**FCS 394/594: Principles of Career and Technical Education:**

**Philosophy, Organization, and Administration of Career and Technical Education**

**University of Wisconsin-Stevens Point Fall 2016**

**Instructor:** Susan Turgeson, Ed.D., CFCS

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**Office Hours:** Monday 11:00 a.m. – 2:00 p.m.

 Tues/Thurs 10:00 a.m. – Noon

 Wednesday 1:00 p.m. – 4:00 p.m.

 Other times by appointment

**Class Schedule:** Tuesday and Thursday 12:35 p.m. – 1:50 p.m.

**Text:**

Foster, J., Foster, P., Hornberger, C., and McNally, K. (2015). *Your first year in CTE: 10 more things to*

 *know*. Alexandria, VA: Association for Career and Technical Education.

Available for purchase from http://www.acteonline.org

Additional selected reading will be available through D2L

**Course Objectives:**

Upon successful completion of this course, each student should be able to:

* Analyze and compare major theoretical concepts that have influenced CTE and FCS
* Explain the relationship between CTE, FCS, and general education
* Describe the role and function of youth organizations in CTE
* Develop relationships with stakeholder groups (parents, business/industry, and community organizations) to advance the purposes of CTE and advocate for public support for CTE
* Assume leadership responsibilities as a CTE professional to maintain and enhance local programs

**Course Modules:**

1. Foundations of Career and Technical Education

 2. Impacting Students

 3. Advocacy and Promotion of Career and Technical Education

**Instructional Strategies:**

During the course, we will be utilizing D2L. On the course’s D2L page under ‘Content,’ you can find the syllabus, assignments, and required readings and videos that correspond to each module. These additional materials are meant to help you understand the concepts more fully, as well as supplement the chapter readings with additional information. In addition, on D2L you will also find discussion forums and the ‘Drop Box’, where you will upload all of your assignments. The course provides a number of activities and assignments that will allow students to work individually, to share ideas with others and engage in private reflection in ways that promote a richer understanding of the course content. Students will be expected to thoroughly prepare for class assignments by completing the assigned readings in advance so that they are prepared to engage fully during on-line discussions. The format of assignments varies. In some cases, your will be asked to submit a paper, complete a specific activity, reflect on how you would respond in specific situations, analyze a program, etc.

**Grading Plan: Grade Distribution:**

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| Grade | Percent | Grade | Percent |
| A | 94-100% | C | 73-76% |
| A- | 90-93% | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69% |
| B | 83-86% | D | 60-66% |
| B- | 80-82% | F | Below 60% |
| C+ | 77-79% |  |  |

 Class Engagement 15%

 Educational Philosophy 10%

 Observations/Interviews 10%

 Lesson Plans 20%

 CTE Advocacy/Promotion 20%

 Professional Development 10%

 Exams 15%

**Course Requirements** (please refer to the posted assignment instructions and rubrics for more specific info before completing)**:**

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| Discussions & Reflections | Students are expected to actively contribute to the discussion providing helpful, meaningful, and beneficial contributions to the group process. The discussion format will encourage students to analyze alternative ways of thinking and assist students in exploring their own experiences.  |
| Educational Philosophy | Describe your personal philosophy of education and the role of career and technical education. This paper should be 1-2 pages in length.  |
| Observations/Interviews | Pre-professionals will complete 2 observations of CTE classrooms and/or CTSO meetings. Current working professionals will complete 2 interviews of CTE professionals – 1 CTE Coordinator and 1 CTSO adviser in your discipline. |
| Lesson Plans | Develop two (2) complete lessons which incorporate/use CTSO (i.e. FCCLA) national programs/materials/principles. |
| CTE Advocacy and Promotion | Create an advisory council invitation and agenda in addition to a CTE promotional/marketing artifact. Present a 3 minute community or school board presentation advocating for CTE in your district. |
| Professional Development Activities | You must earn 8 professional development points during the semester. A summary report will be submitted. Points can be earned in the following ways:Points Action4 Current membership in National organization (e.g. AAFCS/NCFR/ACTE)4 Participation in a National Conference (e.g.AAFCS/NCFR)3 Presentation or evaluation at a FCCLA or HOSA event  (Note: FCCLA Leadership Academy 10/17 and HOSA Leadership training 11/1)3 Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)3 Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR. WICFR)1 Membership in a State organization (e.g.WAFCS/WFCE/WICFR)1 Membership in local student chapter (e.g. SPAFCS/UCFR)1 Participation in professional organization activities or service projects1 Participation in professional development and training (e.g. CEU Cert.)1 Participation in regular student organization meetings (e.g. SPAFCS/UCFR)A variety of actions and/or organizations are desired. All points should not be from the same type of activity. |
| Exams | A mid-term and final exam are required. The format is primarily essay and short answer. |

**Note:** You will have the opportunity to make revisions to any written work, other than the exams, to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted to the dropbox on D2L no later than November 11.

**UWSP Community Bill of Rights and Responsibilities:**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

**Academic Conduct:**

Academic integrity is central to the mission of higher education in general and UWSP in particular. This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**Americans with Disabilities Act:**

The American with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can to make you more successful in class. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor or the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**Emergency Procedures:**

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point. See [www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms). In the event of a medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

**Desire2Learn:**

This class uses Desire2Learn (D2L), UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in most assignments. You can log into D2L at, <https://uwsp.courses.wisconsin.edu/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <https://mypoint.uwsp.edu>, on the Academics tab. After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

**Electronic Devices:**

To reduce distraction and as a courtesy to other members of class, please turn off and put away all electronic devices during class time.

**Late Work Policy:**

Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and “deliverables” of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the semester. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. Dropbox closes at 10 p.m. on due date. Any work submitted after that time should be submitted to the “Late Work” Folder. Late work will not be accepted after **Nov. 11**.

**\*\*A tentative course syllabus is provided. I reserve the right to make changes as the semester progresses.**

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| **Dates** | **Discussion topics for modules/** **Assignments** | **Readings**  |
| 9/69/8  9/13   9/15  9/20 9/22 | **Module 1: Foundations of Career &Technical Education**Course IntroReview the materials provided.  Consider the following questions:What are some of the key concepts that define career and technical education? In what ways has career and technical education contributed to the advancement/welfare of our country? Review various philosophies and consider how they influence CTE programs. Write about your own educational philosophy as it relates to the goals of career and technical education curriculum, teaching methods, assessments, and classroom management. Be sure to address what you see as the purpose of CTE (i.e. Solve social problems and create a better world, provide critical thinking skills and other 21st century skills, etc.). Identify your responsibility as an educator/advocate of career and technical education.Submit your educational philosophy paper to D2L by Oct.13. How have local, state, and federal legislation and policies influenced career and technical education programs?Assignment due: Legislation researchRead the article from the Journal of Family and Consumer Sciences - Teaching 21st Century Process Skills and review the 21st Century Skills materials provided.  Consider the following questions:In what ways does career and technical education address the 21st Century Skills? How specifically might you integrate the 21st Century Skills in your classes?Assignment due: Choose one of the skill areas to reflect upon.  Use the 21st Century Skills Checklist for Discussion to guide your response.Read the Time magazine article “Learning That Works” and the discussion questions provided. Be prepared to share your responses.Review the Wisconsin skills standards and Wisconsin Common Career Technical Standards. |  Chapter 1 – What We TeachInfographic – What is CTE?Article – What is career ready?PPT-Defining CTECTE Brochure 2015Carl D. Perkins Vocational ActComparison of PhilosophiesPhilosophies of Prosser &  DeweyArticle-Teaching 21st Century Process Skills21st Century Skills Framework21st Century Skill AnalysisArticle – Learning That WorksWI Skills Standards Certification Programs[http://cte.dpi.wi.gov/cte\_cte skills](http://cte.dpi.wi.gov/cte_cte%20skills) |
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|  9/279/29 10/410/610/1110/13    10/18 | **Module 2: Impacting Students**Review the Career Clusters and Pathways.  Which of the clusters connect most closely to your CTE area and the courses you may teach?Access the website for Wisconsin Career Pathways.  Check out the resources available to you as you plan, develop, and implement programs of study.  Choose a POS and review some examples from other schools.  What do they have in common?  What makes them unique?Reflect on the impact of career clusters and pathways on your program.   What message can you take away that will affect your approach to clusters and pathways?  What actions will you take to strengthen your program and promote your programs of study?Lessons / AssessmentDesigning curriculum in CTEIssues and Trends in CTEIt is critical as professionals to stay abreast of current issues and trends in career and technical education.  Additionally, you must be prepared to discuss these issues and at times provide an argument to justify your perspective.  Review the information on Career and Technical Student Organizations (CTSOs).  Consider how you can integrate FCCLA into your classes for a co-curricular experience. Explain how utilizing the mission, special programs, or competitive events might enhance your courses.Assignments due: CTSO mini-research & 1st Essay ExamBe prepared to identify the organization, which content area it is connected to, describe the membership (who can join, numbers, etc.), explain the mission, share some projects and competitive events.Guest speaker – Cathy Lader Connect learning outcomes to FCCLA national program participationWrite two (2) lesson plans which incorporate/use CTSO (i.e. FCCLA) national programs, materials, and/or principles.  The lesson plan template and rubric can be found under the "Course Information" tab.  Submit your lessons on D2L by Nov. 3.Assignment due: Educational PhilosophyNote: Monday, Oct. 17 UWSP will host the FCCLA Fall Leadership Academy. Be sure to attend, if possible!STAR EventsDiscover the many opportunities for students to take their learning beyond the classroom with competitive events – Also, consider how these events & their rubrics can be integrated in your classroom | Clusters and PathwaysPPT – Following Pathways to a World of P”OZ”ibilities<https://www.wicareerpathways.org/>Chapter 2 – Annual Planning in  CTEChapter 3 – How We Deliver  CTE Day-by-DayChapter 5 – Understanding  Student AssessmentChapter 6 – Assessment Data & Instructional ImprovementReview trends articlesChapter 4 – Using CTSOs to  Enhance Your ContentCTSO Guide<http://www.fcclainc.org/>article-Learning and Serving  Through CTEarticle-Making CTE Work  Through CTSOs |
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|    10/20 10/25   10/27 11/111/3 11/8 11/10  | **Module 3: Advocacy & Promotion of CTE**View the PPT-Personal and Professional Advocacy Skills and read your assigned article on Advocacy and share the key ideas. What action(s) might you take in your own community?How can you connect to your community & use advisory councils effectively?Prepare a 3 minute community or school board presentation advocating for CTE in your district. Presentation is due Nov. 8. Create an advisory council invitation and meeting agenda. Develop a promotional/marketing artifact. Materials should be submitted to D2L by Nov. 8. Partnerships & ParentsRead the article – Full Spectrum of Community SupportConsider ways that you can collaborate with various groups.UWSP hosts the HOSA Fall Leadership Meeting –  No class – Be sure to attend this event!Assignment due: Observations or InterviewsNo classAssignment due: Lesson plansPromotion / MarketingAssignments due: Advisory and promotional materials. Share a 3- minute community or school board presentation advocating for CTE in your district. Assignments due: Final Essay Exam and Professional Development Summary | PPT – Personal and  Professional Advocacy SkillsChapter 9 – Connecting with  Occupational Advisory  CouncilsPPT-DevelopMINT of Advisory  CouncilsPossible Advisory Committee ActivitiesChapter 7 – Connecting with  ParentsArticle-Full Spectrum of Community Support |
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**Date Topic Assignment Due**

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| September 6 | Course Introduction |  |
|  8 | What is Career and Technical Education? | Chpt 1 – What We Teach |
|  13 | History |  |
|  15 | Legislation | Legislative research due |
|  20 | 21st Century Skills | 21st Century skill analysis due |
|  22 | Learning That Works | Article-Learning That Works |
|  27 | Career Clusters & Pathways |  |
|  29 | Programs of Study | Chpt 2 – Annual Planning in CTEChpt 3 - How We Deliver CTE |
| October 4 | Lessons / Assessment | Chpt 5 – Understanding Student  AssessmentChpt 6 – Assessment Data &  Instructional Improvement |
|  6 | Issues and Trends – guest speaker, Kari Mueller |  |
|  11 | CTSOs | Chpt 4 – Using CTSOs to Enhance Your Content1st Essay Exam due |
|  13 | Family, Career, & Community Leaders of America (FCCLA) – guest, Cathy Lader | Articles-Learning & Serving Through CTE and Making CTE Work Through CTSOsEducational Philosophy due |
|  18 | STAR Events |  |
|  20 | Advocacy | PPT-Advocacy Skills |
|  25 | Advisory Councils | PPT-DevelopMINT of Advisory  CouncilsChpt 9 – Connecting with  Occupational Advisory Councils |
|  27 | Partnerships & Parents | Article-Full Spectrum of  Community SupportChpt 7 – Connecting with Parents |
| November\* 1 | HOSA Fall Leadership | Observations/Interviews due |
|  \* 3  | Lesson Planning | Lesson Plans due |
|  8 | Promotion / Marketing | Advisory & Promo materials due |
|  10 | Final Essay Exam | Professional Development due |
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\*Class does NOT meet face to face; coursework will be completed on-line or off-site on these dates