Originating Course Information

Offering of Education: Phys Actvty & Ed Svc 5677: New Career and Technical Education Teacher Clinic
Fiscal Unit/Academic Org Schl of Phys Act & Educ Serv - D1270
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled
Term of Offering Summer 2013 - Full Summer Term
Level/Career Graduate, Undergraduate
Rationale for proposing this offering This is a standard course, part of our licensure program. However, it must be offered at a time that coincides and supports the employment needs of local schools, i.e., it must be offered late in the summer, immediately prior to the start of school.
Description for this offering This course is focused on the development of basic cognitive and performance skills for new career and technical education teachers. It is designed to meet Ohio Dept of Ed standards for new career and technical education teachers.

Attachments

* OneTimeSupplement 5677.doc
  (One Time Form Supplement. Owner: Zirkle, Christopher J)
* PAES_5677_Syllabus_Summer_2013.doc
  (Syllabus. Owner: Zirkle, Christopher J)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Zirkle, Christopher J</td>
<td>10/23/2012 03:39 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>10/23/2012 10:26 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>10/23/2012 10:26 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________
2. Enrollment Capacity 50 ________________
3. Waitlist Capacity 5 ________________
4. Final Exam:
   - [ ] Yes  [X] No
   - Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   a. Exam Seat Spacing n/a ________________
5. Special Instructions or Additional Information

6. Class Search Title (18 character limit) **CTE Teacher Clinic** ________________
7. Display in Class Search:
   - [X] Yes [ ] No
8. Credit Hours 4 ________________
9. Course Components (check all that apply):
   - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   - [X ] Laboratory  [X ] Lecture  [ ] Recitation
10. Graded Component (check one):
    - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
    - [X ] Laboratory  [X ] Lecture  [ ] Recitation
11. Campus of Offering (check all that apply):
    - [X ] Columbus  [ ] Marion  [ ] Newark
    - [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions Enrollment in GRD or EHE

13. Permission to Enroll in this course: X No Consent needed □ Department Consent □ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

N/A

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date July 22- August 9, 2013

2. Previous quarter(s) of offering and enrollment Summer Semester 2012 - 35 enrolled

3. Expected enrollment for proposed quarter of offering 35

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site N/A

6. Will course be taught in distance learning format: □ Yes X No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U and G 4 credit hrs.</td>
<td>U and G 4 credit hrs.</td>
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<table>
<thead>
<tr>
<th>Class/Lab Contact Time:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-3:18 MTWThF (flex scheduled in 2012)</td>
<td>8:30-3:18 MTWThF</td>
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<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in GRD or EHE</td>
<td>Enrollment in GRD or EHE</td>
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<table>
<thead>
<tr>
<th>Exclusion or Limiting</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not open to students with credit for PAES 668.01</td>
<td>Not open to students with credit for PAES 668.01</td>
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</table>

<table>
<thead>
<tr>
<th>Grade Options (Check)</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
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<tbody>
<tr>
<td>X Letter</td>
<td>X Letter</td>
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<tr>
<td>S/U Progress</td>
<td>S/U Progress</td>
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<table>
<thead>
<tr>
<th>Number of Hours of out-of-class preparation required:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td>10 H</td>
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</table>

Total hours of class meetings: 101 H 20 m
Length of each class: 6 H 48 m

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

Instructor ____________________________    Rank ____________________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

______________________________

______________________________

______________________________

Explain differences in teaching arrangements from on-campus offerings

______________________________

______________________________

Student Services (explain how they will be provided to off-campus students):

Registration ____________________________

Office Hours ____________________________

Academic Advising ____________________________

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________   5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td></td>
<td>Yes</td>
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</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td>1</td>
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9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
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   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
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   - [ ] Seminar
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9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
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   - [ ] Independent Study
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   - [ ] Lecture
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    ___________________________________________________________________
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Preparing Educators…Our Mission

The mission of the educator preparation unit* of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across all P - 12 school age and demographic groups.

*the programs across the institution (College of the Arts; College of Education and Human Ecology; College of Food, Agriculture & Environmental Sciences; College of Social & Behavioral Sciences and College of Social Work) that prepare individuals to work in P – 12 settings
SYLLABUS HEADING

Department of Educational Studies - Workforce Development and Education
ED PAES 5677 - Career and Technical Education Teacher Licensure Clinic
4 Credit Hours UG
Susan Nell and Dr. Chris Zirkle, Instructors

DESCRIPTION/RATIONALE

The General Code of Ohio provides that no teacher shall receive compensation for the performance of duties as a teacher in any school supported wholly or in part of state or federal funds who has not obtained a teaching license of qualification for the position as provided for by law. The following knowledge, skills, attitudes and values meet and exceed the Ohio Department of Education: Office of Career Technical Education (CTE) minimum requirements and professional development standards for career and technical education licensed teachers who have a temporary license.

RELATIONSHIP TO OTHER COURSES/CURRICULA

This course is part of the requirements for the 27 semester hour Ohio teacher licensure program for career and technical education teachers offered by The Ohio State University, in cooperation with the Ohio Department of Education. The prerequisite for this course is full time employment as a Career and Technical Education Teacher.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Coherent with the mission, philosophy and purpose of the Conceptual Framework of the Educator Preparation Unit of The Ohio State University, institutional standards, otherwise known as candidate proficiencies, have been developed for those enrolled in the initial preparation program of the unit. These candidate proficiencies provide direction for developing and aligning the curriculum, instruction, field experiences and clinical practices, and assessments of candidates and the unit. The candidate proficiencies addressed in this class are listed in this section on course objectives and student learning outcomes.

Assessment of the achievement of these objectives will be determined through satisfactory completion of the course assignments.
At the conclusion of this course, the student will be expected to be able to (OSU candidate proficiencies are italicized):

- develop an understanding of the purpose and context of the classroom and lab dimensions of a career and technical education program
  - 5.1 - Create learning environments that are safe and encourage active inquiry, collaboration, supportive interaction, fairness, consistent standards of behavior, and self-motivation for all students**
- identify appropriate class room and lab assessment strategies to measure student competence
  - 6.6 - Create and select appropriate assessment strategies aligned with stated goals for the affective and cognitive development and learning of all students
- define learner characteristics of students in career and technical programs
  - 2.1 - have an understanding of, and the skills to build upon, how all students develop and learn to be successful in school and life
- develop records for charting student progress
  - 6.7 - Collect, summarize, analyze, and use information from multiple data sources to make decisions in addressing individual students’ needs, planning future instruction, developing meaningful learning experiences, and evaluating instructional materials
- instruct students in developing safe work habits
  - 5.1 - Create learning environments that are safe and encourage active inquiry, collaboration, supportive interaction, fairness, consistent standards of behavior, and self-motivation for all students**
- effectively manage the training/lab facilities, equipment and materials to optimize learning
  - 4.3 - Know how to use instructional technologies appropriate to the content being taught
  - 5.1 - Create learning environments that are safe and encourage active inquiry, collaboration, supportive interaction, fairness, consistent standards of behavior, and self-motivation for all students**
- Explain the process of curriculum design
  - 6.4 - Facilitate student learning of the subject matter through the articulation of clear learning goals and instructional procedures, and the presentation of the content in meaningful and comprehensible ways**
- Conduct instructional needs assessments
  - 6.7 - Collect, summarize, analyze, and use information from multiple data sources to make decisions in addressing individual students’ needs, planning future instruction, developing meaningful learning experiences, and evaluating instructional materials
- Determine curriculum content
  - 6.4 - Facilitate student learning of the subject matter through the articulation of clear learning goals and instructional procedures, and the presentation of the content in meaningful and comprehensible ways**
- Develop appropriate curriculum materials
  - 6.1 - have a knowledge of, and the ability to apply research-based differentiated instructional strategies that draw upon subject matter and pedagogical content knowledge and skills to help all students learn**
  - 6.2 - use knowledge of content; the school, family, and community contexts in which they will work; the developmental levels and prior background knowledge and experiences of students; and state and district academic content standards to design meaningful learning experiences to help all students learn**
- Select appropriate instructional strategies and delivery methods for effective instruction
  - 6.1 - have a knowledge of, and the ability to apply research-based differentiated instructional strategies that draw upon subject matter and pedagogical content knowledge and skills to help all students learn**
  - 6.2 - use knowledge of content; the school, family, and community contexts in which they will work; the developmental levels and prior background knowledge and experiences of students; and state and district academic content standards to design meaningful learning experiences to help all students learn**

- Develop evaluation instruments
  - 6.6 - create and select appropriate assessment strategies aligned with stated goals for the affective and cognitive development and learning of all students**

** denotes OSU candidate proficiencies assessed during this course

OFF-CAMPUS FIELD EXPERIENCES

There is no off-campus field experience for this class.

DIVERSITY

Students in career and technical education as well as those involved in technical education in the workplace, come from a variety of social, economic, and cultural backgrounds. In addition, these individuals have differing learning styles and needs. This course will address the variety of diverse learning needs by providing examples of how diverse learning needs can be met, and by requiring assignments to reflect inclusion of techniques and strategies to address specific learner needs.

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

TECHNOLOGY

Students will be introduced to the Information Technology (IT) system at The Ohio State University. Students will learn how to access the university email system, register electronically for classes and be given an introduction to the university’s online learning environment.
TOPICAL OUTLINE AND CALENDAR

July 22  Orientation/Registration
Overview of Teacher Licensure/Professional Affiliations
Role of the Teacher

July 23  Understanding and Using Principles of Learning/Characteristics of Learners
Understanding and Using Learning Processes
Writing Performance Objectives
Introduction to Lesson Plan Form

July 24  Experienced Career Technical Teacher
Examining Differences in Teaching in the Classroom/Lab Setting
Selecting and Using Instructional Strategies
Developing Instructional Sheets

July 25  Lab Management
PAES Student Services/Understanding the SIS
Legal Issues/Teaching Safety
Introduction to Micro-teaching

July 26  Making the Four Curriculum Planning Decisions
Using Competency Lists/Scope & Sequence
Career Clusters and Curriculum Planning
Integrating Academics into Career Technical Curriculum

July 29  Professional Ethics
Assessing Student Learning
Recording Grades
Resident Educator Program

July 30  Career-Technical Student Organizations
Advisory Committees
Review Activity

July 31  ACTE – Attend Conference

August 1  Theoretical Framework to Under-Resourced Learners and
a Framework for Understanding Poverty

August 2  Family and Parent Relationships/Framework
Teaching Exceptional Learners

August 5  Relationships/Framework Classroom Management and Control
Micro-Teaching

August 6  Micro-Teaching

August 7  Micro-Teaching

August 8  Micro-Teaching

August 9  Micro-Teaching
Final Review Activity
COURSE REQUIREMENTS AND GRADING

Students will be evaluated on class participation and completion of class assignments. Grades for the course will be calculated as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Attendance/Punctuality</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Micro-Teaching</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes and Final Review</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Assignment Descriptions

1. **Class participation**: This grade will be based on attendance, punctuality, and most importantly, your interaction with the class. Please be advised that a lack of attendance will affect this portion of your overall grade. Any student missing 3 or more days will receive a failing grade for the class. Additionally, instructor(s) will not accommodate student assignments due to absenteeism. (20% of final grade).

2. **Assignments**: Students will complete a variety of assignments, both during class time and out-of-class. These will include the development of lesson plans, instructions sheets and assessment tools (50% of final grade).

3. **Microteaching**: Students will present a minimum of two (25-30 minutes each) lessons in a small group setting using instruction sheets, support media, and assessment (20% of final grade).

4. **Quizzes and Final Review**: Students will be given periodic quizzes to assess their level of understanding of the material. In addition, a final review covering all the course material will be held the final day of the class. (10% of final grade).

Note: Requirements are the same for both undergrad and graduate due to the uniqueness of the course. The course is graded S/U – the student must maintain 70% for a grade of Satisfactory (S).

The instructors do not generally give incomplete grades. Only in extreme circumstances (lengthy illness, for example) are incomplete grades given if all assigned work is not turned in. Incompletes are not given for the purposes of merely giving students extended time to complete assignments. ALL materials must be submitted by the last day of the quarter, as published in the university bulletin, in order to receive credit.
REFERENCES


Hedges, L. E. (2000). What being a teacher is all about. Columbus, OH: The Ohio State University, Ohio Agriculture Education Curriculum Materials Service.


Payne, Ruby K. (2002). Understanding Learning, the How, the Why, the What. aha! Process, Inc.


**STATEMENT OF STUDENT RIGHTS**

Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. Students with a documented disability who have registered with the Office of Disability Services (150 Pomerene Hall, 292-3307/292-0901 TDD) are eligible for assistance in obtaining course materials in alternative formats.

**INSTRUCTOR ASSIGNED OFFICE HOURS**

There are no assigned office hours for this summer workshop. However, instructors will be available prior to, and after class to address student questions and concerns.