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 5110
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:  Seminar for CTE Teachers
Proposed effective term:  Spring

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 - 4110  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.
### Credit hours:

<table>
<thead>
<tr>
<th>Fixed: 3</th>
<th>or</th>
<th>Variable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Mode:</td>
<td>Primary</td>
<td>Secondary</td>
</tr>
<tr>
<td>Activity Type:</td>
<td>Seminar</td>
<td>Select One</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Minimum Credit Hours:</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Maximum Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Weekly Contact Hours:</td>
<td>3</td>
</tr>
</tbody>
</table>

### Terms offered:

- [ ] Fall
- [x] Spring
- [ ] Summer

### Years offered:

- [x] Every Year
- [ ] Alternate Years

### Are students permitted to register for more than one section during a term?

- [ ] Yes
- [x] No

### May the courses be repeated for credit?

- [x] No
- [ ] Yes

Maximum Hours: 3

### Grading System

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

### Prerequisites (must be taken before):

- a. CTE - 5050
- b. CTE5070
- c. |

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

### Co-requisites (must be taken together):

- a. -
- 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>
</thead>
<tbody>
<tr>
<td>a. -</td>
<td></td>
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<tr>
<td>b. -</td>
<td></td>
</tr>
<tr>
<td>c. -</td>
<td></td>
</tr>
<tr>
<td>d. -</td>
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</table>

(YYYYT, i.e. use 20064 for Fall'06)
**Catalog Description (30 words Maximum):**

CTE 5110 SEMINAR FOR CAREER AND TECHNICAL TEACHERS  
The study of current developments in specific areas of instruction with the development of student Portfolio and other course materials as assigned

**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).**

N/A

**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.**

N/A

### COURSE APPROVAL:

<table>
<thead>
<tr>
<th>Department Curriculum Authority:</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>[Signature]</td>
<td>3-20-13</td>
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</table>

<table>
<thead>
<tr>
<th>Department Chairperson:</th>
<th>Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>[Signature]</td>
<td>4-5-13</td>
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<table>
<thead>
<tr>
<th>College Curriculum Authority:</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>[Signature]</td>
<td>7/22/13</td>
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</table>

<table>
<thead>
<tr>
<th>College Dean:</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td></td>
<td>[Signature]</td>
<td>4/22/13</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>Faculty Senate Undergrad. Curriculum Comm.:</th>
<th>Signature</th>
<th>Date</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Faculty Senate Core Curriculum Comm.:</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Council</td>
<td>10-15-2013</td>
<td></td>
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<tr>
<td>-------------------------</td>
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<tr>
<td>Office of the Provost:</td>
<td></td>
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<tr>
<td>Registrar’s Office:</td>
<td></td>
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</tbody>
</table>
Seminar for Career and Technical Teachers
CTE 5110
Three (3) Semester Hours

Course Description:
The career and technical education teacher is an occupational professional who possesses the pedagogical knowledge and reflective decision making skills necessary to enter the teaching profession at multiple levels. In order to prepare individuals as career and technical instructors, components of the licensure program were developed and approved by the state board of education, to promote and maintain high levels of professional standards to provide quality teachers in the classroom. The components necessary to meet these standards are: a clear mission; operational goals; specific competencies and an efficient assessment system. The assessment system is the central focus of this course.

Prerequisites: CTE 5050, CTE 5070 and 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: Penta Career Center
Time: Monday: 4:30pm to 7:30pm

Meeting dates: January 7, 2013 to March 18, 2013
January 14, 2013 to March 25, 2013
January 28, 2013 to April 1, 2013
February 4, 2013 to April 8, 2013
February 11, 2013 to April 15, 2013
February 18, 2013 to April 22, 2013
February 25, 2013 to April 29, 2013 Portfolio due
March 11, 2013
Expectations and Requirements:

Class attendance / Participation/position paper:
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:
An in depth examination of the Ohio Standards for the Teaching Profession will be the focus of the selected topic presentations. As teachers enter the profession each year, they embark on a journey that offers both exciting opportunities and numerous challenges. Research on beginning teacher induction has demonstrated that comprehensive, multi-year programs strengthen beginning teacher effectiveness and decrease teacher attrition. Comprehensive induction programs include:

- Rigorous mentor selection;
- High-quality, ongoing mentoring;
- Sanctioned time for mentor-beginning teacher interaction;
- Ongoing, research-based professional development for mentors and school administrators;
- Use of research-based teaching standards; and
- Formative assessment that measures beginning teacher growth.

All research papers will be based on the following standards. An in depth examination of the standards which includes a position paper regarding the standards. Four position papers are required. Individuals may select which standard they will examine. Each position paper is valued at 100 points.

1.0 Teachers understand student learning and development and respect the diversity of the students they teach.
1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
1.3 Teachers expect that all students will achieve to their full potential.
1.4 Teachers model respect for students’ diverse cultures, language skills and experiences.
1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2.0 Teachers know and understand the content area for which they have instructional responsibility.
2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
2.5 Teachers connect content to relevant life experiences and career opportunities.

3.0 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4.0 Teachers plan and deliver effective instruction that advances the learning of each individual student.
4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
4.2 Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
4.7 Teachers use resources effectively, including technology, to enhance student learning.

5.0 Teachers create learning environments that promote high levels of learning and achievement for all students.
5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
5.2 Teachers create an environment that is physically and emotionally safe.
5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
5.5 Teachers maintain an environment that is conducive to learning for all students.
6.0 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

6.1 Teachers communicate clearly and effectively.
6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7.0 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Graduates students must also submit the Portfolio Assignments: The Portfolio is scored at 125 points and is due April 29, 2013 (SEE ATTACHMENT A)

Your assignment will be to address the following in terms of your teaching. Develop a portfolio that reflects how you implement the following in your classroom:

- Strategies used for organizing content knowledge for student learning;
- What strategies are used to create an environment for student learning;
- How you teach for student learning;
- How you maintain teacher professionalism.

Each portfolio should include your name and school. This portfolio is about you and should reflect your teaching.

Instructional Strategies:

- Lecture
- Discussion sessions
- Supportive media

Reference Material:

- The University of Toledo, Career and Technical Educations, Individual Teacher Education Plan (ITEP)

Student Expectations, Requirement and Grading:

Class attendance/participation 475 points (25 point per session)
Assigned research (position papers) 400 points
Portfolio 125 points

**Graduate Scoring**
A  1000 to 925 points
A-  924 to 849 points
B+  848 to 773 points
B   772 to 697 points
B-  696 to 621 points
C+  620 to 545 points
C   544 to 469 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 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.
ATTACHMENT A

Each Portfolio section will contain the following:

Section 1. **Strategies used for organizing content knowledge for student learning**

1. Design a profile instrument that will assist the teacher in identifying relevant aspects of a student’s background knowledge and experiences.

2. Articulate clear learning goals for lessons that are appropriate for students.

3. Demonstrate the connection between the content that was learned previously, the current content, and the content that remains to be learned.

4. Create or select methods, learning activities and instructional materials or other resources that are aligned with the goals of the lesson.

5. Create or select evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

Section 2. **What strategies are used to create an environment for student learning**

1. Create a climate that promotes fairness.

2. Establish and maintain an active career and technical student organization.

3. Communicate challenging learning expectations to each student.

4. Establish and maintain consistent standards of classroom behavior.

5. Make the physical environment as safe and conducive to learning as possible.

Section 3. **How you teach for student learning**

1. Make learning goals and instructional procedures clear to students.

2. Make content comprehensible to students.

3. Encourage students to extend their thinking.

4. Monitor student understanding of the content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands.
Section 4. **How you maintain teacher professionalism**

1. Reflect on the extent to which the learning goals were met.

2. Demonstrate a sense of efficacy.

3. Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students.

4. Communicate with parents or guardians.
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>
<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 the think critically about how their teaching might be best structured.</td>
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<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------</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.