

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-30f.	AP-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) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
<u>Current Course prefix, number and full title</u> VOED201 Making Accommodations for Student with Special Needs in the Career and Technical Classroom		<u>Proposed course prefix, number and full title, if changing</u>
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 ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ 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 Demarachi TECC	4.27.10
College Dean	Mary Ann Rapach TECC	4.27.10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		

* where applicable

Received

OCT 15 2010

Liberal Studies

Received

MAY 4 2010

Liberal Studies

1. New Syllabus of Record

I. Catalog Description

VOED 201 Making Accommodations for Students with Special Needs in the Career and Technical Classroom (1c-01-1cr)

Prerequisites: VOED 101 Introduction to Career and Technical Education; and
VOED 102 Instructional Planning in the Career and Technical Classroom; and
VOED 103 Strategies for Teaching Career and Technical Education

This course is a companion course to EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings. Students will apply instructional methods effective for educating students with disabilities and learning style differences in their career and technical classroom. 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. Identify appropriate accommodations for a student with special needs per his/her IEP.
2. Identify appropriate environmental, organizational, motivational, and assessment adaptations for a student with special needs per his/her IEP.
3. Develop an instructional plan with appropriate accommodations for your students with special needs.
4. Implement lessons in a classroom setting which include appropriate accommodations and adaptations.

Student Outcomes Assessment Matrix

Danielson's Framework	PDE Standards	Course Outcomes	Course Assessment Technique Measuring Objectives * Bold= Key Assessments in KARS
1.b.c.	I.D., II.E	1	Snapshot IEP
1.b. c.3.e.	I.D., II.E.	2	ADAPT Form
1.b.c. 3.e	I.D., II.E.	3	Adapted Instructional Plan
1.b.c. 3.a –e.	I.D., II A., II.E.,	4	Classroom Observations

III. Course Outline

Mentoring Session #1 (field-based faculty visit): Observation of teacher with emphasis on IEP terminology. (1 hour)

A. Reviewing student IEPs (2 hours)

- a. Identifying key IEP terminology
- b. Identifying student strengths
- c. Identifying student disabilities
- d. Reviewing identified student accommodations
- e. Reviewing student career goals and annual goals

Mentoring Session #2 (field-based faculty visit): Observation of teacher with emphasis on identifying appropriate accommodations per the student's IEP. (1 hour)

B. Identifying appropriate accommodations per the student's IEP or special language needs. (4 hours)

Reading Assignment: Meyer, L.M. (2000). Barriers to meaningful instruction for English learners. *Theory into Practice*, 39 (4). Retrieved from <http://www.istor.org/stable/pdfplus/1477342.pdf>. (*Special Needs* = 4 hours; *ELL* = 4 hours)*

- a. Selecting appropriate environmental adaptations
- b. Providing for appropriate organizational adaptations
- c. Using appropriate motivational adaptations
- d. Identifying appropriate assessment adaptations
- e. Identifying appropriate language adaptations

Mentoring Session #3 (field-based faculty visit): Observation of teacher with emphasis on providing adaptations to instruction for special needs students or English language learners. (1 hour) (*ELL* = 1 hour)*

C. Providing appropriate instruction (5 hours)

- a. Selecting teaching strategies which provide for students with disabilities
- b. Selecting motivational strategies which provide for students with disabilities
- c. Selecting organization strategies which provide for students with disabilities
- d. Selecting testing strategies which provide for students with disabilities

Final Exam Activity: During Final Exam Week

Mentoring Session #4 (field-based faculty visit): Observation of teacher with emphasis on providing instruction which includes appropriate accommodations and adaptations (2 hours).

***Special Note:**

In this course, teacher candidates implement in the CTE classroom, adaptations and accommodations for students with special needs and/or limited English skills that is addressed in the companion course EDEX 301. Specific hours related to English Language Learners are designated as such (*). In this course 15 hours are devoted to learning about and adapting instruction/assessment for the student with physical or mental disabilities. 5 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:

- 20% Faculty observation – observations by field based faculty member of the intern teacher in the CTE classroom with focus on snapshot IEP and summary sheet
- 20% Faculty observation – observation by field based faculty member of the intern teacher in the CTE classroom with focus on snapshot IEP and ADAPT form
- 20% Faculty observation – observation by field based faculty member of the intern teacher in the CTE classroom with focus on adapting instruction and making accommodations with students with special needs or limited English speaking/writing skills
- 20% Adapted lesson plans – CTE lesson plan for a topic of instruction that has been adapted for students with special needs
- 10% Snapshot IEP project – development of a snapshot IEP and summary sheet for a student in the intern teacher's CTE classroom
- 10% Accommodations project – development of a snapshot IEP and ADAPT form for a student in the intern teacher's CTE classroom

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

Bryant, D. P., Smith, D. D., & Bryant, B. R. (2008). *Teaching students with special needs in inclusive classrooms*. Boston, MA: Pearson Education, Inc.

Meyer, L.M. (2000). Barriers to meaningful instruction for English learners. *Theory into Practice*, 39 (4). Retrieved from <http://www.jstor.org/stable/pdfplus/1477342.pdf>

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 2520 Provide Accommodations for Students with Special Needs

<http://www.voced.iup.edu/cms.asp?id=su2520>

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

Bender, W. (2008). *Differentiating instruction for students with disabilities*. Thousand Oaks, CA: Corwin Press.

Evers, R. B., & Elksnin, N. (1999). *Working with students with disabilities in vocational-technical settings*. Austin, TX: Pro-Ed.

Gregory, G., & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press, Inc.

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

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

The Education Alliance at Brown University. (2006). Culturally responsive teaching. *Teaching Diverse Learners*. Retrieved from <http://www.alliance.brown.edu/tdl>

The Education Alliance at Brown University. (2006). Oral language. *Teaching Diverse Learners*.. Retrieved from <http://www.alliance.brown.edu/tdl>

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.