

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-301.	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 Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
		VOED 404 Research in Career and Technical Education
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
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"/> Program Revision
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	Julie Boyd	3/4/10
Department Chair(s)	Karen Rivosecchi	3/4/10
College Curriculum Committee Chair	Joseph Domarochi TECC	4.27.10
College Dean	May Ann Kapath TECC	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 404 Research in Career and Technical Education

(3c-01-3cr)

Prerequisites: completion of coursework for Vocational I certificate

Students are introduced to research in the career and technical classroom. Emphasis is placed on using a variety of research methods to solve problems in the educational environment. Research findings are implemented into the classroom environment and results are shared with peer career and technical teachers.

II. Course Outcomes

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

1. Reflect on their current career and technical educational environment and identify an area of inquiry in which to improve practice and outcomes.
2. Research and select strategies for implementing change in their educational environment using a variety of valid sources.
3. Articulate research findings and proposed strategies for improvement for the benefit of their cohort group.
4. Develop and implement a plan of action for achieving stated goals and objectives related to improving practice and outcomes.
5. Collect and analyze data related to an area of research in career and technical education.
6. Reflect on how the plan of action accomplished, or failed to accomplish, stated goals and objectives.

Student Outcomes Assessment Matrix

Danielson's Framework	PDE Standards	Course Outcomes	Course Assessment Technique Measuring Objectives *Bold = Key Assessments in KARS
4.a., 4.d., 4.e., 4.f.	II.D.,	1	Problem Identification and Class Discussion Problem Statement
4.d., 4.e. 4.f.	III.B.	2	Resource Review
4.d., 4.e., 4.f.	II.D., III.D. III.E.	3	Presentation
4.d., 4.e., 4.f.	II.D.	4	Goal statement and action plan
4.a., 4.d., 4.e., 4.f.	II.D., III.D. III.E	5	Reflection paper
4.a., 4.d., 4.e., 4.f.	II.D., III.D. III.E	6	Reflection paper Class presentation

III. Course Outline

- A. Introduction to Action Research (3 hours)
 1. Defining action research as a form of teacher inquiry and outlining the process.
 2. Explaining the research cycle
- B. Reconnaissance--Finding a Focus and Formulating the Research Question (8 hours)
 1. Examining the Who, What When, Where, Why?
 2. Narrowing the Focus
 3. Development of Research Questions
- C. Examining the Literature/Conducting Interviews/Presentation (10 hours)

1. Evaluation of Internet sources
 2. Finding action research abstracts and studies
 3. Selection of strategies to solve the problem
 4. Presenting research to the cohort group
- D. Developing Goals and Objectives/Plan of Action (8 hours)
1. Defining goals and objectives
 2. Formulation of plan of action based on stated goals and objectives
- E. Implementation (10 hours)
1. Applying strategies in the educational environment
 2. Collecting and analyzing data
 3. Keeping a Progress Journal and collaboration with instructor
- F. Sharing Your Experience with the Educational Community (3 hours)
1. Formulation of plan of action based on stated goals and objectives

Final Exam Activity: Presentations during Final Exam Week (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

- 10% Problem identification – Students will consider a problem/situation that he/she faces in their current career and technical classroom and participate in class discussion with regard to feasibility of pursuing that topic for further research and action.
- 10% Problem statement – Two-page paper outlining a current situation student would like to improve in their career and technical classroom relating to one of the given areas of inquiry.
- 15% Resource Review and class presentation – Three to five page paper discussing six valid resources that address the problem statement student choose to pursue for the purpose of implementing change in their career and technical classroom environment. Students will present a 10-minute summary of their research findings to the class.
- 20% Goal statement and action plan – based on research review student will formulate a goal statement and action plan for implementation of at least two chosen strategies within the outlined time parameters.
- 25% Progress journals – Comprehensive journals that details student's implementation of chosen strategies.
- 12% Reflection paper – Three to five page reflection paper outlining the level of success of action plan.
- 8% Presentation - Presentation to class that outlines the results of the implementation of problem-solving strategies.

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

Burnaford, Gail E., Fischer, Joseph, and Hobson, Davis, eds. (2001) Teachers doing research: the power of action through inquiry, second edition. Mahwah, NJ: Lawrence Erlbaum Associates.

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:

AS 310 Problem Solving in the Educational Environment <http://www.voced.iup.edu/cms.asp?id=as310>

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

Dana, N.F., Yendol-Silva, D. (2003). *The reflective educator's guide to classroom research*. Thousand Oaks, CA: Corwin Press, Inc.

Gravett, S. (2004). Action research and transformative learning in teaching development. *Educational Action Research*, 12(2), 259—272. doi:10.1080/096507904200248

Judah, M., Richardson, G.H. (2006). Between a rock and a hard place. *Action Research*. 4(1), 65—80. doi:10.1177/1476750306060543

King, K.P., (2004). Both sides now: Examining transformative learning and professional development of educators. *Innovative Higher Education*, 29(2). Retrieved from <http://web.ebscohost.com/ehost/pdf?vid=6&hid=13&sid=5cd40b74-5a62-486a-9d44-7f7be7080bd55%40sessionmgr12>

Kitchen, J., Stevens, D. (2005). Self-study in action research: Two teacher educators review their project and practice. *Ontario Action Researcher*, 8(1). Retrieved from <http://www.nipissingu.ca/oar/index.htm>

Mertler, C.A. (2009). *Action research: Teachers as researchers in the classroom*. Thousand Oaks, CA: Sage Publications.

Mills, G.E. (2009). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Prentice Hall.

Taylor, M. (2002). *Action research in workplace education: A handbook for literacy instructors*. Retrieved from <http://www.nald.ca/CLR/action/action.pdf>

Wamba, Nathalis G. (2005, September). Empowering adult students through action research. *Academic Exchange Quarterly*. Retrieved from <http://www.thefreelibrary.com/Empowering+adult+students+through+action+research.-a0138703711>

Waters-Adams, S. (2006). *Action research in education*. Retrieved from <http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.htm>

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.