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

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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|--|-----------------------------------|
| 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) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change | | | |
| VOED 103 Strategies for Teaching Career and Technical Education | | | |
| <u>Current Course prefix, number and full title</u> | <u>Proposed course prefix, number and full title, if changing</u> | | |
| 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"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision | | | |
| <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 | Jacques Domaracki TECC | | 4.27.10 |
| College Dean | Mary Ann Rafanelli TECC | | 4.27.10 |
| Director of Liberal Studies * | | | |
| Director of Honors College * | | | |
| Provost * | | | |
| Additional signatures as appropriate: (include title) | | | |
| UWUCC Co-Chairs | Gail Schmitt | | 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 103 Strategies for Teaching Career and Technical Education

(3c-01-3cr)

Prerequisites: VOED 101 Introduction to Career and Technical Education; and
VOED 102 Instructional Planning in the Career and Technical Classroom

Introduces the instructional strategies and evaluation methods appropriate in career and technical education. Emphasis is on the planning and delivery of lessons that apply these strategies in the secondary career and technical classroom. Special attention is given to adapting and individualizing instruction for the diverse student population enrolled in the career and technical class. This is a field-based course with classroom visitations by a university faculty member.

II. Course Outcomes

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

1. Analyze a career and technical classroom/lab for delivery of individualized instruction and associated recordkeeping.
2. Compose questions at multiple levels of Bloom's Taxonomy to foster higher level thinking skills for CTE students.
3. Demonstrate effective questioning/reinforcement techniques in the CTE classroom.
4. Use instructional strategies of demonstration, lecture, and guided student work in the career and technical laboratory.
5. Evaluate student performance using performance and objective testing effectively in the CTE classroom.
6. Supplement instruction with appropriate instructional aids.
7. Implement teaching strategies which provide for the learning styles and needs of students in the classroom.
8. Reflect on effectiveness of instruction through self-evaluation and collaboration with field resource faculty.

Student Outcomes Assessment Matrix

| Danielson's Framework | PDE Standards | Course Outcomes | Course Assessment Technique Measuring Objectives *Bold = Key Assessments in KARS |
|---|-----------------------------------|-----------------|---|
| 1.f., 3.b., 3.d. | I.D., II.C., II.D., II.E., II.F. | 1 | Lab Analysis |
| 1.f., 3.b., 3.d | I.D., II.F | 2 | List of questions at various levels of Bloom's taxonomy Quiz |
| 1.a., 1.b., 1.c., 1.d., 1.e., 1.f., 3.a., 3.b., 3.c., 3.d., 3.e., 4.a | I.D., II.C., II.D., II.E., II.F., | 3 | Observation # 1, Observation # 2, Observation # 3 |
| 1.a., 1.b., 1.c., 1.d., 1.e., 1.f. | I.D., II.C., II.D., II.E., II.F. | 4 | Instructional plans Observation # 1, Observation # 2, Observation # 3 |
| 1.a., 1.b., 1.c., 1.d., 1.e., 1.f. | I.D., II.C., II.D., II.E., II.F. | 5 | Instructional plans |
| 1.a., 1.b., 1.c., 1.d., 1.e., 1.f., 3.a., 3.b., 3.c., 3.d., 3.e., 4.a | I.D., II.C., II.D., II.E., II.F. | 6 | Observation # 1 Observation # 2 |

| | | | |
|------|-------|---|--|
| | | | Observation # 3 |
| | | 7 | Observation # 1 Observation # 2 Observation # 3 |
| 4.a. | II.C. | 8 | Mentoring Sessions with faculty |

III. Course Outline

A. Organizing Instruction (8 hours)

- a. Key principles of competency based education
- b. Analysis of existing classroom and laboratory for competency based instruction
- c. Traditional vs. CTE Facility Design
- d. Workstation Management
- e. Record keeping forms to monitor student work and learning activities

Mentoring Session #1 (field-based faculty visit): Classroom observation of teacher intern with emphasis on lab management and on establishing a learning environment in the classroom and laboratory that is safe and supports competency based/individualized instruction. (1 hour)

B. Effective Questioning Techniques (8 hours)

- a. Effective questioning techniques
- b. Purposes and importance of effective questioning skills
- c. Bloom's Taxonomy
- d. Appropriate methods for asking questions
- e. Guidelines for managing student questions
- f. Reinforcement techniques
- g. Purposes and importance of effective reinforcement techniques
- h. Ways to provide appropriate feedback to student responses

Exam on Bloom's Taxonomy (1 hour)

C. Demonstrations and Performance Assessment (7 hours)

- a. Guidelines for using demonstration as an instructional strategy to teach psychomotor skills
- b. Guidelines for evaluating student psychomotor performances using performance tests

Mentoring Session #2 (field-based faculty visit): Classroom observation of teacher intern with emphasis on planning for and delivering a lesson using the demonstration strategy and using reinforcement techniques. (1 hour)

D. Guide Lab Activities (8 hours)

- a. Guidelines for preparing instructional materials to guide individualized student work in the career & technical education laboratory
- b. Guidelines for preparing materials to evaluate student work in the career and technical education laboratory

E. Lecture, Visual Aids, Objective Testing (8 hours)

- a. Guidelines for using lecture as an instructional strategy
- b. Guidelines for using visual aids that can be projected using a projection device
- c. Guidelines for evaluating student cognitive performances using objective tests
- d. Guidelines for constructing various types of objective test items

Final exam activity during final exam week.

Mentoring Session #3 (field-based faculty visit): Classroom observation of teacher intern with emphasis on planning for and delivering a lesson using the lecture strategy and using reinforcement techniques (2 hours).

IV. Evaluation Methods

The final grade will be determined as follows:

- 10% Lab Analysis - Analysis of the current career and technical lab with particular attention to suitability for individualized instruction and recordkeeping of student performance of skills
- 5% Quiz – Quiz on levels of Bloom’s Taxonomy
- 15% Question List - Questions for the career and technical content area composed at multiple levels of Bloom’s Taxonomy
- 10% Instructional plan – Instructional plan incorporating all elements for the demonstration strategy in the teacher intern’s career and technical classroom and appropriate performance exam
- 10% Instructional plan - Instructional plan incorporating all elements for the lecture strategy in the teacher intern’s career and technical classroom and appropriate objective exam
- 10% Instructional plan – Instructional plan for the demonstration strategy which includes with appropriate operation and information sheets for a skill in the teacher intern’s career and technical classroom
- 10% Faculty observation of lab organization in the teacher intern's CTE classroom
- 10% Faculty observation of demonstration strategy in the teacher intern's CTE classroom
- 10% Faculty observation of lecture strategy in the teacher intern's CTE classroom
- 10% 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

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 2220 Organize Instruction for Career & Technical Program <http://www.voced.iup.edu/cms.asp?id=ma2220>

DE 2105 Effective Questioning Techniques <http://www.voced.iup.edu/cms.asp?id=de2105>

DE 2205 Demonstrations and Performance Assessment <http://www.voced.iup.edu/cms.asp?id=de2205>

DE 2305 Guide Laboratory Activities <http://www.voced.iup.edu/cms.asp?id=de2305>

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

Buchl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association.

Chuska, K. (2003). *Improving classroom questions: A teacher's guide to increasing student motivation, participation and higher-level thinking*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Curwin, R., & Fuhrmann, B. S. (1975). *Discovering your teaching self: Humanistic approaches to effective Teaching*. Englewood Cliffs, NJ: Prentice Hall.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Hunter, R., & Hunter, M. (2004). *Madeline Hunter's mastery teaching: Increasing instructional effectiveness in elementary and secondary schools*. Thousand Oaks, CA: Corwin Press.

Johnson, E. B. (2002). *Contextual teaching and learning: What it is and why it's here to stay*. Thousand Oaks, CA: Corwin Press.

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.

Sprenger, M. (2005). *How to teach so students remember*. Alexandria, VA: Association for Supervision and Curriculum Development.

Walsh, J. A., & Sattes, B. D. (2005). *Quality questioning: Research-based practice to engage every learner*. Thousand Oaks, CA: Corwin Press.

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.