

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
 10-30m. 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)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current</u> Course prefix, number and full title	VOED 405 Professional Seminar in Career and Technical Education
<u>Proposed</u> course prefix, number and full title, if changing	

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</u> program name	<u>Proposed</u> program name, if changing
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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 Dominick TECC	4.27.10
College Dean	MaryAnn Kaputh	4.27.10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Crail Sechrist	10-19-10

* where applicable

Liberal Studies

OCT 15 2010

Received

Received

MAY 4 2010

Liberal Studies

1. New Syllabus of Record

I. Catalog Description

VOED 405 Professional Seminar in Career & Technical Education

(3c-01-3cr)

Prerequisites: completion of coursework for Vocational I certificate

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.

II. Course Outcomes

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

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

Student Outcomes Assessment Matrix

Danielson's Framework	PDE Standards	Course Outcomes	Course Assessment Technique Measuring Objectives *Bold = Key Assessments in KARS
4.a., d., e., f	I.A., III.A.	1	Exam
1.b., f., 4.a., b., c., e., f.	III.B, III.C.	2	Reflection paper on professional conduct
1.b.4.a., c., e., f.	II A, II.E.	3	Reflection paper on cultural diversity
4.a., d., e., f	III.B, III.C., III.E.	4	Professional development log and documentation
1.b. 4.a., e., f.	III.B, III.C.	5	Philosophy Statement

III. Course Outline

A. History of Vocational Education (8 hours)

1. Identify early forms of vocational training in the U.S.
2. Identify key legislation, and advocates for Vocational Education
3. Review impact of social, and cultural issues on Vocational Education

B. Current trends in Career & Technical Education (8 hours)

1. Growth of minority, special needs, and non-traditional populations in Career & Technical Education
2. Impact of increased academic rigor and other statewide initiatives
3. Enhanced linkages with business and industry
4. Legislative initiatives and government studies

C. Pennsylvania Professional Practice and Code of Conduct (5 hours)

1. Examine Pennsylvania Professional Practice and Code of Conduct
2. Identify actions consistent with the PA Professional Practice and Code of Conduct
3. Case studies in professionalism

D. Diversity in the Career & Technical Education classroom (6 hours)

1. Reflect on personal cultural heritage, past influences and current attitudes
2. Identify diverse cultures in the CTE classroom
3. Identify cultural stereotyping and biases
4. Document participation in diversity awareness activity

E. Professional development (12 hours)

1. Research professional organizations
2. Identify & read professional journals
3. Network with colleagues
4. Attend in-service or professional seminar activities

F. Philosophy of education (3 hours)

1. Discuss current trends and initiatives in Career & Technical Education
2. Re-examine and revise personal philosophy of education

Final Exam Activity: During Final Exam week

Sharing of overall professional development and transition highlights from industry professional to education professional (2 hours).

IV. Evaluation Methods

The final grade will be determined as follows:

- 25% Exam - Multiple choice and open response exam on the History of Career and Technical Education.
- 20% Reflection Paper on cultural diversity in the CTE classroom: interns will be required to reflect on their personal cultural heritage, examine the diverse cultures in their CTE classroom and identify possible cultural stereotyping or biases.
- 25% Documentation of professional development activities: students will be required to participate in a variety of professional development activities such as networking with trade related colleagues, researching professional organizations, reading of professional journals, and attending in-service or professional seminar activities. These activities are to be documented in a journal. Teachers will be expected to document attendance and impact of the information gleaned from these professional activities in their CTE classrooms.
- 15% Reflection paper on the teacher's commitment to the PA Professional Code of Conduct: after examining the Pa Professional Code of Conduct the instruction will be required to document instances of his/her commitment to the Code of Conduct.
- 15% Personal philosophy of education: after examining the history of vocational education, current trends in CTE, and the changing demographics in the CTE classroom, each teacher will prepare a personal philosophy of education.

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

Gordon, H. R. D. (2008). *The history and growth of career and technical education in America*. Long Grove, IL: Waveland Press, Inc.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. 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:

PG 120 Professional Practice and Conduct <http://www.voced.iup.edu/cms.asp?id=pg120>

PG 130 Engage in Professional Development Activities <http://www.voced.iup.edu/cms.asp?id=pg130>

PG 140 Develop Your Teaching Philosophy Statement <http://www.voced.iup.edu/cms.asp?id=pg140>

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

Cole, R. W. (2008). *Educating everybody's children: Diverse teaching strategies for diverse learners: What research and practice say about improving achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Crouse, W. F. (2003). *Reflecting on teacher professionalism: A student perspective*. Kappa Delta Pi Record. Retrieved from http://findarticles.com/p/articles/mi_qa4009/is_200310/ai_n9335941/

Davis, B. M. (2007). *How to teach students who don't look like you: Culturally relevant teaching strategies*. Thousand Oaks, CA: Corwin Press.

Gill, V. (2005). *The ten commandments of professionalism for teachers: Wisdom from a veteran teacher*. Thousand Oaks, CA: Corwin Press.

Heckendorn, R. (2006). *Building on the three Rs of professionalism*. Kappa Delta Pi Record. Retrieved from http://findarticles.com/p/articles/mi_qa4009/is_200607/ai_n17184388/

Phelps, P. H. (2006). *The three Rs of professionalism*. Kappa Delta Pi Record. Retrieved from http://findarticles.com/p/articles/mi_qa4009/is_200601/ai_n17170581/

Provenzo, E. F. (2010). *The teacher in American society: A critical anthology*. London: Sage.

- Rothstein-Fisch, C., & Trumbull, E. (2008). *Managing diverse classrooms: How to build on students' cultural strengths*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wang, C. X., & King, K. P. (2009). *Building workforce competencies in career and technical education*. Charlotte, NC: Information Age Publishing, Inc.

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.