Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD   Dept/Division: ACE   Alpha Designator/Number: ACE/650   ● Graded   ○ CR/NC

Contact Person: Dr. Feon Smith and Dr. Jessica Hanna   Phone: Feon 696-2381; Jessi 746-8935

NEW COURSE DATA:

New Course Title: ACE 650 Career Education Curriculum Development

Alpha Designator/Number: | A | C | E | | 6 | 5 | 0 | | |

Title Abbreviation: | C | A | R | E | E | R | | E | D | . | | C | U | R | R | I | C | . | | D | E | V | . | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Instructional unit is developed to assist children and youth achieve academic, general, or technical education and also career education goals; includes goals, objectives, procedures, student activities, resources, and evaluation.

Co-requisite(s): N/A   First Term to be Offered: Spring 2017

Prerequisite(s): NONE   Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*):   NOT APPLICABLE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _____   Date _____

Registrar _____   Date _____

College Curriculum Chair _____   Date _____

Graduate Council Chair _____   Date _____

College: COEPD   Department/Division: ACE   Alpha Designator/Number: ACE/650

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

This course is taught by faculty in the ACE Masters Degree Program's Career and Technical Center Teaching area of emphasis. Those faculty are as follows: Brenda Tuckwiller, Chair, Career and Technical Education, WVU Institute of Technology; Paul Lovett; Richard Yocke; David Yost.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Course objectives are provided to students by the Career and Technical Center Teaching (CTC) instructors. The Career and Technical Center Teaching (CTC) instructors have possession of the course syllabus for ACE 650. The ACE faculty do not teach CTC courses. The West Virginia Career and Technical Center Teaching Preparation and Certification Program is restricted to only currently employed individuals in a CTE Concentration/ Endorsement Program Area in one of the comprehensive high schools, career tech centers, or multi-county centers.

7. COURSE OUTLINE   (May be submitted as a separate document)

The course outline are provided to students by the Career and Technical Center Teaching (CTC) instructors. The Career and Technical Center Teaching (CTC) instructors have possession of the course syllabus for ACE 650. The ACE faculty do not teach CTC courses. The West Virginia Career and Technical Center Teaching Preparation and Certification Program is restricted to only currently employed individuals in a CTE Concentration/ Endorsement Program Area in one of the comprehensive high schools, career tech centers, or multi-county centers. The syllabus is attached to this form.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Sample texts are provided to students by the Career and Technical Center Teaching (CTC) instructors. The Career and Technical Center Teaching (CTC) instructors have possession of the course syllabus for ACE 650. The ACE faculty do not teach CTC courses. The West Virginia Career and Technical Center Teaching Preparation and Certification Program is restricted to only currently employed individuals in a CTE Concentration/ Endorsement Program Area in one of the comprehensive high schools, career tech centers, or multi-county centers. The syllabus is attached to this form.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Example of instructional methods (lecture, lab, internship) are provided to students by the Career and Technical Center Teaching (CTC) instructors. The Career and Technical Center Teaching (CTC) instructors have possession of the course syllabus for ACE 650. The ACE faculty do not teach CTC courses. The West Virginia Career and Technical Center Teaching Preparation and Certification Program is restricted to only currently employed individuals in a CTE Concentration/ Endorsement Program Area in one of the comprehensive high schools, career tech centers, or multi-county centers. The syllabus is attached to this form.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Evaluation methods are provided to students by the Career and Technical Center Teaching (CTC) instructors. The Career and Technical Center Teaching (CTC) instructors have possession of the course syllabus for ACE 650. The ACE faculty do not teach CTC courses. The West Virginia Career and Technical Center Teaching Preparation and Certification Program is restricted to only currently employed individuals in a CTE Concentration/ Endorsement Program Area in one of the comprehensive high schools, career tech ctrs., or multi-county centers.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY   (May be submitted as a separate document)

The course bibliography are provided to students by the Career and Technical Center Teaching (CTC) instructors. The Career and Technical Center Teaching (CTC) instructors have possession of the course syllabus for ACE 650. The ACE faculty do not teach CTC courses. The West Virginia Career and Technical Center Teaching Preparation and Certification Program is restricted to only currently employed individuals in a CTE Concentration/ Endorsement Program Area in one of the comprehensive high schools, career tech centers, or multi-county centers. The syllabus is attached to this form.

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department: Adult and Continuing Education (ACE)
Course Number and Title: ACE 650/Career Education Curriculum Development
Catalog Description: Instructional unit is developed to assist children and youth achieve academic, general, or technical education and also career education goals; includes goals, objectives, procedures, student activities, resources, and evaluation.
Prerequisites: NONE
First Term Offered: This course has always been a part of the program curriculum for many years. Request spring 2017
Credit Hours:

Department: Adult and Continuing Education (ACE)

Area of Emphasis: Career and Technical Center Teaching (CTC)

Course Number and Title: ACE 650 - Career Education Curriculum Development

Catalog Description: Instructional unit is developed to assist children and youth achieve academic, general, or technical education and also career education goals; includes goals, objectives, procedures, student activities, resources, and evaluation.

Prerequisites: NONE
First Term Offered: This course has always been a part of the program curriculum for many years. Request spring 2017
Credit Hours: 3
*Explanation and Rationale for Course Addition: The ACE program submitted paperwork to the graduate program committee during the spring of 2016 for program changes. One form submitted was removal of ATE 650 (now ACE 650) from the Career and Technical Center Teaching (CTC) area of emphasis. After speaking with Dr. Brenda Tuckwiller, Chair, Career and Technical Education, WVU Institute of Technology, about the curricular changes, and receiving a follow up email from her (attached), the email explains why ATE 650 (now ACE 650) is to be added back into the Career and Technical Center Teaching (CTC) area of emphasis. ACE 650 is one of the required sequenced courses for CTC students:
The required, sequenced, 18 Cr Hr block (required by State Policy 5202) for CTC students in the ACE Master of Science degree

[+]

The required, sequenced, 18 Cr Hr block (required by State Policy 5202) for CTC students in the ACE Master of Science degree program includes:
Summer Term 1st year:
ACE 508 (3 Cr Hrs) Teaching Methods
ACE 650 (3 Cr Hrs) Curriculum Development
ACE 511 (3 Cr Hrs) Introduction
ACE 673 (3 Cr Hrs) Methods of Assessment
ACE 524 (3 Cr Hrs) Safety
ACE 631 OR ACE 637 (3 Cr Hrs) one of our two Computer/Technology Applied Courses depending on skill level of individual teacher
It is requested that ACE 650, formerly ATE 650 be included back into the Career and Technical Center Teaching (CTC) area of emphasis program of study as required by the WV State Education Department.

SYLLABUS

CTED-302 Course Construction and Planning   (3 sem. hrs.)
ATE 650 Career Education Curriculum Development (3 sem. Hrs.)

Analysis procedures for determining career technical education curriculum content. Determination of program goals and objectives. Involvement of advisory committees for career technical education. Factors, principles, and techniques of developing a course of study in career technical education program.

<u>COURSE OBJECTIVES</u>:

At the conclusion of this course, the student will be able to:

I.   Use formal and informal assessment strategies to: evaluate student progress toward learning goals; provide feedback to improve student learning; and inform changes that improve instruction.
- a. Analyze the role assessment plays in high-quality CTE classrooms to improve student motivation and learning and to make expectations clear to students
- b. Distinguish between formative and summative assessment and explain the value of each in an effective classroom assessment system.

II.   Create a learning environment that encourages student motivation, positive behavior and collaborative social interaction
- a. Define effective classroom management and its role in the overall responsibilities of teachers.
- b. Create a detailed plan for the first weeks of school.
- c. Evaluate the importance of getting to know students and creating a climate of personalization.
- d. Develop a process for involving students in developing or understanding classroom rules.

III.   Create short-term and long-term standards-based instructional plans based on the varying learning needs of students.
- a. Design instruction to meet the developmental needs of high school students.
- b. Use a set of guiding questions to determine the effectiveness of a unit or IP Lesson.
- c. Analyze different types of content that are taught in CTE.
- d. Explain the mission of CTE and its implications for the role of CTE in secondary schools.
- e. Explain the development of industry-specific knowledge and skills and their role in CTE course content.
- f. Develop a rationale for integrating academics into CTE courses.
- g. Identify ways to teach 21st century skills in your CTE course.
- h. Explain the use of different planning tools (curriculum maps, course syllabi, unit and IP Lesson plans), what they typically outline and the time frames for which they are used to plan instruction.

i. Develop a curriculum map for a CTE course.
j. Develop course syllabus with goals that reflect the depth and breadth of knowledge and skills in CTE content: career/technical, academic and 21st century skills.
k. Develop a unit plan and utilize each component to provide effective instruction.
l. Create a series of IP Lesson plans for a particular unit.

IV. Use instructional strategies that actively engage students in developing problem-solving, critical thinking and teamwork skills.
a. Develop the understanding that high-quality CTE instruction actively engages students.
b. Identify active engagement strategies used in CTE.
c. Analyze the characteristics of intellectually challenging assignments.
d. Use frameworks such as Webb's Depths of Knowledge and Blooms Taxonomy for assessing the level of challenge in assignments.

Textbook and Resources: Teaching To Lead, Preparing CTE Teachers for Today's Students, National Research Center for Career and Technical Education at the Southern Regional Education Board.

Course Procedures, Requirements and Examinations: This course will use primarily a seminar format meeting five consecutive days. The course will be enhanced with activities, discussion and assignments. The course will also detail that assignments be submitted to the instructor(s) by a listed due date and time.

Statement on Inclusion
The following statement has been approved by the Faculty Senate to replace the previously existing Social Justice and Disability Statement. Faculty members are **encouraged** to include this statement in their syllabi. Although its **inclusion is not mandatory**, if a faculty member wishes to include a statement to this effect, it **must be the following**, Faculty Senate-approved statement:
"The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (304.981.6210). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu."
[adopted 2-11-2013]

Academic Integrity Syllabus Statement

"The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct

Code http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter."

Please be aware that there have been significant changes in the manner in which academic dishonesty actions are to be handled. Academic dishonesty would include plagiarism, cheating, and fraud. Any time a faculty member discovers an instance of academic dishonesty, the Academic Dishonesty Form must be completed.
The form is documented in the Bearfacts at
http://studentservices.wvutech.edu/r/download/166814

The following process is to be followed:
1. Contact the student privately, in person or by phone, about the alleged violation and confer with student, normally within five academic days of detection.
2. Complete the attached form, attach pertinent materials, and cite the charge of academic dishonesty per WVU Tech Student Conduct Code (Bearfacts - also attached).
3. Have the student indicate whether he or she accepts responsibility as charged. If not , the case proceeds to the Department Chair, or Dean if the Department Chair is the initiator of this action.
4. Chair will meet separately with the instructor, separately with the student, and jointly with the student and instructor to attempt to develop a consensus action. If consensus between the student and instructor is not possible, the case moves to the Associate Dean of Student Affairs.
5. At the time of either resolution or appeal, send a copy of the entire packet to the Associate Dean of Student Affairs, 322 Old Main. If the action is appealed, the case will be adjudicated through the Student Conduct Board.
6. Make copies of the form and pertinent materials for the student and for your records.

These changes are necessary to insure that faculty actions are in line with University policy, and adequately protect the rights of both students and faculty members. Your compliance is both required and appreciated.

Participation and Withdrawal Policies

Students are expected to attend all the seminar class meetings and keep informed about all online assignments by carefully following the Tentative Assignment schedule at the end of this syllabus. Failure to submit any of assignments on time will result in the deduction of all points assigned for that assignment. Students deciding to discontinue class attendance and/or online participation have the responsibility for formal withdrawal from class prior to the date published in the catalog. Failure to withdraw properly from class will result in a grade of "F" in the course.

Grading of Course Assignments

The grading of course assignments will be based on the rubric. These assignments should be submitted as directed. The submitted assignments should be complete as to exhibit that there is a great depth of knowledge and learning attained. The submitted assignments should be completed with supporting detail of the information related to the purpose of the assignment.

Assignments	Instructions
Assignment 1- IP 4.1 (20 pts.): *Making Learning Real (MLR)*	• Read pgs. 67-74 and Prepare an Entrance Slip to turn in a beginning of Day 2. • Pre-read: IPTH pgs. 80-82 Information: The Content of CTE Courses.
Assignment 2 (20 pts.) IP 3.1	IPTH pg. 90. Prepare a 5-minute presentation that provides an overview of the knowledge/skills required for a CTE Course… and Teach-back on Day 3.
Assignment 3 (20 pts.) IP 2.2	Write a basic Course Syllabus and turn in at beginning of day 4.
Assignment 4 (20 pts.)	• Complete activity on pg. 63- Activity: Unit Planning Resources for Entrance Slip for Day 5. • Read Policy 5902 and Policy 4373
Assignment 5 IP 2.5 Part 1 (20 pts.)	Write 2 Lesson Plans from the Unit Plan on Assignment 4. Turn in at beginning of class on Day 6
Assignment 6 IP 2.4 Part 1 (20 pts.)	Complete a Unit Plan for your first 2 weeks of school. Turn in at beginning of class on Day 6.
Assignment 7 IS 1.3 (20 pts.)	pg. 27 ISTH Activity: High-Level Question Bell-Ringer. Complete the activity and prepare for Table Group **Teach Back** on Day 6

GRADING SCALE:
A = 140 – 130
B = 129 – 122
C = 121 – 109
D = 108 – 98
F = Below 97

*Work submitted late will have a 10% deduction.

From:	Brenda Tuckwiller <Brenda.Tuckwiller@mail.wvu.edu>
Sent:	Wednesday, May 4, 2016 11:32 AM
To:	Smith, Feon; Hanna, Jessica
Cc:	Watts, Louis
Subject:	ATE Masters Career Focus in Centered Teaching

Dr. Smith and Dr. Hanna,

As promised, I am following up on the "accidental" conversation we had at Hooding last night--regarding your plan to drop ATE 650 from he Masters Degree program of study for our ATE Masters with focus in Career Centered Teaching. I hope the following information will be helpful to you.

The original purpose in developing this particular Masters program (which is restricted to WV Career and Technical Education in-service teachers) was to provide a seamless application of the courses required by Policy 5202 (Teacher Certification and Licensure) for a teacher to be eligible for a WV CTE Teaching Certification, on the way to earning the Masters Degree--and then be eligible for the adminostrative/principalship program. This is what we must safeguard.

The **required, sequenced, 18 Cr Hr block** (**required by State Policy 5202**) includes:

Summer Term 1st year:
ATE 508 (3 Cr Hrs) Teaching Methods
ATE 650 (3 Cr Hrs) Curriculum Development
ATE 511 (3 Cr Hrs) Introduction
ATE 673 (3 Cr Hrs) Methods of Assessment
ATE 524 (3 Cr Hrs) Safety
ATE 631 OR ATE 637 (3 Cr Hrs) one of our two Computer/Technology Applied Courses depending on skill level of individual teacher

We can not simply drop one of those required courses.

If you feel the need to drop one of our Program courses from the Masters basic Program of Study, please let me suggest it be **ATE 548 Application of Basic Skills (3 Cr Hrs) since it is no longer a part of the Policy 5202-required Teacher Certification Block. And, I would hope that course could be retained as an "Elective" in our ATE Career Centered Teaching Masters Program of Study, since it is offered with our faculty assuming responsibility for instruction online.**

As my faculty and I advise incoming newly hired CTE teachers daily, across the 55 counties, on degree pursuit, please update me as soon as the new Program of Study has been revised. We have that information printed on our Departmental Program brochure and our Memorandum of Agreement signed by every newly hired teacher when they commit to our program. I provide information and updates at every State Administrators Meeting.

It is so important that we continue to collaborate on any of these factors and courses which may affect either the degree pursuit or the Teacher Certification. Dr. Cunningham worked very closely with Dr. D'Antoni at WVDE, and with me, to stay on top of State Teacher Certification Requiremems/Policy 5202, and synchronize the masters, the administrative/principalship and teacher certification programs,

as well as the WVDE/MU Contract Courses at tuition reduction for all our teachers. It gets complicated, but it is critical to hundreds of teachers statewide on a daily basis.

An addition reminder, any of the courses in our Program are restricted for enrollment to our teachers in the graduate track--CTE Certification Program--no one else.

Let me know whenever you need to discuss anyhing else. Also, please let me know if you have additional questions.

Thank you,

Brenda Tuckwiller, Ed.D.