<table>
<thead>
<tr>
<th><strong>Name of Program:</strong></th>
<th>Career/Technical Education – Occupation-Based (Initial – Undergraduate, Initial Graduate)</th>
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<tbody>
<tr>
<td><strong>Certification Level:</strong></td>
<td>5 - 12</td>
</tr>
<tr>
<td><strong>Delivery Modes:</strong></td>
<td>Face-to-face Only</td>
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<tr>
<td><strong>Catalog URL:</strong></td>
<td><a href="http://catalogs.eku.edu/sites/catalogs.eku.edu/files/files/2017-18%20Undergraduate%20Catalog.pdf">http://catalogs.eku.edu/sites/catalogs.eku.edu/files/files/2017-18%20Undergraduate%20Catalog.pdf</a> (page 99-100)</td>
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<tr>
<td><strong>Program Codes:</strong></td>
<td>200 26</td>
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<tr>
<td><strong>EPP Submission Coordinator:</strong></td>
<td>Dr. Faye Deters 859-622-2159 <a href="mailto:Faye.deters@eku.edu">Faye.deters@eku.edu</a></td>
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<tr>
<td><strong>Option 6 Program Coordinator:</strong></td>
<td>Dr. Margaret Moore 859-622-1830</td>
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1) **Program Description**

The Office of Career and Technical Education in the Kentucky Department of Education (KDE) tests potential Occupation-based teacher candidate’s general knowledge using the ACT (or the current assessment tool utilized by KCTCS) and tests content area knowledge using the NOCT exam. Candidates must also show proof of 4,000 hours of work experience in the area of certification sought. Upon successful completion of these two exams and work experience, a one year teaching certificate is issued.

Recertification at the end of the first year of teaching requires teachers to attend a 5-day and a 3-day New Teacher Institute NTI workshop and complete three college credits. At EKU teachers enroll in CTE 164 (undergrad) or CTE 810 (graduate) to earn these 3 credits. Teachers also complete the Kentucky Teacher Internship Program (KTIP), with all associated evaluations, in year 1. In subsequent years teachers are required to complete at least 6 hours of college coursework in an approved 64 hour planned program at a participating University.

**University Enrollment**

Teachers are required to enroll at one of 5 Universities with participating occupation-based programs (Murray State University, Western Kentucky University, Morehead State University, University of Louisville or Eastern Kentucky University). Candidates are typically met by university teacher educators at their first NTI 5-day workshop. Teachers are given application packets at NTI. Teachers may also contact the University program coordinator directly and be supplied with the application packet electronically. Additionally, Candidates enrolling at EKU are also provided with a candidate information packet explaining the process. See Candidate Packet linked under Career and Technical Education Occupation-Based at [http://epsb-caep.eku.edu/ug-intitial-program-review](http://epsb-caep.eku.edu/ug-intitial-program-review).

Teachers complete a form CA-2 or CA-3 (depending on whether they are in a locally controlled school district or a State-controlled Area Technology Center) each year to renew their certificate. After year one, teachers must take 6 credits in their approved 64-hour certification program in order to renew each year.

**64 Hour Planned Program**

The teacher will either complete an undergraduate 64-hour program or a graduate 64-hour program depending on their prior degree status. If a candidate already has a Bachelor’s degree, they enter the graduate 64-hour program. If a candidate has less than a bachelor’s degree they enter the undergraduate 64-hour program. The candidate may earn an Associate’s degree.

**Undergraduate Program**

The undergraduate 64 hour planned program contains 22 hours of professional core courses CTE 164, 361, 363, 261, 364, 463 (4 credits) and EDF 320 or SED 104. Additionally, 24 technical hours are required and 21-22 general education credit hours are required from
General Education Element 1A and 1B (communication), Element 2 (MAT 114 or higher), Element 3A or 3B (humanities), Element 5A or 5B (social sciences) and six hours of general education electives.

**Graduate Program**

The Graduate 64-hour program applies general education and technical credit toward the required 64 hours based on the candidate’s prior bachelor degree. Therefore, the candidate is only required to complete 7 courses in professional education; CTE 810, 862, 800, 865, 801, 463 (4 credits), SED 775 or SED 800 or EPY 839 totaling 22 credit hours. Candidates may, but are not required to complete the MS degree. Most however do complete the degree by completing TEC 830, TEC 860 and CTE 802. The MS in CTE candidates take an oral comprehensive exam as an exit requirement.

The undergraduate and graduate candidates take comparable professional courses. The chart below illustrates the undergraduate and graduate equivalents.

<table>
<thead>
<tr>
<th>Graduate Courses</th>
<th>Undergraduate Courses</th>
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<tbody>
<tr>
<td>☐ CTE 810 Introduction to CTE</td>
<td>☐ CTE 164 Introduction to CTE</td>
</tr>
<tr>
<td>☐ CTE 862 Philosophy of CTE</td>
<td>☐ CTE 261 Foundations in CTE</td>
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<tr>
<td>☐ CTE 800 Occupational Training Materials</td>
<td>☐ CTE 361 Curriculum Materials in CTE</td>
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<tr>
<td>☐ CTE 865 Evaluation in Technical Education</td>
<td>☐ CTE 363 Evaluation in CTE</td>
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<tr>
<td>☐ CTE 801 Occupational Instructional Methods</td>
<td>☐ CTE 364 Methods in CTE</td>
</tr>
<tr>
<td>☐ SED 775/800 Introduction to Special Education or EPY</td>
<td>☐ EDF 320 or SED 104</td>
</tr>
<tr>
<td>839 Human Development and</td>
<td>☐ CTE 463 Practicum in CTE</td>
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<tr>
<td>Learning</td>
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<tr>
<td>☐ CTE 463 Practicum in CTE</td>
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Upon completion of the 64-hour planned program, teachers complete and submit a CA-1 form. This form is signed by the local school district office if the teacher’s school is locally controlled and by KDE OCTE if the teacher’s school is State controlled. The form then goes to EKU where the CTE program coordinator reviews the candidate transcript to make sure all CTE 64 hour planned program requirements have been met. Upon successful completion, the form is sent to the Department Chair, then College Associate Dean for approval. The CA-1 is then set to The College of Education certification office. The College of Education certification office verifies and submits the CA-1 form to EPSB for processing and issuance of the professional five-year teaching certificate.

2) **Quality Assurance**

In addition to the assessment of candidate proficiencies that are conducted by KDE, candidates are also assessed within the 64-hour program. The program utilizes these assessments of candidate proficiency for documentation of program quality and for continuous improvement. The EPP has undergone an annual review process of goal setting, data collection, review and analysis of data including annual and three-year trend data (where program admission numbers permit), reporting results, and identifying meaningful change for program improvements for decades. Several years ago, Eastern Kentucky University implemented an Assurance of Learning Day campus wide, which required all programs at the University to engage in this process of analyzing data, reporting results, and determining changes needed to improve candidate performance and achievement. Program reports produced as a result are reviewed by the University’s Academic Planning and Assessment Committee and feedback is provided to the administrator for each program.

Continuous improvement for the Career/Technical Education Occupation-Based (CTEOB) teaching program is conducted through this process using TracDat data collection, reporting and program adjustments that result from the analysis of data. The objectives on which data are collected and reported for the CTEOB program are:

1. Candidates in the Career and Technical Education Program will use critical thinking skills.
2. Candidates in Career and Technical Education will communicate effectively.
3. Candidates in Career and Technical Education will:
   (a) design, develop, analyze, implement, and evaluate curriculum and instruction in CTE subject areas. (Undergraduate)
   (b) conduct research in CTE related topics. (Graduate)

Assessment methods for each of these objectives are:

1. Candidates in the Career and Technical Education Program will use critical thinking skills.
   a. Undergraduate Assessment Methods:
      i. Observation of student teaching in CTE 463 by field-based teacher educator and school principal. **Criterion:** 80% of candidates will score an average of (2.55 out of 3.0) or higher on standards 1.2, 1.4, 2.1, 2.3, 2.4, 2.5, 4.2, 4.5, 5.4, 7.1, 7.3 on the CTE 463 lesson observation rubrics scored by the teacher educator and school principal.
      ii. CTE 363 Test Data Analysis Project. **Criterion:** 80% of candidates will score 80% or higher on the CTE 363 Test Data Analysis project.

   b. Graduate Assessment Methods:
      i. TEC 830 candidate proposal project. **Criterion:** 80% of candidates will score an 85% or higher on the proposal for their creative problem-solving project in TEC 830.
      ii. TEC 860 research proposal project. **Criterion:** 80% of candidates will score an 85% or higher on the TEC 860 research proposal project.

2. Candidates in Career and Technical Education will communicate effectively.
a. **Undergraduate Assessment Methods:**
   i. Observation of student teaching in CTE 463 by field-based teacher educator and school principal. **Criterion:** 80% of candidates will score an average of (2.55 out of 3.0) or higher on standards 1.1, 4.1, 5.5, 3.1, 5.2, 6.2, and Instructor Characteristics 2, 3, 4, 5 on the CTE463 lesson observation rubrics scored by the teacher educator and school principal.
   ii. CTE 361 Skills-based lesson plan. **Criterion:** 80% of candidates will score 80% or higher on the skills-based lesson plan assignment in CTE 361.

b. **Graduate Assessment Methods:**
   i. TEC 830 candidate written portion of problem-solving project. **Criterion:** 80% of candidates will score an 85% or higher on the written portion of their creative problem-solving project in TEC 830.
   ii. TEC 830 candidate presentation portion of problem solving project. **Criterion:** 80% of candidates will score an 85% or higher on the presentation portion of their creative problem-solving project in TEC 830.

3. Candidates in Career and Technical Education will:
   a. **Undergraduate:** design, develop, analyze, implement, and evaluate curriculum and instruction in CTE subject areas.
      **Assessment Methods:**
      i. Observation of student teaching in CTE 463 by field-based teacher educator and school principal. **Criterion:** 80% of candidates will score an average of (2.55 out of 3.0) or higher on the total combined average on the CTE 463 lesson observation rubrics scored by the teacher educator and school principal.
      ii. CTE 361 Skills-based lesson plan. **Criterion:** 80% of candidates will score 80% or higher on the skills-based lesson plan assignment in CTE 361.
   b. **Graduate:** conduct research in CTE related topics.
      **Assessment Methods:**
      i. TEC 860 Literature Review. **Criterion:** 80% of candidates will score an 85% or higher on the TEC 860 literature review project.
      ii. TEC 860 research proposal project. **Criterion:** 80% of candidates will score an 85% or higher on the TEC 860 research proposal project.

3) **Program Experiences**
   a. Program Courses/Experiences –
      Enrollment in this program is restricted to those who are currently employed as technical teachers and required to become certified as teachers of Career and Technical Education: Industrial Education. Candidate who are admitted to this program are given information on required coursework, admission to the University, certification/degree progression, yearly re-certification, and so on. See CTEOB Candidate Packet on program
display. Based on recommendation from EKU, Certificate is awarded by the Education Professional Standards Board.

Each individual program includes core content courses designed to provide candidates with the knowledge they need to teach effectively in the specific discipline and grade level for which they are seeking certification. The content core for the Career/Technical Education, Occupation-Based teaching program is included in the attached chart. See Career/Technical Education Course Inventory at [http://epsb-caep.eku.edu/epsb-program-reviews](http://epsb-caep.eku.edu/epsb-program-reviews).

i) Field/Clinical Experiences (16 KAR 5:040 components addressed as appropriate)

Candidates complete a 4-credit practicum course (CTE 463). Candidates are observed by a teacher educator and a building principal using a performance rubric structured after the KTIP evaluation instrument. This course takes the place of student teaching for in-service teachers. Additional course work is part of this practicum course; however, these are the observed and measured assessments of instruction.

Teacher receive in-class support from field-based teacher educators. At least once visit per year, however, more visits are provided on an as-needed basis on request from the teacher or building principal.

In-service teachers complete KTIP in year one with a CTE field-based teacher educator and receive additional support and mentoring throughout the KTIP cycles.

* 

**Teacher Candidate Observations**

In-service teachers are mentored by a field-based teacher educator from a University in their region. Eastern Kentucky University covers most of Eastern and Central Kentucky. Teachers receive support with all aspects of teaching, planning, assessment and classroom management. Evidence of this support by field-based teacher educators is supplied through the work logs all field-base educator provide each month.

Teacher candidates are formally observed in CTE 463. CTE 463 is the equivalent of student teaching for in-service teachers. The teacher is observed once by their building principal and once by a teacher educator from EKU. Teacher are scored with a common rubric.

*Note: KTIP is the culminating experience for Option 6 candidates.*

ii) Kentucky Performance Standards
Kentucky Teacher Standards (KTS) – All CTEOB teacher preparation programs are aligned to the Kentucky Teacher Standards-Advanced as indicated in the Course Inventory Chart for the CTE O-B program and the CTE-OB KTS Advanced Alignment Chart. See Career/Technical Education Course Inventory and KTS-A Alignment Chart at http://epsb-caep.eku.edu/epsb-program-reviews. The program syllabi for the content core courses also indicate alignment to the appropriate KTS standards. Teachers are introduced to their program content standards at NTI and have to build curriculum materials from them in their curriculum courses CTE 361 at the undergraduate level and CTE 800 at the graduate level. They develop and teach lessons from these standards in CTE 363 and CTE 365 as well. Every content area has a curriculum consultant at KDE that they can also use as a resource for curriculum development and standard alignment. High school students in CTE courses take the KOSSA exams to measure outcomes from CTE courses taught at the high school. Standards 9 and 10 are taught and assessed in CTE 364 (CTE methods) and CTE 463 (practicum).

(1) Kentucky Academic Standards (KAS) - Content-focused courses are aligned with the Kentucky Academic Standards. Specifically, the KAS are addressed in CTE 361, CTE 363, CTE 364, CTE 463 for undergraduate candidates and CTE 800, CTE 801, CTE 802, and CTE 865 for graduate candidates.

(2) Kentucky P-12 Curriculum Framework and Kentucky P-12 Assessment System – CTEOB teachers attend a 5-day and a 3-day New Teacher Institute NTI workshop during which time they are taught about Kentucky Curriculum Framework and the P-12 Assessment System. Teachers also complete the Kentucky Teacher Internship Program (KTIP), with all associated evaluations, in year 1.

(3) Candidate use of KAS in Lesson Planning – Candidates prepare two lesson plans and two lessons that are video recorded and assessed in CTE 361 (Curriculum Materials in CTE). Candidates prepare one lesson plan, assessment, and lesson that is video recorded and assessed in CTE 363 (Evaluation in CTE). Candidates prepare three lesson plans, and lessons, that are video recorded and assessed in CTE 364 (Methods in CTE). One of these lessons in taught in-class through distance learning on a Learning Management system.

iii) SPA Alignment– All secondary programs are aligned to KTS, InTASC, ISTE Standards for Teachers, and CAEP. The Career/Technical Education teaching program is also aligned to the ITEA/CTTE Standards. This alignment is illustrated in the Career/Technical Occupation-Based Education Program Review Spa Alignment chart at http://epsb-caep.eku.edu/program-review.
4) **Evidence of Field/Clinical Partnerships**

CTE in-service teachers are identified through either KTIP placements or, when they enter the New Teacher Institute (NTI). Once a teacher enters NTI, they select a University to complete their certification through. Typically, at this time, they are connected with their CTE field-based teacher educator. Some teachers are identified earlier, particularly at the Area Technical Centers (ATCs) because of the continued support and relationship of the field-based teacher educators and ATCs. Local centers, and locally controlled school districts receive the same support as ATCs. KCTCS teachers will sometimes enroll in the CTE programs, however they are not eligible for NTI or field-based support. Evidence of this support by field-based teacher educators is supplied through the work logs all field-based educators provide each month.


6) **Content syllabi (sampling)** - A sampling of content syllabi for the Career/Technical Education Occupation-Based Program Content Core is linked under Career/Technical Education – Occupation Based at [http://epsb-caep.eku.edu/epsb-program-reviews](http://epsb-caep.eku.edu/epsb-program-reviews).

7) **Program Faculty Matrix** - Information for all program faculty is included in the Faculty Matrix chart at [http://epsb-caep.eku.edu/epsb-program-reviews](http://epsb-caep.eku.edu/epsb-program-reviews).

8) **Curriculum Contract/Guidesheet** - The planned programs include the admission criteria and required coursework. The Planned Programs for CTE-OB are linked at [http://epsb-caep.eku.edu/epsb-program-reviews](http://epsb-caep.eku.edu/epsb-program-reviews).