

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-30h.	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)	
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Catalog Description Change
VOED 203 Incorporating Reading and Communication Strategies in the Career and Technical Classroom	
<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"/> 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>
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 4.27.10
College Dean	Mary Ann Rafath 4.27.10
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	Gail Sedquist 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 203 Incorporating Reading and Communications Strategies in the Career and Technical Classroom (3c-01-3cr)

Prerequisites: VOED 102 Instructional Planning in the Career and Technical Classroom; and VOED 103 Strategies for Teaching Career and Technical Education

Addresses methods and materials for assisting students as they read, study and learn in the career and technical classroom. Emphasis is on approaches that facilitate learning of both content and process. Current research is explored and classroom applications are emphasized for integrating academic standards. This is a field-based course with classroom visitations by a university faculty member.

II. Course Outcomes

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

1. Evaluate their CTE curriculum to identify content for the inclusion of academic concepts.
2. Plan and deliver a lesson in the career and technical classroom that incorporates vocabulary building.
3. Plan and deliver a lesson in the career and technical classroom that incorporates reading comprehension.
4. Plan and deliver a lesson in the career and technical classroom that incorporates writing.
5. Plan and deliver a lesson in the career and technical classroom that incorporates oral communication skills.
6. 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.a.,c.,d.	II.C.,II.D.	1	Academic Standards Matrix
1. a – f., 3.a-e.	I.D., II.C., II.D., II.E., II.F., III.E.	2	Instructional Plan Observation
1. a – f., 3.a-e.	I.D., II.C., II.D., II.E., II.F., III.E	3	Instructional Plan Observation
1.a - f	I.D., II.C., II.D., II.E., II.F., III.E	4	Instructional Plan
1.a - f	I.D., II.C., II.D., II.E., II.F., III.E	5	Instructional Plan
4.a.	II.C.	6	Mentoring Sessions with faculty

III. Course Outline

- A. Identifying PDE Academic Standards and/or Anchor Assessments (7 hours)
- a. PDE terminology
 - b. PDE Programs of study
 - c. Developing an academic standards matrix

- B. Implementing a reading strategy designed to promote vocabulary development (9 hours) Reading Assignment : Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development. Pgs 22 – 35.

*(Special needs =2 hours ELL =2 hours)**

- a. Reading activities in the career and technical education classroom
- b. Choosing a reading strategy to promote vocabulary development

Mentoring Session #1 (field-based faculty visit): Observation of teacher. Teacher is to implement a lesson which incorporates a reading strategy which promotes vocabulary development. (2 hours)

- C. Implementing a reading strategy to promote reading comprehension (8 hours)
- a. Building reading comprehension
 - b. Choosing a reading strategy to promote reading comprehension

Mentoring Session #2 (field-based faculty visit): Observation of teacher. Teacher is to implement a lesson which incorporates a reading strategy which promotes reading comprehension. (2 hours)

- D. Implementing a writing strategy designed to promote reading and writing skills (7 hours)
- a. Reading and writing strategies
 - b. Developing writing activities for your career and technical education program
- E. Implementing an oral communications activity (7 hours)
- a. Building communication skills
 - b. Choosing an oral communications strategy

Final exam activity during final exam week.

Reflection session with field based faculty member (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 2 hours are devoted to learning about and adapting instruction/assessment for the student with physical or mental disabilities. 2 course hours are devoted to learning about and adapting instruction/assessment for the student with limited English speaking/writing skills.

IV. Evaluation Methods

The final grade will be determined as follows:

- 10% Academic Standards Matrix
- 10% Lesson plan incorporating a vocabulary building strategy
- 10% Lesson plan incorporating a reading comprehension strategy
- 15% Lesson plan incorporating a writing strategy
- 15% Lesson plan incorporating an oral communication strategy
- 15% Faculty observation of lesson incorporating a vocabulary building strategy
- 15% Faculty observation of lesson incorporating a reading comprehension strategy
- 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

Billmeyer, R., & Barton, M. L. (1998). *Teaching reading in the content areas: If not me, then who?* Aurora, CO: Mid-continent Regional Educational Laboratory.

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.

Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

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 2405 Plan Instruction Based on Academic Standards <http://www.voced.iup.edu/cms.asp?id=pl2405>

DE 2520 Integrating Academics I <http://www.voced.iup.edu/cms.asp?id=de2520>

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

Bell, S., & McCallum, R. (2008). *Handbook of reading assessment.* Boston, MA: Pearson Education, Inc.

Billmeyer, R., Barton, M. (1998). *Teaching reading in the content areas: If not me, then who?* Aurora, CO: Mid-Continent Regional Educational Laboratory.

Campbell, L. (2003). *Mindful learning.* Thousand Oaks, CA: Corwin.

Forget, M. (2004). *MAX teaching with reading and writing.* Victoria, BC: Trafford Publishing.

Garner, B. (2007). *Getting to got it!* Alexandria, VA: Association for Supervision and Curriculum Development.

Hernandez-Gantes, V. M., & Blank, W. E. (2009). *Teaching English language learners in career and technical education programs.* New York, NY: Routledge.

Marzano, R., Pickering, D., & Pollock, J. (2001) *Classroom instruction that works.* Alexandria, VA: McREL.

Perna, D., & Mahurt, S. (2009). *Reading to learn in secondary classrooms*. Thousand Oaks, CA: Corwin.

Southern Regional Education Board. (2009). *A critical mission: Making adolescent reading an immediate priority in SREB states*. Atlanta, GA: Southern Regional Education Board. Retrieved from http://publications.sreb.org/2009/09E01_Critical_Mission_Reading_.pdf

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.