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

Philosophy, Organization and Administration of Career and Technical Education

**University of Wisconsin-Stevens Point Fall 2013**

**Instructor:** Susan Turgeson, CFCS

Family and Consumer Sciences Lecturer

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**Office Hours:** Monday 11:00 a.m. – 1:00 p.m.

Tuesday & Thursday 10:00 a.m. – 12:15 p.m.

Wednesday 1:00 p.m. – 4:30 p.m.

Other times by appointment

**Class Meeting Times:**Tuesday & Thursday 12:35 p.m. – 1:50 p.m.

**Text:**

Selected readings that will be available through D2L or provided in class.

**Course Key Questions:**

1. What are the primary purposes and objectives of career and technical education?
2. What is the relationship between Family and Consumer Education, Career & Technical Education and general education?
3. What philosophies have influenced (and are influencing) CTE and FCE?
4. How has federal and state legislation influenced CTE and FCE programs?
5. What leadership responsibilities do we have as professionals?
6. What beliefs, myths, and assumptions influence personal and professional actions regarding CTE?
7. What is the role and function of youth organizations in CTE?
8. What is the value and importance of developing relationships with stakeholder groups—parents, business/industry, and community organizations?
9. What are the benefits of using CTE advisory committees for maintenance and enhancement of local programs?
10. What impact will current trends and issues have on CTE and FCE programs?
11. How can learning be enhanced by the use of collaborative work groups?
12. How are educational needs met while considering the diversity within groups of CTE students?

**Course Requirements:**

1. **Class Participation:**  This is an important part of the work for this course. Attendance and participation will be **15%** of your grade.
2. **Beliefs Paper** (educational philosophy): This paper (1-2 pages in length) describes your personal philosophy of education and in particular career and technical education. It is due **October 17th**.  This will count for **10%** of your grade.
3. **FCCLA Lesson Plans:**  Two complete lessons which incorporate/use FCCLA national programs/materials/principles. These are due **November 5th** and will be **15%** of your grade.
4. **CTE Advocacy and Promotion:**  An advisory council invitation and agenda, promotional/marketing artifact, and press release/letter to the editor will be due **October 24th**. A 3-minute community or school board presentation will be due **October 25th** . These will be **20%** of your grade.
5. **Current Concerns Project**: The topic may be of your choosing but must relate directly to the major theme of this course. Based upon the literature (on line and hard copy) current practice, personal experience and other sources, provide an argument for the issue, (APA format 4-6 pages) with a 15- 20-minute oral presentation to the class. Presentations should have handouts explaining/outlining the topic. This will count for **15%** of your grade. **Due October 31st.**
6. **Professional Development Activities:** You must earn 8 professional development points during the semester. Summary report due **November 7th.**. This is **10%** of your grade. Points can be earned in the following ways:

Points Action

4 Current membership in National organization (e.g. AAFCS/NCFR)

4 Participation in a National Conference (e.g.AAFCS/NCFR)

4 Participation in an FCCLA or HOSA event

(Note: 10/21 is FCCLA TEAM Training at UWSP and 11/12 is HOSA in WI Rapids)

3 Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)

3 Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR)

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 projects

1 Participation in professional development and training (e.g. CEU Cert.)

1 Participation in regular student organization meetings (e.g. SPAFCS/UCFR)

1. **Exams:**  **15%** of your grade. Two essay exams **October 3rd**  and **November 7th**..

**Grading Plan: Grade Distribution:**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | <60% |
| C+ | 77-79% |  |  |

Class Participation 15%

Beliefs Paper 10%

Lessons 15%

Advocacy/Promotion 20%

Current Concerns 15%

Professional Dev. 10%

Exams 15%

**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 Honesty:**

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. A direct link is located at: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChapt14.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/>

**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.

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

**Tentative Course Schedule:**

**Date Topic Assignment Due**

|  |  |  |
| --- | --- | --- |
| September 3 | Course Introduction |  |
| 5 | What is Career and Technical Education? |  |
| 10 | 21st Century Skills |  |
| \* 12 | History |  |
| 17 | Legislation |  |
| 19 | Blueprint for CTE |  |
| 24 | Career Clusters & Pathways |  |
| 26 | Programs of Study |  |
| October 1 | 15 Critical Components |  |
| 3 | Advisory Councils | 1st Essay Exam Due |
| 8 | Family, Career, & Community Leaders of America |  |
| 10 | CTSOs |  |
| 15 | Advocacy |  |
| 17 | Advocacy | Beliefs Paper Due |
| 22 | Partnerships |  |
| 24 | Promotion / Marketing |  |
| 29 | State of the State | Advisory & Promo materials due |
| 31 | Presentation of Current Concerns projects |  |
| November 5 | Presentation of Current Concerns projects | Lesson Plans Due |
| 7 | Final Essay Exam | Professional Development Due |
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**Note: Class does NOT meet face to face on days marked with \***