The University Of Toledo

New Course Proposal

Level (check one): □ Undergraduate □ Graduate

Will this course impact program requirements? □ Yes □ No
*If Yes, a Program Modification must be completed.

Type of course (check all that apply):
□ Academic Skills Enhancement □ Writing Intensive (WAC)

Honors
□ Univ. Core: □ English □ Hum □ Math □ Nat. Sciences □ Social Sciences
□ Multicultural: □ Diversity of US Culture □ Non-US Culture

College: J Herb Edu. Hlt Sci, Human Serv
Dept: Curriculum & Instruction

Contact Person: Paul Hubaker
Phone: 419-530-7291
Email: paul.hubaker@utoledo.edu

Alpha/Numeric Code (Subject area-number): CTE 5030
If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to form.

Proposed title: Teaching Occupational Knowledge
Proposed effective term: Summer

Planned enrollment per section: 30
Per term: 30

Is the course cross-listed with another academic unit? □ Yes □ No
Is the course offered at more than one level? □ Yes □ No

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. CTE - 4030       b.        c.        

Approval of other academic unit(signature): ____________________________

Name and title:
If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.

Date Added: 4/22/13
Council Approved: 10/15/13
To Provost: 10/29/13
<table>
<thead>
<tr>
<th>Credit hours:</th>
<th>Fixed: 3 or Variable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Mode:</td>
<td>Primary Secondary Tertiary</td>
</tr>
<tr>
<td>Activity Type:</td>
<td>Select One Select One Select One</td>
</tr>
<tr>
<td>Minimum Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Maximum Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Weekly Contact Hours:</td>
<td>40</td>
</tr>
</tbody>
</table>

Terms offered:  
- [ ] Fall  
- [ ] Spring  
- [x] Summer

Years offered:  
- [x] Every Year  
- [ ] Alternate Years

Are students permitted to register for more than one section during a term?  
- [x] Yes  
- [ ] No

May the courses be repeated for credit?  
- [x] No  
- [ ] Yes

Maximum Hours: 3

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Normal Grading (A-F, PS/NC. PR, 1)</td>
<td>Normal Grading (A-F, PS/NC. PR, 1)</td>
</tr>
<tr>
<td></td>
<td>Passing Grade/No Credit (A-C, NC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit/No Credit</td>
<td>Grades Only (A-F)</td>
</tr>
<tr>
<td></td>
<td>Grade Only (A-F, PR, I)</td>
<td>Satisfactory/Unsatisfactory (G only)</td>
</tr>
<tr>
<td></td>
<td>Audit Only</td>
<td>Audit Only</td>
</tr>
<tr>
<td></td>
<td>No Grade</td>
<td>No Grade</td>
</tr>
</tbody>
</table>

Prerequisites (must be taken before):

- [ ] a.  
- [ ] b.  
- [ ] c.

- [ ] PIN (Permission From Instructor)  
- [ ] PDP (Permission From Department)

Co-requisites (must be taken together):

- [ ] a. CTE - 5010  
- [ ] b.  
- [ ] c.

If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

Course to be removed from inventory  
- [ ] a.  
- [ ] b.  
- [ ] c.  
- [ ] d.

Final Term to be offered  
(YYYYT. i.e. use 20064 for Fall'06)
**Catalog Description** (30 words Maximum):

CTE 5030 TEACHING OCCUPATIONAL KNOWLEDGE The development of career and technical teaching concepts, designed to assist teachers with the presentation of occupational knowledge.

**Attach a copy of a complete outline of the major topics covered.** (Syllabus preferred)

**Where does this course fit in the University/College/Department curriculum?** (Be specific by course level, if applicable). **Indicate prospective demand.**

Career and Technical Education Licensure core

**If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication.** (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area’s dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

**If the course is intended to meet a University Undergraduate Core requirement, submit a course syllabus and complete the following:**

Please explain how this course fulfills the general education guidelines.

**COURSE APPROVAL:**

<table>
<thead>
<tr>
<th></th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Curriculum Authority:</td>
<td></td>
<td>3 - 20 - 13</td>
</tr>
<tr>
<td>Department Chairperson:</td>
<td></td>
<td>4 - 5 - 13</td>
</tr>
<tr>
<td>College Curriculum Authority:</td>
<td></td>
<td>4/22/13</td>
</tr>
<tr>
<td>College Dean:</td>
<td></td>
<td>4/30/13</td>
</tr>
</tbody>
</table>

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.
<table>
<thead>
<tr>
<th>Graduate Council :</th>
<th>[Signature]</th>
<th>10-15-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Provost:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar's Office:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Occupational Knowledge
CTE 5030
Two (2) Semester Hours

Course Description:
This course is required for the Health Occupations, Trade & Industrial and the six Career and Technical Education licenses. Designed as a Co-requisite in the professional education series, this course addresses multiple topics critical to workforce education as they apply to the classroom environment. Students are provided classroom and clinical experiences designed to assist the beginning teacher with basic classroom instructional techniques and management strategies that integrate academic, occupational and employability skills in a contextual framework. Specific topics addressed in this course include; organize curriculum; instructional planning, management, delivery, and technology; learning theory; behavior management; motivation; diversity; equity; special populations; integrated academics; authentic assessment; career and technical education student organizations, etc. Co-requisite CTE 5010.

Instructor:
Paul Hubaker
Office: 419-530-7291
FAX: 419-530-7292
Email: paul.hubaker@utoledo.edu

Class Meeting Dates, Time and Location:

Location: University of Toledo
Time: Three week workshop setting
      Monday thru Friday
      8:00 am to 4:30 pm

Meeting dates: August 12, 2013   August 19, 2013   August 26, 2013
               August 13, 2013   August 20, 2013   August 27, 2013
               August 14, 2013   August 21, 2013   August 28, 2013
               August 16, 2013   August 23, 2013   August 30, 2013

Expectations and Requirements:

Class attendance/Participation:
Critical analysis, reflection, inquiry, and active discourse are encouraged. Students are expected to be active participants as opposed to passive recipients of dialogue. Passivity and shyness is not encouraged.

**Presentations:**

1. Lesson plan aids that assist the teacher and learner in accomplishing the job of learning the occupational knowledge to obtain, maintain and advance in the occupation. Strategies for teaching all aspects of the occupation are studied. Cognitive lesson plans using various lesson plan aids will be developed and presented.
2. The use of simulated and actual instructional medial will be studied, presented and practiced.
3. The many instructional strategies used in teaching occupational knowledge are studied, presented and practiced. The student will identify the most logical strategies that will assist the learner and develop lesson plans using those strategies.
4. Assessing student knowledge in a laboratory setting has become a prime concern. It has been caused by the lack of classroom time allotted the Career and Technical teacher for teaching theory. Studying and designing strategies for teaching theory while teaching skills will be developed. A evaluation system for the classroom that compliments the evaluation system for the laboratory will be developed.
5. All occupations have safety issues that not only need to be experienced but need to be studied to keep the worker safe. Students will study the safety issues that affect their individual occupation area and develop methods of presenting them. School and Teacher liability is studied with safety issues.
6. Student organizations are an integral part and requirement of Career and Technical Education. The theory of each career and technical student organization is explored.
7. Technical Advisory Committees are a requirement of career and technical programs. The advisory committee’s role is examined.
8. The study of student differences and interests and the value of dignity of the individual student are studied to provide and understanding of the many varying method of presenting knowledge to a collage of students.

**Instructional strategies:**
- Lecture
- Discussion sessions
Supportive media
Group research

**Reference Material:**
Hubaker, Paul E. Professional Development Workshop Workbook. Barnes and Noble.

**Student Expectations, Requirement and Grading:**

- Workshop attendance. Fifteen days @ 25 points per day = 375 points
- Develop lesson plan aids. (Develop aid for each lesson plan) = 400 points
- Develop strategies for classroom theory per occupation, write and present paper on 3 different strategies. = 300 points
- Develop an assessment system that compliments the laboratory. Assessment system. = 200 points
- Develop a safety plan for classroom and laboratory and correlate it with OSHA. Write a paper on OSHA’s role in school safety. = 300 points
- Develop a plan for a program student organization = 200 points
- Develop a plan for a program advisory committee. = 200 points
- Identify three (3) student differences found in occupational training and develop strategies to compensate for them. = 200 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2075 to 2175 points</td>
</tr>
<tr>
<td>A-</td>
<td>1975 to 2074 points</td>
</tr>
<tr>
<td>B+</td>
<td>1875 to 1874 points</td>
</tr>
<tr>
<td>B</td>
<td>1775 to 1874 points</td>
</tr>
<tr>
<td>B-</td>
<td>1675 to 1774 points</td>
</tr>
<tr>
<td>C+</td>
<td>1575 to 1674 points</td>
</tr>
<tr>
<td>C</td>
<td>1475 to 1574 points</td>
</tr>
</tbody>
</table>

Note: This course is a professional education core, any grade below a “C” must be repeated.

Students needing special accommodations should make arrangement with the instructor during or before the second-class meeting. Every effort will be made to provide an effective learning experience.

"The above information is subject to change at the discretion of the instructor."

**Mission Statement:** The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.
Hayes, Teresa L.

From: Hubaker, Paul
Sent: Thursday, October 24, 2013 9:01 AM
To: Hayes, Teresa L.
Cc: Keil, Virginia L.
Subject: RE: New Graduate Course Proposals: CTE-5010 and CTE-5030

Thank You!

From: Hayes, Teresa L.
Sent: Thursday, October 24, 2013 9:00 AM
To: Hubaker, Paul
Cc: Keil, Virginia L.
Subject: RE: New Graduate Course Proposals: CTE-5010 and CTE-5030

No need to submit new forms. I will make the correction to 40 and include your email for verification.

Terri Hayes-Leplianz
Terri Hayes-Leplianz
College of Graduate Studies

From: Hubaker, Paul
Sent: Thursday, October 24, 2013 8:55 AM
To: Hayes, Teresa L.
Cc: Keil, Virginia L.
Subject: RE: New Graduate Course Proposals: CTE-5010 and CTE-5030

Those have been changed to 40 hours. Do you need a new form or can changes be made on the original submission?

From: Hayes, Teresa L.
Sent: Wednesday, October 23, 2013 1:36 PM
To: Hubaker, Paul; Keil, Virginia L.
Cc: Chick, Sandra K.; Plenefisch, John D.; Komuniecki, Patricia R.
Subject: New Graduate Course Proposals: CTE-5010 and CTE-5030

Dr. Hubaker and Dr. Keil:

The following two graduate course proposals, approved by the Graduate Council on October 15, 2013, are being held in the College of Graduate Studies (on your behalf) prior to submitting to the Provost’s office, for clarification of total weekly contact hours. Each course lists the total weekly hours as 48.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 5010</td>
<td>Teaching Occupational Skills</td>
<td>3</td>
</tr>
<tr>
<td>CTE 5030</td>
<td>Teaching Occupational Knowledge</td>
<td>3</td>
</tr>
</tbody>
</table>

Please advise at your earliest convenience.

Regards,

Terri Hayes-Leplianz
Career and Technical Education Graduate Teacher Licensure Program

Rationale for Course Modifications and New Course Proposals

Changes in the course numbering system (i.e., from 3000/5000 level pattern of numbering to differentiate undergraduate and graduate enrollment to a 4000/5000 level pattern) have necessitated the renumbering of many of the courses (both graduate and undergraduate) within the CTE licensure program.

Changes in the State of Ohio Teacher Licensure Standards combined with the need for compliance with current graduate school standards at UT have necessitated an upgrade of course content and assessment methods for many of the graduate courses in the CTE program (details below).

Nature of the CTE Program

The CTE Program is a teacher licensure program meeting Ohio Department of Education requirements and is offered at both the undergraduate and graduate levels. Most students who enroll in this program are adult (non traditional) students who may or may not have a college degree, depending upon their chosen career path. In addition, most students seeking CTE teacher licensure are employed in their chosen careers while transitioning to teaching.

New CTE Graduate Courses offered for teacher licensure and graduate degree program credit:

All graduate CTE courses counting toward both teacher licensure and graduate degree program are differentiated from their respective cross-listed undergraduate courses by additional assignments that provide opportunities for thinking and reflection on CTE research and practice beyond that expected of the student enrolled in the undergraduate level of the course. The table below highlights these assessments and the reasons for the differentiation:

<table>
<thead>
<tr>
<th>Proposed New Course (Cross-listed Course)</th>
<th>Assignments that Differentiate it from the Undergraduate Level</th>
<th>Reason for Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTE 5030 (CTE 4030)</strong></td>
<td>Write and present a paper focusing on 3 teaching strategies that would be particularly useful for teaching a chosen occupation.</td>
<td>Helps graduate student think about the link between theory and practice.</td>
</tr>
<tr>
<td></td>
<td>Write a paper focusing on OSAH's role in school</td>
<td>Provokes graduate student reflection on</td>
</tr>
<tr>
<td>Course Code</td>
<td>Description</td>
<td>Objectives</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CTE 5050 (CTE 4050)</td>
<td>Write a paper summarizing research findings about the effects of school district demographics on teaching occupation-focused courses.</td>
<td>Familiarizes the graduate student with research in this area and provides an opportunity for the student to think critically about how their teaching might be best structured. Builds knowledge of possible threats to students' safety in the classroom.</td>
</tr>
<tr>
<td></td>
<td>Write a paper identifying and explaining laboratory hazards.</td>
<td></td>
</tr>
<tr>
<td>CTE 5070 (CTE 4070)</td>
<td>Write and present brief research papers for 6 assigned topics within CTE.</td>
<td>Familiarizes graduate student within various areas of research within CTE and positions student for later integration of research-based practices within the student's teaching practice.</td>
</tr>
<tr>
<td>CTE 5110 (CTE 4110)</td>
<td>Develop a portfolio that showcases your understanding of your teaching practice.</td>
<td>Enables graduate student reflection on evidence of research-based practices within the student's own teaching.</td>
</tr>
</tbody>
</table>

*New CTE Graduate Courses offered for teacher licensure credit only:*

Two graduate courses, **CTE 5010** (CTE 4010) and **CTE 5930** (CTE 4930) are identical to their cross-listed undergraduate counterpart, but these courses do not count toward a graduate degree. Instead, they are needed because they fulfill current requirements for teacher licensure mandated by the Ohio Department of Education. They have been given graduate numbers to facilitate graduate student in obtaining financial aide.