William Carey University
School of Education
Department of Career and Technical Education

CTE 445 Delivery of the Occupational Instruction Program
Winter 2013, Section 78

Professor of Record: Dr. Karen R. Juneau
Associate Professor& Chair
Career and Technical Education

Office: William Carey University
Tradition Campus
Administration Building A335
19640 Hwy 67
Biloxi, MS 39532
Office Phone (228) 702-1865
Cell Phone (228) 282-0470

Meeting Location and Time:

Wednesday 5:55 pm until 9:45
Dolan Hall, Keesler AFB

Plan to check D2L at least twice a week for this course since the course week runs from
Wednesday to Wednesday. New content will open on Thursday in case any additions or
corrections need to be added after the live session.

The winter term begins on November 11, 2013 and ends on February 17, 2013

There are two breaks in the winter term:

Thanksgiving Break November 25 – December 1, 2013
Christmas Break December 21 – January 12, 2013

Contact Information:

Preferred Contact Method: E-mail or cell phone is the best method of reaching me
since I work at a variety of locations and campus sites.

Office hours:

Monday: 9:30 until 11:30 at Tradition
11:30 until 12:00 Chapel
1:00 until 5:00 at Tradition
Wednesday:  9:00 until 12:00 Keesler AFB  
            1:00 until 5:00 Keesler AFB  

Thursday:  9:00 until 12:00 at Tradition  
           1:00 until  5:00 at Tradition  

Other times are available by appointment; please call to set an appointment time that will work for both our schedules.

E-mail: You should submit your class assignments through the D2L system. You should only use the listed e-mail addresses for general questions that are not course related unless the D2L system is down.

General student e-mail is reviewed on weekdays. You should note the course number in the subject line of the e-mail of your message is related to a course. An example subject line might read: CTE 445-Assignment 1? Please note that on nights that I am teaching, all email received after 4:00 will not be reviewed until the following day.

You should receive a reply from me within 48 hours; if you do not receive a reply please resend your message.

If none of the above message systems are working, consider using the phone and leaving a voice message. You may also contact me any time before 9:00 p.m. on my cell phone. I encourage you to call if you have any questions. Please remember that you have this option.

Assignments must be submitted in D2L for you to receive credit for that assignment.

Supporting Faculty for the Course: N/A

Course Prerequisites: None

Number of Hours for Course: 3 hrs

Nature of Course:  Required

Nature of Students:  Undergraduate

Format of Course: Live – Some materials are provided in D2L.

Course Description/Overview: Delivery of the Career & Technical Education Instructional Program is a course designed to facilitate career and technical education students understanding of educational learning theories, refine teaching methods, and help determine suitable pedagogical strategies for their own classrooms. Students evaluate and use resources that are essential for classroom management, professional productivity, and recognize issues of various learning styles. As a result, this course supports the National Association of Industrial and
Technical Teacher Educators (NAITTE) Standards of Quality for the Preparation and Certification of Trade and Industrial Education Teachers.

**Catalog Description of Course:** Learning theory based techniques of instructional delivery in the career and technical classroom and laboratory (3 hrs.)

**Course Generally Scheduled:** Course is part of an 18 month rotation.

**Relationship of this course to the curriculum/program sequence:** The course is a required course for career and technical licensure in Mississippi. It is a required course for students seeking a degree in career and technical education.

**Textbooks:**


Additional reading assignments may be given during the class session. Typically these assignments will be related to source materials, summaries, or materials related to the topic covered in that class session.

**Conceptual Framework Addressed in Course:** The overarching theme of the School of Education and NCATE Unit conceptual framework is “**Building caring, reflective decision makers.**” The Unit’s conceptual framework is by design aligned with the university’s mission.

**Rationale:**

The course is designed to prepare future career and technical educators to effectively deliver technical instruction. Importance is placed on academic instructional strategies and the delivery of career and technical content. This course provides a foundation of knowledge about possible learning styles, pedagogical methodology, and the resulting implications on classroom instruction. The intention of CTE 445 is to increase the students’ understanding of teaching as a profession and the importance of integrating academics into the career and technical setting.

**Design points:**

**Course Aim:** Students will develop instructional skills in the presentation, demonstration and moderation of technical and occupational education delivery.
Course Goals:

The following goals support the Conceptual Framework of the School of Education as well as the NAITTE Standards of Quality for the Preparation and Certification of Trade and Industrial Teacher Educators. The primary goal for this course is to empower career and technical educators to effectively deliver career and technical instruction through the mastery of a variety of instructional delivery methods. The NAITTE Standards can be found online at: (http://www.coe.uga.edu/naitte/ref_materials/standard.htm)

Course Objectives: The purpose of this course is to focus upon selected objectives that are common to career and technical educators (NAITTE) as well as academic educators. Through participation and hands-on training, students will:

1. Evaluate instructional methods appropriate to the given cognitive level
2. Plan effective instructional methods
3. Deliver effective lectures
4. Present effective demonstrations
5. Apply discussion methods that enhance critical thinking skills
6. Use the project method effectively.
7. Use problem-based delivery methods effectively.

Related Common Core Standards for CTE (CCSCTE)

2. Apply appropriate academic and technical skills (CCSCTE -2)

- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

4. Communicate clearly, effectively and with reason (CCSCTE-4).

- Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time.
- They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas.
- They are skilled at interacting with others; they are active listeners and speak clearly and with purpose.
- Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
6. Demonstrate creativity and innovation (CCSCTE-6).

- Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value.
- They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace.
- They take action on their ideas and understand how to bring innovation to an organization.

8. Utilize critical thinking to make sense of problems and persevere in solving them (CCSCTE-8).

- Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- They are aware of problems when they occur and take action quickly to address the problem.
- They thoughtfully investigate the root cause of the problem prior to introducing solutions.
- They carefully consider the options to solve the problem.
- Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership and effective management (CCSCTE-9).

- Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace.
- They have a clear understanding of integrity and act on this understanding in every decision.
- They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others’ actions, attitudes and/or beliefs.
- They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morale and organizational culture.

11. Use technology to enhance productivity (CCSCTE-11).

- Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.
- They are flexible and adaptive in acquiring and using new technology.
- They are proficient with ubiquitous technology applications. They understand the inherent risks - personal and organizational – of technology applications, and they take actions to prevent or mitigate these risks.
Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objectives</th>
<th>CTE Common Core Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Presentation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Informative Presentation</td>
<td>1,2,3</td>
<td>CCSCTE 2</td>
</tr>
<tr>
<td>Procedural Presentation</td>
<td>1,2,4</td>
<td>CCSCTE 4,8</td>
</tr>
<tr>
<td>Project Introduction</td>
<td>1,2,6,7</td>
<td>CCSCTE 4,8</td>
</tr>
<tr>
<td>Media Presentation</td>
<td>1,2,6,7,</td>
<td>CCSCTE 6, 11</td>
</tr>
<tr>
<td>Reflection on Peer Presentations</td>
<td>1,2,5,</td>
<td>CCSCTE 9</td>
</tr>
<tr>
<td>Working with an agenda</td>
<td>1,2,3,4,5,6,7</td>
<td>CCSCTE 1, 9</td>
</tr>
<tr>
<td>Robert’s Rules of Order</td>
<td>5,6</td>
<td>CCSCTE 1, 9</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1,2,3,4,5,6,7</td>
<td>CCSCTE 2</td>
</tr>
</tbody>
</table>

**Technology Competencies:** All of the coursework and presentations completed in this course will be accomplished through the use of technology software and hardware and technology-associated resources (e.g., Web sites, library database articles).

**Teaching techniques/Methods Used in Course:** Mini-lectures, media presentations, discussions, demonstrations, and collaborative activities will be the instructional methods employed in the course. Students will examine research-based teacher delivery methods and other pedagogical content in order to enhance teaching and learning. The student is responsible for budgeting his/her own time and completing class work progressively throughout the term.

**Field Experience Requirements:** N/A

**Course Requirements/Grading Scale:**

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Weight</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations (5)</td>
<td>40%</td>
<td>Multiple Presentation Types</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>20%</td>
<td>Peer Assessment</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
<td>Meeting Skills</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>Objective assessment</td>
</tr>
</tbody>
</table>

Course assignments will be distributed through D2L. These assignments will be assessed on the following criteria: presentation effectiveness, completeness and organization of content, and appropriate selection of method in support of the objectives.

Weighted semester average will be rounded to one decimal place, and be used to determine course grade based on the following scale:

- A = 90 - 100 points
- B = 80 - 89.9 points
- C = 70 - 79.9 points
Please note that you must make a 90 or above to earn an A in this course; 89.9 is a B.

Incomplete Grades

All of the following criteria must be met in order for a student to receive an incomplete (I) grade:
Class (and university) attendance requirements must have been met;
  • 80% of the required work for the class must have been done;
  • The student must be passing the class at the time the incomplete is granted;
  • The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
  • The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e.g., accident reports, medical records, etc.

The Dean of Education must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course. If you fail to complete the course before the end of the following trimester the I grade will be replaced with an F.

Attendance (from The Red Book)

Students are expected to attend class. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Undergraduate students must attend 75% of the class meetings in order to receive credit for the course. Graduate students must attend 80% of their class meetings in order to receive credit for the course. The total number of absences is reported for each class by each faculty member at the time of filing trimester grade reports.

Assignment Due Dates and Late Policy:

For this course, assignments are due one week from date the assignment is given unless otherwise noted. Assignments should be submitted before Midnight Central Time each week; assignments submitted after Midnight Central Time are considered late. Late assignments will accepted for one week following the original deadline and will be penalized 10 percent. No assignments will be accepted for credit more than one week after the original due date. No late assignments will be accepted after completion of the final exam.

All assignments are to be typed and should be submitted in electronic format in D2L. For assignent requiring online media development, the required hyperlinks should be uploaded to D2L in a MSWord document as active (hot) links.

Class Participation:
There are will be multiple student presentations in CTE 445 and a student discussion board in D2L. All presenters will use D2L to submit presentation media.

Website resources:


What is Career and Technical Education? ACTE Online Web Site http://www.acteonline.org/career_tech/index.cfm


Statement on academic integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Red Book.

ADA statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact the appropriate person at the campus closest to their location.
For the Hattiesburg campus, please contact Ms. Brenda Waldrip at 601-318-6188, Student Services Office in Lawrence Hall.

For the Tradition campus, please contact Mr. Jerry Bracey at 228-702-1802 in Administration building.

For the Keesler AFB teaching site, please contact Ms. Amanda Knesal at 228-376-8480 at Sablich Center.

For the New Orleans campus, please contact Ms. Joy Arredondo at 504-286-3296 in the William Carey University Nursing Building.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

TK20 Subscription Information for All Undergraduate and Graduate Students in Education

All education students (Education and CTE majors) are required to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

This is required for all students in the College of Education at William Carey University. In this course, you will be required to submit your final portfolio to TK-20.
### Class Assignment Schedule

**CTE 445**

*Tentative and Subject to Change*

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<tr>
<th>Week</th>
<th>Lecture/Topic</th>
<th>Assignment/Readings</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of November 11</td>
<td>Topics</td>
<td>In D2L</td>
</tr>
<tr>
<td></td>
<td>Course Introduction</td>
<td>• Video Lecture</td>
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<tr>
<td></td>
<td>• Planning instruction</td>
<td></td>
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<tr>
<td></td>
<td>• Types of presentations</td>
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<td></td>
<td>• Lectures</td>
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<tr>
<td></td>
<td>• The difference between a lecture and a speech</td>
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<tr>
<td><strong>Assignments</strong></td>
<td>Presentation Assignment 1: Practice Presentation is assigned</td>
<td></td>
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<tr>
<td><strong>Week 2</strong></td>
<td></td>
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<tr>
<td>Week of November 18</td>
<td>Topics</td>
<td>In D2L</td>
</tr>
<tr>
<td></td>
<td>• Planning your presentation</td>
<td>• Video Lecture</td>
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<td></td>
<td>• Selecting media</td>
<td></td>
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<tr>
<td></td>
<td>• Making your lesson assessable</td>
<td></td>
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<tr>
<td><strong>Assignments</strong></td>
<td>Presentation Assignment 1: Practice Presentation is due in D2L</td>
<td></td>
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<tr>
<td></td>
<td>Presentation Assignment 2: Informative Presentation is assigned</td>
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**Review materials in D2L:**
- Instructional Systems Design (ISD) – Introduction
- Speechwriting 101
- Delivering Effective Lectures
- Study Outline 1: Lectures
- How to use Youtube
- Signing up for Vimeo

**Textbook Reading**
- Chapter 1: Instructor’s Role

**Readings**
- The ASSURE Model for Selecting Instructional Media.” Retrieved from [http://www.unca.edu/education/edtech/techcourse/assure.htm](http://www.unca.edu/education/edtech/techcourse/assure.htm)
- Study Outline 2: Selecting effective media

**Textbook Reading Assignments:**
- *Chapter 5: Instructional Planning*
- *Chapter 6: Written Instructional Materials*
## November 25 until December 1

**Thanksgiving Break**

**No Class**

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Week of December 2 | o Presentation of procedures  
o Presentation considerations for project based instruction |

**Assignments**
- Presentation Assignment 2: Informative Presentation is due in D2L
- Presentation Assignment 3: Procedural Presentation is assigned
- Presentation Assignment 4 is assigned due Week 5

**In D2L**
- Study Outline: The Project Method


**Textbook Reading**

*Chapter 9: Demonstrating*

<table>
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<tr>
<th>Week 4</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Week of December 9 | Written instructional materials  
Handbooks  
Alignment to objectives |

**Assignments**
- Presentation Assignment 3: Procedural Presentation is due
- Continue work on Presentation Assignment 4 due Week 5

**In D2L**
- Video lecture
- Study Outline: Written materials
- Link to Guided Notes located at http://www.studygs.net/teaching/guidednotesa.htm

**Textbook Readings**

*Chapter 6: Written Instructional Materials*

<table>
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<tr>
<th>Week 5</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Week of December 16 | Critical thinking and the common core  
Working with PowerPoint & other image media |

**Assignments**
- Presentation Assignment 4 is due

**In D2L**
- Video Lecture
- Working with PowerPoint
- Doodle Presentations
- Study Outline for Critical Thinking
- Assigned readings linked from http://www.studygs.net/teaching/crttch.htm
<table>
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<tr>
<th>Week 6</th>
<th>Week of January 13</th>
<th>Topics:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Encouraging group discussion</td>
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<tr>
<td></td>
<td></td>
<td>Assignment</td>
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<tr>
<td></td>
<td></td>
<td>• Presentation Assignment 5: Media Presentation is assigned</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In D2L</th>
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</thead>
<tbody>
<tr>
<td>Study Outline: Encouraging Group Discussion</td>
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</table>

<table>
<thead>
<tr>
<th>Textbook Reading</th>
</tr>
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<tbody>
<tr>
<td><em>Chapter 7:</em> Oral Presentation and Questioning</td>
</tr>
<tr>
<td><em>Chapter 8:</em> Discussion and Group Participation Methods.</td>
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<tr>
<th>Week 7</th>
<th>Week of January 20</th>
<th>Topics:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Effective meeting skills</td>
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<tr>
<td></td>
<td></td>
<td>Delivering instruction through organizations (CSO’s)</td>
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<tr>
<td></td>
<td></td>
<td>Student Presentations begin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>• Presentation Assignment 5: Media Presentation is due</td>
</tr>
<tr>
<td>• Peer Reviews are assigned</td>
</tr>
<tr>
<td>• Assignment 2: Working with an agenda is assigned</td>
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<table>
<thead>
<tr>
<th>In D2L</th>
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</thead>
<tbody>
<tr>
<td>Video Lecture</td>
</tr>
<tr>
<td>Study Outline: Planning Effective meetings</td>
</tr>
<tr>
<td>Sample agendas for review</td>
</tr>
<tr>
<td>Study guide over textbook readings</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 8</th>
<th>Week of January 27</th>
<th>Topics:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Student Presentations Continue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parliamentary Procedures</td>
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<tr>
<td></td>
<td></td>
<td>Robert’ Rules of Order</td>
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<table>
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<tr>
<th>Assignment</th>
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<table>
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<tr>
<th>In D2L</th>
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</thead>
<tbody>
<tr>
<td>Video Lecture</td>
</tr>
<tr>
<td>Study Outline: Robert’s Rules of Order</td>
</tr>
</tbody>
</table>
| Week 9  
Week of  
February 3 | Final Course Review  
- Peer Reviews are complete  
- Student Presentations are complete  
- TK-20 upload should be complete  
**No assignments accepted after this week.** |
|---|---|
| Week 10  
Opens  
February 13  
Closes  
February 15 | Final Exam Opens  
February 13  
Closes February 15 |