

Guidelines for Entering Information into CEMS for Teaching Professions Programs Seeking Approval for the Education CTAG

Requesting program approval for the CTAG requires schools to enter specific program information into the Ohio Board of Regents (OBR) online *Course Equivalency Management System* (CEMS) and attach supportive documents as required by the faculty review panel. The combination of what is entered online together with the attachments must provide enough information to demonstrate that the content of the Teaching Professions program meets all the requirements of the Career Technical Articulation Number, CTED001, which is titled “*Introduction to Education*”.

The information and suggestions provided below are intended to help Teaching Professions teachers prepare documents for submission into CEMS. At most schools, teaches will convey the necessary materials to their institutional CT² coordinator, who will perform the actual data entry.

The CT2 coordinator will follow two steps:

1. **Create Course Inventory** –includes providing descriptive information about the program
2. **Match to Inventory** – involves showing how this program meets the learning outcomes of the CTAG

Step 1: Creating Course Inventory requires entering information into a few screens and attaching two documents. Presented below are copies of the screens that are to be used during the “creating inventory” process, accompanied by a description of the information that should be entered for Teaching Professions programs.

Course or Program Information – Screen 1

Institution:							
Course or Program Title:		<input style="width: 100%;" type="text"/>					
Course Offered at Campuses: <input type="checkbox"/>							
If Career Tech Program, please identify if it is Adult or Secondary:							
		<input type="checkbox"/> Adult	<input type="checkbox"/> Secondary				
Course or Program Ids:	Transcript Identifier	Transcript Subject	Transcript Number	Start Year	Start Term	End Year	End Term
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>

Use the following guidelines for completing Screen #1:

Institution: This field will already be populated with the name of your school

Course or Program Title: Enter the name of your program (e.g. Introduction to the Teaching Professions)

Course offered at Campuses: Select the appropriate option from list that appears

Adult/Secondary: This field will already be populated with "Secondary"

Course or Program IDs has several fields as follows:

Transcript Identifier: This is a combination of Transcript Subject (which for Education should be noted as EDU) and your building IRN, with a space between. (e.g. EDU 123456)
For more explanation see the "Transcript Identifier Guide for Career Technical Institutions", which is a link under "How to Submit" on the Regent's Career Technical website)

Transcript Subject: enter "EDU"

Transcript Number: Enter your six-digit building IRN

Start Year and Start Term: Select the next possible term and year for which you seek approval (e.g. 2011/AU)

End Year: Leave Blank

End Term: Leave Blank

Course or Program Information - Screen 2a

Credit Hours	
Low Credit Hours:	<input type="text" value="0.0"/>
High Credit Hours:	<input type="text" value="0.0"/>
Contact Hours	
Lecture Hours per Week:	<input type="text" value="0.0"/>
Lab Hours per Week:	<input type="text" value="0.0"/>
Recitation or Other Hours per Week:	<input type="text" value="0.0"/>
Pre-requisite Requirements:	<input type="text" value="255 characters left in the current field"/>
(If applicable attach any pre-requisite syllabus using the next screen)	
Catalog Description:	<input type="text" value="2048 characters left in the current field"/>
Textbooks and/or Lab Manuals	
ISBN	<input type="text"/> <input type="button" value="Lookup Book"/>
Title	<input type="text"/>
Publisher	<input type="text"/>
Author	<input type="text"/> <input type="button" value="remove"/>

Use the following definitions for Screen #2a:

Credit Hours:

Low Credit Hours: Leave blank

High Credit Hours: Leave blank

Contact Hours:

Lecture Hours per Week: The number of hours of classroom instruction per week, on average, over the course of the entire program.

Lab Hours per Week: The number of hours of field or practicum per week, on average, over the course of the entire program

Recitation Hours: Leave blank

Pre-requisite Requirements: List the prerequisites for admission to the program including courses, grade-point average, class standing (junior / senior), etc.

Catalogue Description: This is should be copied from your course/program offering catalog or other suitable place of reference (e.g. website, handouts, etc)

Textbooks and /or Lab Manuals: Provide information as requested for all textbooks used in the program. This field provides for multiple entries. If you use the ISBN “lookup” it will populate all required fields.

Course or Program Information - Screen 2b

Outside Readings/Ancillary Materials/Instructional Resources:		1024 characters left in the current field
Instructional Goals or Objectives:		2048 characters left in the current field
Description of Assessment and/or Evaluation of Student Learning:		2048 characters left in the current field
Additional Information:		1024 characters left in the current field

Use the following definitions for the Screen #2b:

Outside Reading/Ancillary Materials/Instructional Resources: List all other instructional materials used in the program, including the source, author, date, etc.

Instructional Goals or Objectives: Provide goals and objectives for the entire program

Description of Assessment and/or Evaluation of Student learning: Detail how the student will be assessed for each term and for the overall program

Additional Information: supply any additional information you feel would be helpful to the faculty evaluator

Documents to be Attached during the Course Creation Process

On Screen 3, there are two documents that **must** be attached:

1. Verification of Approval as a Tech Prep Program

Generally this verification is accomplished by attaching the approval letter from the Ohio Department of Education, dated no earlier than September 2010, indicating that the program has completed the CTE-26 requirements and has fulfilled the “additional assurances”.

2. Program Syllabus

Suggestions for the content of the syllabus can be found at this site:

<http://regents.ohio.gov/careertechtransfer/how-to-submit/guidelines/education/suggestions-for-format-content-syllabus.pdf>

The next screen will allow you to review and finalize your data. After you finalize, you will be ready to move to the next step.

Step 2: Matching the program information to the course inventory largely involves describing how the program meets the learning outcomes of *Introduction to Education*. You will be asked to indicate how your program addresses each of the six themes /learning outcomes, entering data into text boxes that can accommodate 2048 characters. There is a separate text box for each theme. Below are pictures of the screens as they appear in CEMS.

In each box, provide information detailing the content of your program that covers the expectations of the respective theme. What is entered here should be congruent with and compliment the content of the syllabus that you will attach. The asterisk that follows the number of each theme is a reminder that all themes/learning outcomes for *Introduction to Education* are considered essential.

Complete the **Time on Topic** question that follows each box, selecting the “hours” unit, and then **estimate** the number of hours spent on the respective theme over the course of the program.

Learning Outcome Description: Describe how the courses or programs address each learning outcome/guideline. The documentation needs to be clear, concise, and definitive, such as providing text by copying and pasting from a syllabus. In addition, other documentation may be used if it verifies learning outcomes/guidelines.

1 *

Theme 1: Standards-based Education - Introduction to the national and state professional standards (including INTASC, PRAXIS III, SPA's, NCATE/TEAC, and state academic content standards) which guide the practice of educators in today's society.



Time on Topic: Hours Days Weeks Months Class Periods Percentage of Total Time

2 *

Theme 2: Professionalization - Exploration of the process by which people are socialized into and are rewarded in the field of education and the roles of institutions in determining what it means to be a professional educator, or a member of the teaching profession.



Time on Topic: Hours Days Weeks Months Class Periods Percentage of Total Time

3 *

Theme 3: Diversity - Exploration of the various components of diversity, including an awareness of multiple categories that teachers need to recognize and respond to in their teaching, how these influence teacher expectations and student achievement and how diversity is related to a dynamic global society.



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Time on Topic: Hours Days Weeks Months Periods Class Percentage of Total Time

4 *

Theme 4: Democratic Issues/Social Justice - Exploration of the purposes of education historically and currently for individuals, groups and society.



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Time on Topic: Hours Days Weeks Months Periods Class Percentage of Total Time

5 *

Theme 5: Curriculum and Instruction - Exploration of a variety of theories of curriculum and instruction.



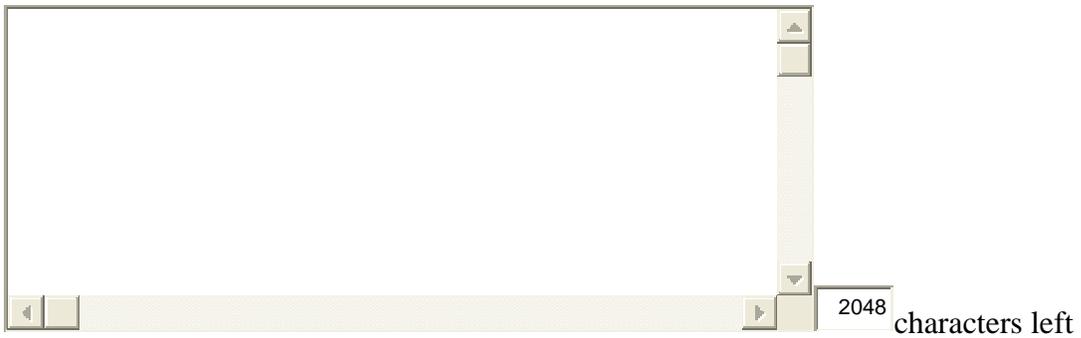
2048 characters left

Time on Topic:

Hours Days Weeks Months Class Periods Percentage of Total Time

6 *

Theme 6: Legal and Organizational Issues - Exploration of the legal and organizational context within which schools and teachers operate.



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