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): CTE5070
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: Methods for Teaching
CTE Methods II
Proposed effective term: Spring Semester

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-5050  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

APR 22 2013
COLLEGE OF
GRADUATE STUDIES
<table>
<thead>
<tr>
<th>Credit hours:</th>
<th>Fixed: 2</th>
<th>or</th>
<th>Variable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Mode:</td>
<td>Primary</td>
<td>Secondary</td>
<td>Tertiary</td>
</tr>
<tr>
<td>Activity Type:</td>
<td>Select One</td>
<td>Select One</td>
<td>Select One</td>
</tr>
<tr>
<td>Minimum Credit Hours:</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>Maximum Credit Hours:</td>
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<td></td>
<td></td>
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<tr>
<td>Weekly Contact Hours:</td>
<td>3</td>
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Terms offered: □ Fall  □ Spring  □ Summer
Years offered: □ Every Year  □ Alternate Years

Are students permitted to register for more than one section during a term? □ Yes  □ No
May the courses be repeated for credit? □ No  □ Yes
Maximum Hours: 2

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

a. CTE - 5010  
b. CTE - 5030  
c. CTE - 5050

□ PIN (Permission From Instructor)  □ PDP (Permission From Department)

Co-requisites (must be taken together):

a. CTE - 5930  
b. -  
c. -

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

<table>
<thead>
<tr>
<th>Course to be removed from inventory</th>
<th>Final Term to be offered</th>
</tr>
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<tbody>
<tr>
<td>a. -</td>
<td>(YYYYT. i.e. use 20064 for Fall’06)</td>
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<tr>
<td>b. -</td>
<td></td>
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<tr>
<td>c. -</td>
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<tr>
<td>d. -</td>
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</table>
Catalog Description (30 words Maximum):

CTE 5070 METHODS OF TEACHINGCAREER AND TECHNICAL EDUCATION II
The continued development and application of career and technical teaching methods and strategies in an actual classroom/laboratory situation or under a simulated classroom setting.

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>Department Curriculum Authority:</th>
<th>Signature</th>
<th>Date</th>
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<td></td>
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<table>
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<tr>
<th>Department Chairperson:</th>
<th>Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>College Curriculum Authority:</th>
<th>Signature</th>
<th>Date</th>
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<td></td>
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<table>
<thead>
<tr>
<th>College Dean:</th>
<th>Signature</th>
<th>Date</th>
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<td>4/22/13</td>
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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>Faculty Senate Undergrad. Curriculum Comm.:</th>
<th>Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Faculty Senate Core Curriculum Comm.:</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td></td>
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<tr>
<td>Graduate Council</td>
<td>[Signature]</td>
<td>10-15-2013</td>
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<tr>
<td>Office of the Provost:</td>
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<tr>
<td>Registrar's Office:</td>
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The University of Toledo
Curriculum and Instruction
Career and Technical Education

CTE 5070
Methods of Teaching Career and Technical Education 2
Two (2) Semester Hours

Course Description:
The pedagogical and management skills introduced in CTE 5010 and CTE 5030 are integrated in a contextual framework utilizing an actual classroom setting. Learning styles; employability and SCANS skill; community partnerships; school-based and work site learning; etc. are the basics for student research reflection, and inquiry. Students are required to develop and apply pedagogical and management skills related to those topics in the career technology setting. During these applications students will be cognizant of and sensitive to issues of diversity, equity and special populations.

Prerequisite: CTE 5010, CTE 5030 and CTE 5050
Co-requisite: CTE 5930

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: 5:00pm to 8:00pm

Meeting Dates:  
August 29, 2013  
September 4, 2013  
September 11, 2013  
September 18, 2013  
September 25, 2013  
October 2, 2013  
October 9, 2013  
October 16, 2013  
October 23, 2013  
October 30, 2013  
November 6, 2013  
November 13, 2013  
November 20, 2013  
December 4, 2013  
December 11, 2013  
December 18, 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:
Continuing with the needs of the beginning person entering the teaching profession from business and industry the following topics are discussed and studied. The person entering to teach in career and technical education are competent in their occupational teaching area. The second course (CTE 5070) offered in the spring semester is an extension of the first semester (CTE 5050) with the following topics added. This is not an inclusive listing – topics are added as the needs of the teachers in the class are identified.
1. Every day classroom and laboratory procedures for operations.
2. Lesson planning and lesson strategies
3. Criteria referenced assessment for cognitive knowledge and skills.
4. Criteria referenced assessment for psychomotor skills.
5. In-depth study of instructional strategies.
6. In-depth study of motivational strategies.
7. Boards of Education.
8. Career and Technical funding.

Instructional Strategies:

- Lecture
- Discussion sessions
- Supportive media
- Research

Reference Material:

- Career and Technical Education Professional Development; Paul Hubaker
- Internet Research
Student Expectations, Requirements and Grading:

Class attendance/participation (16 class meetings) 400 points
Assigned research papers (6 papers) and presentations. 1200 points

A    1525 to 1600 points
A-   1449 to 1524 points
B+   1373 to 1448 points
B    1297 to 1372 points
B-   1221 to 1296 points
C+   1145 to 1220 points
C    1069 to 1144 points

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 and 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.
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>CTE 5030 (CTE 4030)</td>
<td>Write and present a paper focusing on 3 teaching strategies that would be particularly useful for teaching a chosen occupation. Write a paper focusing on OSAH's role in school</td>
<td>Helps graduate student think about the link between theory and practice. Provokes graduate student reflection on</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
</tr>
</thead>
<tbody>
<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. Write a paper identifying and explaining laboratory hazards.</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>
<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>
<td></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>
<td></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.