

CAREER & TECHNICAL EDUCATION CERTIFICATE

This undergraduate certificate is designed for individuals seeking licensure in career-technical education for teaching in an approved career-tech workforce development program. Pathways include agriculture, health careers, business, family and consumer science careers, marketing, or career-technical.

The licensure pathway is 24 semester hours across two years with courses in summer, and afternoons in fall and spring.

ADMISSION REQUIREMENTS

In addition to meeting the admission requirements of The University of Toledo and the Judith Herb College of Education, admission to the certificate program requires the following:

- Initial CTE-37 Form from the Ohio Department of Education & Workforce with signatures from your school district without university verification

REQUIREMENTS FOR THE CERTIFICATE

For the undergraduate certificate program, students must complete the following program requirements:

Code	Title	Hours
CTE 4010	Teaching Occupational Skills	3
CTE 4030	Teaching Occupational Knowledge	3
CTE 4050	Methods Of Teaching Career And Technical Education I	2
CTE 4070	Methods Of Teaching Career And Technical Education II	2
CTE 4110	Seminar for CTE Teachers	3
CTE 4900	Curriculum Construction	3
CTE 4930	Supervised Teaching (take this 4-credit hour course twice over two semesters)	8
Total Hours		24

All coursework and requirements of the certificate must be taken within a four-year period immediately preceding the date the degree is awarded.

GUIDE FOR DEVELOPING A PLAN OF STUDY

Below is a guide for developing a Plan of Study for the certificate. Students should review their degree audit and work with their faculty advisor to identify specific courses to fulfill program requirements.

First Term	Hours
CTE 4010 Teaching Occupational Skills	3
CTE 4030 Teaching Occupational Knowledge	3
Hours	6

Second Term		
CTE 4050	Methods Of Teaching Career And Technical Education I	2
CTE 4930	Supervised Teaching	4
Hours		6
Third Term		
CTE 4070	Methods Of Teaching Career And Technical Education II	2
CTE 4930	Supervised Teaching	4
Hours		6
Fourth Term		
CTE 4900	Curriculum Construction	3
Hours		3
Fifth Term		
CTE 4110	Seminar for CTE Teachers	3
Hours		3
Total Hours		24

- PLO 1 CLASSROOM ENVIRONMENT: Candidates create and addresses the classroom environment. The focus is on creating and maintaining a safe and positive classroom climate, respecting the diversity of students and promoting high expectations. Other areas of study include student motivation, positive behavior and collaborative social interaction. 1.1. Create safe and respectful learning environments where teachers and students safely operate equipment and follow emergency protocols (e.g., local and OSHA regulations, equipment operation and proper disposal of hazardous waste.) 1.2. Model respect for students' diverse cultures, language skills and experiences. 1.3. Motivate students to work productively and assume responsibility for their learning.
- PLO 2 CURRICULUM: Candidates create short-term and long-term, standards-based, instructional plans based on students' varying learning needs. Teachers learn to develop a course syllabus, a course of study, unit plans and lesson plans. In addition, teachers learn ways to integrate employability skills, challenging technical and academic content, and career-technical student organizations into instruction. 2.1. Collaborate with postsecondary institutions to create in-demand career pathways and inform students of college credit opportunities. 2.2. Inform and encourage students to obtain and maintain industry credentials related to their career pathways. 2.3. Develop curriculum documents (e.g., course syllabus, course of study, unit plans and lesson plans) that meet the needs of all students by utilizing Depth of Knowledge (DOK) Levels. 2.4. Integrate competencies for relevant industry-recognized credentials into lesson plans. 2.5. Develop intellectually challenging projects that require higher-order reasoning and problem-solving skills. 2.6. Utilize career-technical student organizations to reinforce in-class instruction and promote 21st century skills. 2.7. Modify instruction to support all students in achieving their full learning potential. 2.8. Integrate employability skills as well as challenging technical content and knowledge into daily instruction. 2.9. Integrate challenging academic content and knowledge into daily instruction.
- PLO 3 INSTRUCTION: Candidates create and utilize instructional strategies that actively engage students in developing problem-solving, critical-thinking and teamwork skills. Teachers learn how to

utilize each student's unique characteristics to develop a positive rapport. 3.1. Use content-specific instructional strategies to teach main concepts and skills effectively. 3.2. Create learning situations where students work independently, collaboratively and as a whole class, while providing opportunities for individual assessment. 3.3. Integrate the main components of a career-technical education program into instruction (i.e., laboratory, classroom and career-technical student organizations). 3.4. Identify the domains of learning (i.e., cognitive, affective and psychomotor) and how they relate to the career-technical education classroom and laboratory. 3.5. Demonstrate instructional strategies that foster positive relationships with students. 3.6. Utilize business and industry to develop and implement experiential and work-based learning opportunities for students that enhance classroom and laboratory learning. 3.7. Demonstrate how inquiry-based instructional strategies are a prominent part of teaching practices.

- PLO 4 ASSESSMENT: Candidates understand and use formal and informal assessment strategies to evaluate students' learning and progress. Teachers learn the importance of providing quality feedback through these assessments in a timely manner to improve student learning. There is a focus on how 4.1. Select, develop and use a variety of diagnostic, formative and summative assessments to monitor student learning and progress. 4.2. Provide opportunities for students to self-assess their learning and set individual goals. 4.3. Analyze student data to reflect, self-assess and modify the teaching-learning cycle (e.g., plan, teach, assess, revise and reteach). 4.4. Make assessment results available to students and stakeholders in a format that is understandable and maintains appropriate privacy requirements.
- PLO 5 PROGRAM REVIEW: Candidates examine how to use data for continual program improvement. 5.1. Use Quality Program Standards and program-level data to review the career-technical education program and recommend improvements. 5.2. Establish, implement and maintain a required advisory committee aligned with the program pathway. 5.3. Utilize the advisory committee's recommendations to assist with program review and improvement.
- PLO 6 RECRUITMENT: Candidates understand student recruitment for the career-technical program. There is a focus on collaborating with parents, students and local business leaders as well as gaining their support in the recruitment process. 6.1. Articulate to stakeholders (e.g., parents, students, business leaders and associated school personnel) how career-technical education prepares students for successful employment and ongoing education. 6.2. Actively recruit for and market the career-technical education program to all populations, including non-traditional students (e.g., recruit males for predominantly female occupations and vice versa). 6.3. Collaborate with business and other community organizations to promote positive student learning and work-based learning experiences.
- PLO 7 PROFESSIONALISM: Candidates assume responsibility and examine professionalism relating to the educational environment, with a specific look at the teacher's relationships with students, parents, community, co-workers and administration. 7.1. Adhere to established ethics, policies and legal codes of professional conduct. 7.2. Participate in ongoing education and professional development to stay current and obtain advanced training, industry credentials and licensure requirements. 7.3. Communicate professionally, clearly and effectively. 7.4. Collaborate with district teachers and administrators on non-teaching responsibilities (e.g., serving on committees,

attending staff and individualized education program meetings, supervising students during non-teaching times.) 7.5. Participate in related local, state and national professional associations.