William Carey University
School of Education
Department of Career and Technical Education
CTE 495 Internship in Career and Technical Education
Spring 2012
Section 78 – Spring 2012

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

Office:  William Carey University
Tradition Campus
Administration Building A341
19640 Hwy 67
Biloxi, MS 39532
Office Phone (228) 702-1865
Cell Phone (228) 282-0470

Meeting Location and Time:
By Appointment

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:  10:00 - 11:30
          1:00 - 4:30
          5:55- 9:46 night class at Keesler AFB

Tuesday:  1:00 - 4:00 Hattiesburg
          5:55- 9:46 night class at Hattiesburg LRS115

Wednesday:  10:00- 12:00 Keesler
             1:00 - 5:00 Keesler

Thursday:  10:00 – 12:00 Tradition
           1:00 - 6:00 Tradition
**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.

If the WCU e-mail system is not working, please send the message to Karen.Juneau@gmail.com. If you send the identical document to both addresses change the subject line in the second document to read: CTE 542Assignment 1?COPY

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

**Appointments:** Any other time outside of scheduled office hours are available by appointment only. E-mail, call, or speak with me about scheduling a day and time that are good for both of us.

**Supporting Faculty for Course:** N/A

**Course Prerequisites:** N/A

**Course Web Site:** Through D2L

**Number of Hours for Course:** 6 hrs

**Nature of Course:** Required Non-required

**Nature of Students:** Graduate Undergraduate

**Format of Course:** This course is offered for 10 weeks in a live format for Spring 2012. This course is an independent capstone project that is determined based on the needs of the student in consultation with their advisor. This course meets by appointment.

**Nature of Course:** Required
Nature of Students: Undergraduate

Course Description/Overview:

The goal of this course is allow instructors in training to apply the skills that they have developed during their courses at the to specific problems in their chosen teaching or training programs. Experienced and currently employed educators may chose to structure this internship in smaller blocks to address specific curriculum revisions issues within their current programs. As a result, this course supports the NAITTE Standards of Quality for the Preparation and Certification of Trade and Industrial Education Teachers. (Instructional Standards 1 through 6; Curriculum Standards 1 through 7; Special Populations Standard 1 &2; Laboratory Organization and Management Standards 1 through 7)

Catalog Description of Course: A supervised experience for practicing teachers of vocational or technical subjects.

Course Generally Scheduled: Every semester.

Relationship of this course to the curriculum/program sequence. This is the final course in the CTE sequence and is designed to be a capstone experience for the licensure coursework.

Required Text: N/A

Optional/Supplementary Text: N/A

Conceptual Framework Addressed in Course: The University of Southern Mississippi’s Professional Education Unit is a community of learners who value the power of knowledge to inform, inspire, and transform lives. This course develops the skills of career and technical educator in the development, delivery and assessment of career and technical education programs. It provides practical application for solving specific problems commonly encountered in the profession and develops the skills needed to practice teaching as a profession.

Course Goals: These goals support the conceptual framework of the College of Education and Psychology and the National Association of Industrial and Technical Teacher Educators Standards of Quality for the Preparation and Certification of Trade and Industrial Teacher Educators (http://www.coe.uga.edu/naitte/ref_materials/standard.htm) and the Common Core for CTE Standard. This course is a capstone experience; all standards are addressed in this course.
The Instruction Standard

Qualified T&I teachers should be able to help all students become thinking, active worker-citizens by providing them with opportunities to observe, actively encounter and engage in, create, and experience meaningful learning.

1. engage students in the learning process by promoting student-centered approaches such as cooperative and individualized learning;
2. demonstrate the ability to evaluate, select, design, and use a wide range of educational technology;
3. design, implement, manipulate and assess learning experiences to promote student gains in the cognitive, psychomotor, and affective domains;
4. teach and reinforce important academic concepts by demonstrating their practical applications in the workplace and by coordinating instruction with teachers of academic subjects;
5. construct learning experiences that integrate classroom instruction with learning at the work site; and
6. Create experiences that motivate students to explore various career paths within a given occupational cluster.

The Curriculum Standard

Qualified T&I teachers should be able to develop a course of study that helps them prepare students for active participation as citizens and workers in a postindustrial society.

1. make instructional content meaningful to students by relating it to their everyday lives;
2. incorporate the academic and technical skills needed to be successful in emerging careers as well as current careers within a given occupational area;
3. prepare students for informed participation in our economic system as producers as well as consumers;
4. integrate curriculum materials and experiences that help students to master concepts in applied academics, problem-solving, decision-making and other higher-order thinking skills;
5. plan and prepare a systematically sequenced course of study that includes goals, objectives, daily lesson plans, classroom materials, teaching strategies, safety considerations, and assessment plans (all of which are coordinated and consistent with each other);
6. develop a curriculum that consistently provides the impetus for discovery, reflection, and self-direction so as to raise student consciousness of the need for lifelong learning, and of the importance of the value of work, a positive attitude, and accepting responsibility;
7. Evaluate multiple approaches to curriculum development.

*The Special Populations of Students Standard*

Qualified) T&I teachers should be able to adapt instructional strategies and assessment procedures to accommodate students with special needs, including persons with disabilities, students with academic or economic disadvantages, limited English proficient and other ethnic minority persons, displaced homemakers, incarcerated persons, and other nontraditional students, including gifted and talented individuals.

The T&I teacher education program should be designed to produce graduates who are able to

1. recognize T&I students who have special needs, as well as the nature of their needs, based on the known characteristics, problems, and needs of each of the major special population groups;
2. apply the law appropriately based on legislative history and current legal practice and recognize when laws and policies affecting T&I students with special needs are being broken;

*The Laboratory Organization and Management Standard*

Qualified (Level II) T&I teachers should be able to organize and manage their laboratories to ensure that students are provided with an occupationally relevant, stimulating, and safe learning environment.

The T&I teacher education program should be designed to produce graduates who are able to

1. analyze the physical facility and prepare a plan to maximize instructional effectiveness while, at the same time, safeguarding the health and well-being of everyone in the classroom/laboratory;
2. integrate fire, personal, tool and equipment, and hazardous substances safety instruction throughout the curriculum;
3. develop, implement, and enforce appropriate safety rules;
4. prepare and manage the annual instructional supplies and equipment budget;
5. apply the principles of effective management to ensure the safe and efficient storage and distribution of tools, materials, and supplies;
6. design and use systems to organize student personnel and provide for the maintenance of tools and equipment and the completion of housekeeping tasks not provided through custodial services.
Related Common Core Standards for CTE (CCSCTE)

1. Act as a responsible and contributing citizen and employee (CCSCTE 1).
   - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
   - They are conscientious of the impacts of their decisions on others and the environment around them.
   - They think about the near-term and long term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.
   - They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills (CCCTE -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.

3. Attend to personal health and financial well-being (CCSCTE-3)
   - Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities.
   - Career ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

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.

5. **Consider the environmental, social and economic impacts of decisions (CCSCTE-5).**

- Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

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.

7. **Employ valid and reliable research strategies (CCSCTE-7).**

- Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- They use a reliable research process to search for new information.
- They evaluate the validity of sources when considering the use and adoption of external information or practices.
- They use an informed process to test new ideas, information and practices in their workplace situation.

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.

10. Plan education and career path aligned to personal goals (CCSCTE-10).

• Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
• They understand their own career interests, preferences, goals and requirements.
• They have a perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship.
• They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience.
• They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

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.

12. Work productively in teams while using cultural/global competence (CCSCTE-12).

- Career-ready individuals positively contribute to every team whether formal or informal.
- They apply an awareness of cultural differences to avoid barriers to productive and positive interaction.
- They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Course Objectives: It is the intent of this course to focus upon selected objectives while accommodating the interests and needs of individual students to support the NAITTE and Common Core Standards as listed above.

Through application of acquired skills, instructors-in-training will:

1. Effectively design instruction for career and technical or related workforce education area
2. Effectively delivery lessons in carrier and technical or workforce related area
3. Effectively manage the career and technical classroom
4. Model a high standard of professional behavior.
5. Demonstrate the required technical skill in their career and technical area.
6. Maintain control of the instructional environment.
7. Maintain a safe laboratory environment

Field Experience Requirements: Field experience requirements are individually determined in this course depending on the student’s background, specific placement and credit hour commitment.

General Course Requirements/Grading Scale:

The requirements for this course will be completed during the course of a three hour credit hour experience and deadlines and project details will be roughly divided into four performance areas. Specific areas are determined by the student in consultation with their advisor.

Listing of Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement(s)</td>
</tr>
<tr>
<td>Weight</td>
</tr>
<tr>
<td>Specifics</td>
</tr>
</tbody>
</table>
You must submit the following

<table>
<thead>
<tr>
<th>Summative assessment/ self assessment</th>
<th>10%</th>
<th>Collection and final revisions of internship experiences in a summative portfolio &amp; Reflective paper and plan for professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>10%</td>
<td>Ability to meet deadlines</td>
</tr>
</tbody>
</table>

You will select 6 areas from the following (one may be repeated)

<table>
<thead>
<tr>
<th>Instructional delivery skills</th>
<th>20%</th>
<th>Observation of workplace skills/observational checklists and/or student evaluations (can only be selected if you are currently teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional design skills</td>
<td>20%</td>
<td>Revisions and additions to curriculum materials such as lesson plans; presentation materials; assessments</td>
</tr>
<tr>
<td>Laboratory &amp; classroom management</td>
<td>20%</td>
<td>Sample laboratory materials depending on placement such as maintenance records, safety inspections or material inventories</td>
</tr>
<tr>
<td>Development of Assessments</td>
<td>20%</td>
<td>Development of summative, formative qualitative and quantitative assessment tools</td>
</tr>
<tr>
<td>Media and online development</td>
<td>20%</td>
<td>Development of media such as program web site, blog, online media to support instruction.</td>
</tr>
<tr>
<td>Individualized projects</td>
<td>20%</td>
<td>Workplace specific project that does not fall into the other categories.</td>
</tr>
</tbody>
</table>

Details for each option.

<table>
<thead>
<tr>
<th>Instructional delivery option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Lesson plan 1</td>
</tr>
<tr>
<td>Lesson plan 2</td>
</tr>
<tr>
<td>Lesson plan 3</td>
</tr>
<tr>
<td>Classroom observations</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Observation 1 (must be of a submitted lesson plan)</td>
</tr>
<tr>
<td>Observation 2 (must be of a submitted lesson plan)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional design skills option</th>
<th>Requirement</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a group project &amp; rubric</td>
<td>100 of 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of an integrated academic/vocational activity &amp; rubric</td>
<td>100 of 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of a student project assignment &amp; rubric</td>
<td>100 of 100</td>
<td></td>
<td></td>
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<tr>
<td>Development of a field experience or problem based learning experience &amp; rubric</td>
<td>100 of 100</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Laboratory/Classroom Management option</th>
<th>Requirement</th>
<th>Possible Points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety lesson plan</td>
<td>100 of 100</td>
<td></td>
<td></td>
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<tr>
<td>Safety posters developed for classroom</td>
<td>100 of 100</td>
<td></td>
<td></td>
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<tr>
<td>Discipline plan</td>
<td>100 of 100</td>
<td></td>
<td></td>
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<tr>
<td>Sample laboratory inventory or maintenance schedule</td>
<td>100 of 100</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment option</th>
<th>Requirement</th>
<th>Possible Points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit exam objective format</td>
<td>100 of 100</td>
<td></td>
<td></td>
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<tr>
<td>Project assessment</td>
<td>100 of 100</td>
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<tr>
<td>Performance exam</td>
<td>100 of 100</td>
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<tr>
<td>Station or tool exam</td>
<td>100 of 100</td>
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<table>
<thead>
<tr>
<th>Media Development option</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement</td>
<td>Possible Points</td>
<td>Points earned</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>One media presentation to support a lesson</td>
<td>100 of 100</td>
<td></td>
</tr>
<tr>
<td>One media presentation to support a lesson</td>
<td>100 of 100</td>
<td></td>
</tr>
<tr>
<td>Program web page or blog development</td>
<td>100 of 100</td>
<td></td>
</tr>
<tr>
<td>Program promotional materials development</td>
<td>100 of 100</td>
<td></td>
</tr>
<tr>
<td>Individualized option</td>
<td>Possible Points</td>
<td>Points earned</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>One individualized assignment to refine skills in instructional delivery, design, and/or class and laboratory management.</td>
<td>100 of 100</td>
<td></td>
</tr>
<tr>
<td>One individualized assignment to refine skills in instructional delivery, design, and/or class and laboratory management.</td>
<td>100 of 100</td>
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<td>100 of 100</td>
<td></td>
</tr>
</tbody>
</table>

Product to Verify Technology Application Competency:

<table>
<thead>
<tr>
<th>Assignment/Objective addressed</th>
<th>Standards addressed (NAITTE)</th>
<th>Description of the Nature of the Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final summary portfolio of internship experiences</td>
<td>IS1, IS2, IS3, IS4, IS5, IS6 CS.,CS2, CS3,CS4,CS5,CS6, SP1, SP2 LOM1, LOM2, LOM3, LOM4, LOM5, LOM6</td>
<td>Collection of observations, products and journals developed during the nine credit hour internship process.</td>
</tr>
</tbody>
</table>
Grading Scales

Grades for students who are enrolled in six or nine credit hours in single term will be determined by averaging the score earned in each block.

Weighted block averages 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
- D = 60 - 69.9 points
- F = 0 - 59.9 points

An important part of this experience is your ability to work independently. If you miss deadlines without discussing your situation with me prior to the deadline and/or I must repeatedly remind you to turn in your work, your score in this experience will be reduced by 10% of your overall grade.

Please note that this means you must make a 90 or above to earn an A in this course; 89.9 is a B.

Attendance

This course is an independent project course. You will set the times that we will meet at an orientation meeting. You are responsible for attending these meetings. We will meet at least three times during this term:

1. Once during the first week of class for the course orientation.
2. Once near midterm to review your progress in the course.
3. Once at the end of the course to submit your materials and to upload those materials to TK20.

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 Redbook.

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.
### Tentative course schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Orientation meeting and determination of course projects. You will determine the options you are to complete at this meeting and set your schedule for this experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Your folders will be set up in D2L. First option materials are due in D2L</td>
</tr>
<tr>
<td>Week 3</td>
<td>Second option materials are due in D2L</td>
</tr>
<tr>
<td>Week 4</td>
<td>Third option materials are due in D2L</td>
</tr>
<tr>
<td>Week 5</td>
<td>Fourth option materials are due in D2L</td>
</tr>
<tr>
<td>Week 6</td>
<td>Fifth option materials are due in D2L</td>
</tr>
<tr>
<td>Week 7</td>
<td>Sixth option materials are due in D2L</td>
</tr>
<tr>
<td>Week 8</td>
<td>Revisions are complete. Summative assessment/self assessment is due in D2L and TK20 and as a hard copy. You must have all materials in electronic format.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Final meeting - Submission of hard copy</td>
</tr>
</tbody>
</table>