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

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

**University of Wisconsin-Stevens Point Summer 2017**

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

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**Office Hours:** by appointment

**Class Schedule:** Fully on-line running June 26 – Aug 18

**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 readings 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

(discussions/reflections) 20%

Educational Philosophy 10%

Interviews 15%

Lesson Plans 20%

CTE Advocacy/Promotion 20%

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.  Requirements:   * Response to the discussion forum question/prompt * A reply to at least three (3) peer’s initial posts * A response to any classmate who asks a question on your post * Posts should build on themes and ideas to further the conversation and create meaningful interaction and should incorporate evidence of understanding of readings   Some modules will have a personal reflection to complete |
| 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. |
| Interviews | Undergraduate students will complete 1 interview with either a CTE coordinator or a CTSO adviser. Graduate level student will complete 2 interviews of CTE professionals – 1 CTE coordinator and 1 CTSO adviser in your discipline. |
| Lesson Plans | Undergraduate students will develop two (2) complete lessons which incorporate/use CTSO (i.e. FCCLA) national programs/materials/principles. Graduate students will complete (3) complete lessons. |
| 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. |
| 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 August 18.

**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.

**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 11:59 p.m. on due date. Late work will not be accepted after **Aug. 18**.

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

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| **Dates** | **Discussion topics for modules/** **Assignments** | **Readings** |
| June 26 –  July 8  6/28    7/1          7/5    7/8 | **Module 1: Foundations of Career &Technical Education**  Discussion: Initial post due by Wednesday 10 PM; comments due by Sunday 10 PM  June 28: Introduce yourself! Read the Time magazine article “Learning That Works” and the discussion questions provided. Choose two (2) of the statements from the discussion sheet to address. Share your thoughts and respond to at least 3 of your peers.  Assignment: Reading reflection due July 1. Review 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? How has CTE adapted to meet the demands of contemporary society? How have local, state, and federal legislation and policies influenced career and technical education programs? How has this information impacted your understanding of CTE?  Submit your reading reflection to D2L by July 1.  Discussion: Initial post due by Wednesday 10 PM; comments due by Sunday 10 PM  July 5: Read 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? Choose one of the skill areas to reflect upon.  Use the 21st Century Skills Checklist for Discussion to guide your response.  Review various philosophies and consider how they influence CTE programs.  Assignment: 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 July 8.  Assignment: Interview a CTE coordinator and a CTSO adviser to gain insight regarding the management and advocacy of career and technical education programs in public school settings. Write a reflection paper to describe the views and practices of the professionals interviewed and to analyze how you might apply the information gained.  Submit your reflection paper to D2L by July 22. | Article – Learning That Works  Chapter 1 – What We Teach  Infographics – What is CTE?  and College and Career  Ready through CTE  Article – What is career ready?  PPT-Defining CTE  CTE Brochure 2015  PPT-Evolution of CTE  A Brief History  Article-The Smith Hughes Act  Legislation Summary  Carl D. Perkins Vocational Act  Article-CTE Adapting to Meet  the Demands of Today’s  Economy  Article-Teaching 21st Century  Process Skills  21st Century Skills Framework  21st Century Skill Analysis  Comparison of Philosophies  Philosophies of Prosser &  Dewey |
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| July 9 –  July 15            7/12  7/15 | **Module 2: Impacting Students**  Lessons / Assessment  Designing curriculum in CTE  Assignment: Write two (2) lesson plans (undergraduate) or four (4) lesson plans (graduate) 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 & Rubrics" tab.  Submit your lessons on D2L by July 20. \* Suggest submitting the first lesson by July 15 for feedback before completing others.  Review the FCCLA Competitive Events Guide (STAR Events).  Discover 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.  Discussion: Initial post due by Wednesday 10 PM; comments due by Sunday 10 PM  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.  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?  Review the WI Skills Standards Certification Programs and information on the DPI website.  Assignment: Reading Reflection due July 15. Write a reflection about the impact of career clusters and pathways on your program.   Read the article – Career Pathways: A Blueprint for the Future. 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?  Submit Reading Reflection to D2L by July 15.  Complete the mid-term essay exam and submit to D2L by July 15. | Chapter 2 – Annual Planning in  CTE  Chapter 3 – How We Deliver  CTE Day-by-Day  Chapter 5 – Understanding  Student Assessment  Chapter 6 – Assessment Data  & Instructional Improvement  FCCLA 2016-17 Competitive  Events Guide  Chapter 4 – Using CTSOs to  Enhance Your Content  CTSO Guide  <http://www.fcclainc.org/>  article-Learning and Serving  Through CTE  article-Making CTE Work  Through CTSOs  PPT-CTSOs Chapter & Articles  Clusters and Pathways  PPT – Following Pathways to a  World of P”OZ”ibilities  <https://www.wicareerpathways.org/>  WI Skills Standards Certification Programs  <https://dpi.wi.gov/cte/skills-standards>  Article-Career Pathways: A  Blueprint for the Future |
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| July 16-July 29        7/19            7/20  7/22    7/29 | **Module 3: Advocacy & Promotion of CTE**  Issues and Trends in CTE  It 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.  Discussion: Initial post due by Wednesday 10 PM; comments due by Sunday 10 PM  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?  Assignment: Develop an advisory council rationale, membership roster, invitation, and meeting agenda. Create three (3) social media posts (Facebook/Twitter) using #SayYestoFCS. Prepare and record a 3 minute community or school board presentation advocating for CTE in your district. Submit to D2L by July 29.  Submit your lessons on D2L by July 20.  Submit your interview reflection paper to D2L by July 22.  Submit all advocacy materials to D2L by July 29.  Partnerships & Parents  Read the article – Full Spectrum of Community Support  Consider ways that you can collaborate with various groups.  Complete final essay exam and submit to D2L by Aug 5. | Review trends articles  PPT – Personal and  Professional Advocacy Skills  Chapter 9 – Connecting with  Occupational Advisory  Councils  PPT-DevelopMINT of Advisory  Councils  Possible Advisory Committee  Activities  Chapter 7 – Connecting with  Parents  Article-Full Spectrum of Community Support |
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