
Journal Article #4: Connection to Teaching Philosophy Framework	Strong connections are made to the intern's teaching philosophy framework and classroom.	Connections are made to the intern's teaching philosophy framework and classroom.		Connections to the intern's teaching philosophy framework or classroom are not evident.	15 points possible
Journal Article #5: Summary	The summary concisely, yet thoroughly and accurately, discusses the article content.	The summary is an accurate description of the article content.	The summary describes the article, but detail is lacking.	The summary is unacceptable.	15 points possible
Journal Article #5: Connection to Teaching Philosophy Framework	Strong connections are made to the intern's teaching philosophy framework and classroom.	Connections are made to the intern's teaching philosophy framework and classroom.		Connections to the intern's teaching philosophy framework or classroom are not evident.	15 points possible