



SCHOOL OF EDUCATION - VIRTUAL CAMPUS

**Mission:** *Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.*

<b>COURSE TITLE</b>	CTED 4309 Fulfilling Professional Roles and Responsibilities
<b>TERM AND DATES</b>	Summer Term May 26 – August 8, 2009
<b>INSTRUCTOR'S NAME</b>	Dr. Barbara Allen Carr
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<b>OFFICE HOURS</b>	(By appointment—after all it is summer!)
<b>CATALOG COURSE DESCRIPTION</b>	Emphasis is placed on developing external partnerships and collaborative relationships to enhance student learning and delivery of instruction and the development of leadership skills. Professional roles and responsibilities will be reviewed and developed. Knowledge and skills in teacher assessment, appraisal, and legal requirements will be developed for the classroom/laboratory. <b>PREREQUISITES: none</b>
<b>REQUIRED RESOURCE MATERIALS (Textbooks and other materials)</b>	<p>(1) <i>Career preparation handbook for teachers</i>. (2000, June). Austin, TX: Texas Education Agency Division of Career and Technology Education [Catalog No. 0020].</p> <p>(2) <i>The best test preparation for the TExES PPR</i>. (2008). Piscataway, NJ: Research &amp; Education Association.</p> <p>(3) <i>Leadership handbook</i>. (2001). Leesburg, VA: SkillsUSA-VICA. [ <a href="http://www.skillsusa.org">www.skillsusa.org</a> ]</p> <p>(4) Preparation Manual for the PPR for Trade and Industrial Education 8-12- (PDF document provided in course materials).</p> <p><b>Access to the internet</b> on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion board. All class materials are distributed online (lecture notes). All assignments are located online (assignments). All assignments will be collected via the digital drop box or the discussion board.</p> <p>Access to WBU Learning Resources <a href="http://www.wbu.edu/lrc">www.wbu.edu/lrc</a></p>

**COURSE OUTLINE:** *This course is designed to assist the instructor in preparing for certification for teaching. The course is a comprehensive review of the standards for pedagogy and professional responsibilities. Specific areas of study include:*

- I) Review of Standards for Pedagogy and Professional Responsibilities
- II) Examination of the Career Preparation Handbook for career and technology education
- III) Analysis of Skills USA student organization for leadership in career education
- IV) Consideration of Issues in Career and Technology Education (safety, legal considerations, instructional design and delivery, employability skills, public relations, technology, and communication skills)

**COURSE REQUIREMENTS:** *Professionalism will be expected at all times, but most especially with interactions online. Because the university classroom is a place designed for the free exchange of ideas, we will frequently encounter the opinions of others which may seem novel and, occasionally, outlandish. We must show respect*

for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. This component will be evaluated based upon the Teacher Education Code of Conduct, my perspective, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. The student will **read** all assigned materials, participate in class activities, and **complete assignments** at the appropriate time; due dates are important.
2. Weekly online **discussion board interactions** will allow **dialogue** among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will **post** an answer to the question or statement and **respond** to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
3. The student will **complete short assignments** for demonstrating understanding of the primary concepts introduced in the course (such as, **summaries, charts, organizers, or analyses**).
4. The student will **incorporate media and technology** to create the short assignments listed above and specifically to create the **Internet Resources Project**.
5. The student will complete a **midterm** and a **final exam**.

**Pedagogy and Professional Responsibilities (8-12) Standards for Trade and Industrial Education [Field 170]**

<b>Standard</b>	<b>Description</b>
Standard 1	<b>Instructional Design:</b> The T & I teacher designs instruction appropriate for all students (Grades 8-12) that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Standard 2	<b>Instructional Management and Safety:</b> The T & I teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Standard 3	<b>Instructional Delivery:</b> The T & I teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that engage students in the learning process, and timely, high-quality feedback.
Standard 4	<b>Professional Responsibilities:</b> The T & I teacher exhibits professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Standard 5	<b>Work-Based Learning:</b> The T & I teacher understands work-based approaches and incorporates relevant experiences into the Trade and Industrial curriculum (TEKS).
Standard 6	<b>Collaborative Relationships:</b> The T & I teacher understands the significant role of external and internal partnerships and enters into collaborative relationships with industry, organized labor, parents/guardians, agencies, proprietary and postsecondary institutions, and the community in delivering the Trade and Industrial curriculum (TEKS).
Standard 7	<b>Entrepreneurship:</b> The T & I teacher understands the importance of essential entrepreneurial skills and incorporates these skills into the Trade and Industrial curriculum (TEKS).
Standard 8	<b>Integration of Employability Skills:</b> The T & I teacher understands and integrates employability skills into the Trades and Industrial curriculum (TEKS)
Standard 9	<b>Leadership:</b> The T & I teacher understands and fosters the development of appropriate leadership skills through the delivery of the Trade and Industrial curriculum (TEKS) and the implementation of the T & I student organization.
Standard 10	<b>Technology:</b> The T & I teacher understands and integrates relevant technology in delivering the Trade and

**STUDENT LEARNING OUTCOMES** (correlated to competencies):

1. Students will participate in a comprehensive review of the standards for trade and industrial educators' pedagogy and professional responsibilities.
2. Students will participate in short assignments, discussions, observations, and experiences to promote development of proficiency in pedagogy and professional responsibilities.
3. Students will examine precepts of career preparation program development (historical origins, definitions, program development, legal issues, public relations, facilities requirements, and technology resources).
4. Students will conduct an in-depth examination of one youth leadership organization for public school students.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

1. discussion boards (outcomes 1,2,3,4)
2. short assignments (outcomes 1,2,3,4)
3. media and technology applications (outcomes 1,2,3,4)
4. presentation on internet resources (outcomes 1,3)
5. exams (outcomes 1,2,3,4)

**ATTENDANCE POLICY:**

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor's Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland's attendance policy. Attendance for this virtual course will be documented by the student's online participation in class and submission of online assignments, thus attendance will be determined by the student's online participation in course activity—not the last log in.

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**Plagiarism** - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*" - Source:

<http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**DISABLED PERSONS:** It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

**METHODS OF INSTRUCTION:** The delivery system for the course will consist of internet supported instruction utilizing Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course in promoting skills of analysis and synthesis critical to completion of a course of study. Weekly submission of assignments is **required** during the course unless specific arrangements are made with the instructor.

**EVALUATION: UNIVERSITY GRADING SYSTEM:**

A	90-100	Cr	Credit	<p>A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.</p> <p>*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the <u>I</u> is converted to the grade of <u>F</u>. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.</p>
B	80-89	NCR	No Credit	
C	70-70	I	Incomplete*	
D	60-69	W	Withdrawal	
F	below 60	WP	Withdrawn Passing	
		WF	Withdrawn Failing	
		X	No grade given	
		IP	In Progress	

**COURSE GRADING CRITERIA:** All assignments are due as noted on course calendar. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.

**Grading Rubric**

Assignment	Possible	Earned
<b>Discussion Boards (10 x 10)</b>	<b>100</b>	
<b>Short Assignment</b>	<b>50</b>	
<b>Short Assignment</b>	<b>50</b>	
<b>Short Assignment</b>	<b>50</b>	
<b>Short Assignment</b>	<b>50</b>	
<b>Midterm</b>	<b>200</b>	
<b>Short Assignment</b>	<b>50</b>	
<b>Short Assignment</b>	<b>50</b>	
<b>Project on Internet Resources</b>	<b>100</b>	
<b>Short Assignment</b>	<b>50</b>	
<b>Short Assignment</b>	<b>50</b>	
<b>Final Exam</b>	<b>200</b>	
<b>TOTAL</b>	<b>1000</b>	

### Course Calendar

CTED 4309: Fulfilling Professional Roles and Responsibilities			
Tentative Calendar* - *I reserve the right to amend the tentative course calendar as needed during the course			
Date	Preparation Materials	Reading	Assignments
1	<b>May 27- Jun 1</b> This first session is Tu- Sun	Syllabus & Basic Instructions Glossary of Terms (Ch 15) Origins of Career Prep Programs (Ch 1-3) Competency 001-Human Development Piaget & Vygotsky; Erikson	Prep Ch 1-3, 15 REA pp17-31 Discussion Board 1 (DB1) Short Assignment
2	Jun 2-8	Competency 002-Diversity Learning Styles Motivation	REA pp32-42 DB2 Short Assignment
3	Jun 9-15	Competency 003-Instruction Design & Delivery Bloom Hunter Model of Instruction	Prep Ch 4 REA pp43-60 REA pp110-116 DB3 Short Assignment
4	Jun 16-22	Competency 004-Safety Competency 010- Entrepreneurship, Employability Skills, Safety Maslow's Hierarchy Nature v Nurture	Prep Ch,9,10, 13 REA pp65-72 DB4 Short Assignment
5	Jun 23-29	Competency005-Managing Student Behavior Competency009-Monitor Student Performance Coop Learning	Prep Ch 11 REA pp73-78 DB5 Midterm Test
6	Jun 30-Jul 6	Competency 006-Communication Skills Verbal & Listening Skills Questioning	REA pp82-97 DB6 Short Assignment
7	Jul 7-13	Competency007- Work-Based Learning	DB7 Short Assignment
8	Jul 14-20	Competency 008- Technology	Prep Ch 14 REA pp98-109 DB8 Project
9	Jul 21-27	Competency 011- Collaborative Relationships Advisory Boards Roberts Rules of Order	Prep Ch5,6,7,8 REA pp 121-136 DB9 Short Assignment
10	Jul 28-Aug 3	Competency012- Leadership Competency 013-Legal & Ethics	Prep Ch 12 REA pp137-145 Skills USA Booklet DB 10 Short Assignment
11	<b>AUG 4-8</b>	<b>Final Exam</b>	Due by Thursday Midnight

Prep indicates Career Preparation Handbook for Teachers  
 REA indicates The Best Test Preparation for the TExES PPR