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

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

Meeting Location and Time:

Fully online

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 441-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.

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 441Assignment 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:** 3 hrs

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

**Nature of Students:** Graduate  *Undergraduate*

**Format of Course:** This course is offered for 10 weeks in an online format for Winter 2013.
Course Description/Overview:
The course introduces the general structure, instructional methods and delivery methods for the career and technical classroom. In the spirit of aspiring to become a community of learners who value the power of knowledge to inform, inspire, and transform lives, this course further defines the professional and ethical issues related to career and technical educational programs and the theories supporting those methods.

Catalog Description of Course: A foundations course for teaching trade, technical and other vocational subject.

Course Generally Scheduled: Eighteen month rotation.

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

Required Text:


Beyond readings from the text, additional reading assignments may be given to you during the class session. Usually, these additional reading assignments are summaries or outlines of materials related to the topic covered in class that session. You are expected to read these assignments before the beginning of the next class week.

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

The course is designed to introduce career and technical educators and trainers to the elements of the instructional design process and how effective skill based instruction can be delivered in a variety of instructional settings and formats. Emphasis is placed on the interrelationship between technical and academic education and on performance based instructional models. This course explains the purpose of national standards, professional development standards and educational taxonomies. These concepts are related to the current issues affecting career and technical education In CTE 441, students develop an understanding of (a) the role of career and technical education in developing a competent workforce (b) the delivery systems that support these programs (c) the importance of instructional design as a tool to meet the needs of diverse populations.

Course Aim: Students will understand the relationship of national and state standards and taxonomies in the structure and delivery of career and technical education programs.
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.

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.
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.

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 Standards. Upon completion of the course, students will be able to:

1. Contrast the purpose of career and technical education with that of traditional academic education.
2. Contrast taxonomies used in the development of career and technical education programs
3. Summarize commonly accepted theories of learning and teaching.
4. Identify the various career and technical education delivery systems.
5. Define the career and technical teacher’s responsibilities in regards to student employment and business linkages.
6. Construct a descriptive model for the relationships created by the role of the instructor in the educational process, the greater educational community and the industrial community.
7. Construct a descriptive model of the student roles and responsibilities in teaching and learning.
8. Identify and discuss various instructional methods.
9. Justify the use of problem-based and project-based instruction in career and technical education.

**Course Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Course Objective</th>
<th>Common Core in CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 Learning Theories</td>
<td>Objective assessment – short answer</td>
<td>1, 2</td>
<td>CCSCTE 1, 2</td>
</tr>
<tr>
<td>Assignment 2 Domains and Levels of Learning</td>
<td>Objective assessment – short answer</td>
<td>2</td>
<td>CCSCTE 1</td>
</tr>
<tr>
<td>Assignment 3 Delivery Systems in Career and Technical Education</td>
<td>Objective assignment</td>
<td>4</td>
<td>CCSCTE 4, 5</td>
</tr>
<tr>
<td>Assignment 4 Instructional delivery</td>
<td>Objective assignment</td>
<td>8, 9</td>
<td>CCSCTE 4, 5</td>
</tr>
<tr>
<td>Assignment 5 Instructor and Student Roles in Career and Technical Education</td>
<td>Short essay assignment</td>
<td>5, 6</td>
<td>CCSCTE 9, 10</td>
</tr>
<tr>
<td>Assignment 6 Student Organizations</td>
<td>Short writing assignment on a specific student career and technical organization (Rubric)</td>
<td>6, 7</td>
<td>CCSCTE 10, 12</td>
</tr>
<tr>
<td>Assignment 7 Professional Ethics</td>
<td>Case study</td>
<td>6</td>
<td>CCSCTE 9</td>
</tr>
<tr>
<td>Discussion board participation</td>
<td>Required Postings</td>
<td>6</td>
<td>CCSCTE 4</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Objective</td>
<td>1, 2, 3, 4</td>
<td>CCSCTE 1, 2, 4, 5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Objective</td>
<td>5, 6, 7, 8, 9</td>
<td>CCSCTE 5, 9, 10, 12</td>
</tr>
</tbody>
</table>
Technology Competencies: All assignment in the course will be completed through the use of technology, software and hardware and technology-associated resources (e.g., Web sites, technology-related articles).

Teaching Techniques/Methods Used in Course: Media presentations, discussion boards, required readings and group and individual assignments will be the instructional methods employed in the course.

All class requirements and activities are set upon an individual basis so that maximum instruction can be provided for each student. The student is responsible for budgeting his/her own time and completing class work progressively throughout the term.

Course Requirements/Grading Scale:

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Weight</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>70%</td>
<td>Seven graded assignments; various formats</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
<td>Objective Assessment</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
<td>Objective Assessment</td>
</tr>
<tr>
<td>Online discussion board participation</td>
<td>10%</td>
<td>Participation in discussion board</td>
</tr>
</tbody>
</table>

Grades are calculated using a weighted average. The grading scale for this course is

- A = 90 - 100 points
- B = 80 - 89.9 points
- C = 70 - 79.9 points
- D = 60 - 69.9 points
- F = 0 - 59.9 points

Please note that you must earn the full point to make the cutoff score; 89.9 is a B in this course.

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.

**Professor Attendance Policy:**

*Since this is an online course, attendance is assessed by the logon records in D2L.* It is expected that you will log onto the course web site at least once every eight (8) days (this number was selected to excluded Sundays). Failure to log into the course for more than (8) days will be considered a course absence. Failure to log into the course for more than sixteen (16) days consecutively or for two separate periods of more than eight (8) days will counted as two sessions you were absent. *If you miss more than two sessions, you will fail this course.*

**Assignment Due Dates and Late Policy:**

**Due Dates:**
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.

**Weekly Sequence for Assignments and Readings:**

Every week you are provided resources and assignments. The sequence for working with these resources is:

1. If provided for the week, watch the Media Presentation.
2. If provided for the week, read the text reading.
3. If provided for the week, read, and study the Study Outlines and Reviews.
4. If a required outside reading is provided, read that reading.
5. If optional readings are provided, you may want to read these next. Remember that these are not required reading assignments. They are helpful in reinforcing any areas in which you may want additional explanation.
6. If a discussion board question is provided, post your initial comment to the discussion board question. (Note: you are to complete the required readings, PRIOR to posting your initial comments.)
7. If provided for the week, work on the assignment for the week.
8. Respond to any postings on that week’s discussion question.
9. Submit that week’s completed assignment prior to the due date at midnight Central Time.

Class Participation:

There is one discussion board for CTE 441 in D2L:

Class Discussion Board

Students in CTE 441 are expected to participate in a class discussion board. There are four required initial postings for each student and a minimal of four required responses from each student. Postings will be evaluated based on the following criteria:

- Response to required readings
- Evidence of reflection on the posted topic
- Consideration of the ideas posted by others
- Number of postings (must meet minimal requirements)

Once a new topic has been posted, you are not required to review any new postings to the old or add to a previous thread but you are welcome to do so. Weekly participation is assessed on posts to the current topic; continuation of older topics is not required or assessed.

Inappropriate postings such as sales solicitations, hostile materials, and inappropriate social exchanges will be blocked and the student will be contacted to allow an opportunity to correct this behavior pattern. If this behavior pattern persists, the offending student will be barred from the both discussion boards and will receive a 0 on the class participation portion of the course grade.

You may also use this board as a less formal venue to discuss the course. You may discuss any topic of interest here; particularly topics related to how to complete the homework assignments. It is an opportunity for peer support and tutoring. Although I will monitor the discussion, I will only intervene if the discussion is evolving in a way that might create incorrect conclusions or assumptions about the assignment or materials. These types of posts are not counted as assigned posts for this course.
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 nearest office. For each campus, appropriate contact person is:
For the Hattiesburg campus: Ms. Brenda Waldrip, 601-318-6188, Student Services Office in Lawrence Hall.

For the Tradition campus: Mr. Jerry Bracey, 228-702-1802.

For the Keesler Center: Ms. Amanda Knesal, 228-376-8480.

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.
### Tentative Course Calendar

**Tentative and subject to change**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics:</th>
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<tbody>
<tr>
<td>Week of November 11</td>
<td>What is learning?</td>
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<tr>
<td></td>
<td>Learning theories:</td>
</tr>
<tr>
<td></td>
<td>- Behaviorism (Skinner, Bandura)</td>
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<td></td>
<td>- Cognitivism (Gagne, Schank)</td>
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<td></td>
<td>- Constructivism (Bruner, Rogers)</td>
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<td></td>
<td>Motivational theories</td>
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<td></td>
<td>- Maslow</td>
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<td></td>
<td>- Kolb</td>
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<tr>
<td>Models of Design</td>
<td>- ADDIE</td>
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<td>- ARCS</td>
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<table>
<thead>
<tr>
<th>Online resources in D2L:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Outline 1: Learning Theories</td>
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</tbody>
</table>

**Linked Readings in D2L**

- Located at [http://tip.psychology.org/theories.html](http://tip.psychology.org/theories.html)

  - Operant Conditioning (B.F. Skinner)
  - Social Learning Theory (A. Bandura)
  - Conditions of Learning (R. Gagne)
  - Script theory (R. Schank)
  - Constructivist Theory (J. Bruner)
  - Experiential Learning (C. Rogers)

**Additional linked readings**

- Maslow’s Hierarchy of Needs
  [http://www.simplypsychology.org/maslow.htm](http://www.simplypsychology.org/maslow.htm)

- Kolb’s Learning Styles

- ADDIE Model

- The ARCS Model (J. Keller)

**Required Text Reading:**

- Chapter 2: Learning Processes
- Chapter 3: Influences on Learning

**Assignments:**

- Assignment 1: Domains and levels of learning assigned
### Week 2
#### Week of November 18

**Topics:**
- Domains and Levels of Learning
  - Bloom’s taxonomy (original and revised)
  - Webb’s Levels of Cognition
  - Tomei’s Taxonomy for the Technology Domain

Motivational theories
- Maslow, Kolb
- Models of Design (ADDIE, ARCS)

**Assignment:**

**Assignment 1:** Domains and levels of learning is due

**Discussion board question 1** is open in D2L – Post one comment and one reply before the closing date next week.

### Online resources in D2L:
- Study Outline 2: Learning Structures-Taxonomies

### On the World Wide Web

**Optional reading:**
- Mager’s Tips on Instructional Objectives
  [http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html](http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html)
- Revised Bloom's Taxonomy
- Depth of Knowledge Levels: Science (Webb, 2002)
  [www.provideschools.org/dept/teachers/files/506ff733720a4796bb6a00aee5516bc8.pdf](http://www.provideschools.org/dept/teachers/files/506ff733720a4796bb6a00aee5516bc8.pdf)
- Tomei’s The Taxonomy for the Technology Domain
  [http://academics.rmu.edu/~tomei/taxonomy/](http://academics.rmu.edu/~tomei/taxonomy/)

### Required Text Reading:
- Chapter 4. Identifying content and specifying behavior

### Assignments:

**Assignment 2:** Domains and Levels of Learning is assigned due after Thanksgiving – Opens early – November 18, 2013

**Discussion board question 1- What is the relationship between teaching and learning**
Post one comment and one reply by the end of this week.

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**November 25 until December 1**

**Thanksgiving Break**

**No Class**
| Week 3 | Topics: Delivery Systems in Career and Technical Education  
- Secondary programs  
- Post-secondary programs  
- Area vocational centers  
- Industry based instruction  
- Military training  
- Prison programs  
- Short term programs  
Assignments due  
Assignment 2: Domains and Levels of Learning is due |
|---|---|
| **Online resources in D2L**  
Study Outline 3: Delivery Systems in Career and Technical Education  
Required Text Readings:  
Chapter 13. Effective Learning Environments  
Chapter 14. Supervision and On-The-Job Training  
Chapter 15. Industry-Based Instruction  
Assignments. |
| Week 4 | Topics: Course structures in Career and Technical Education  
- Program Types  
- Syllabi  
- Course Proposals  
- Unit/Session/ Lesson Plans  
- Assessment/Competency Measures  
Assignment 3: Delivery systems assignment is due  
Discussion board question 2 is open in D2L. Post a minimum of one comment and one reply before the closing date next week. |
| **Online resources in D2L:**  
Study Outline 5: Instructional presentation methods  
**Required Text Reading:**  
- Chapter 7. Oral Presentation and questioning strategies  
- Chapter 8. Discussion and Group Participation  
- Chapter 9. Demonstrating |
| Week 5 | Topics: The relationship of methods and objectives: Planning instruction  
- Oral Presentation and questioning strategies  
- Discussion and Group participation Methods  
- Demonstrations  
- Media |
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Topics:</th>
<th>Online resources in D2L:</th>
</tr>
</thead>
</table>
| Discussion board question 2 is due in D2L. | Instructor and student roles in career and technical education  
- in teaching and learning  
- in the greater educational community  
- in the greater industrial community  
- in business and industry linkages  
- in workplace instruction  
- in professional and student organizations | Study Outline 7: Purpose of VSO’s and Honor Societies  
SKILLS tutorials |
| Midterm exam due in D2L | | Assignments |
|                   | Assignment 4: Instructional delivery (Presentation Methods) is due | Discussion Question 3 is assigned in D2L |

- Chapter 11. Computers in Instruction

*Assignments:*
Assignment 4: Instructional delivery (Presentation Methods) Opens on December 16 due after Christmas.

**December 21 until January 12**

**Christmas Break**

**No Class**

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**Week 6**

**Week of January 13**

**Assignments Due**
Assignment 4: Instructional delivery (Presentation Methods) is due
<table>
<thead>
<tr>
<th>Week 6</th>
<th><strong>Topic:</strong> Discussion Question 3 is due in D2L</th>
<th><strong>Online resources in D2L:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assignments</strong> Assignment 5: Instructor and Student Roles is assigned Assignment 6: Student Organizations is assigned</td>
<td></td>
</tr>
</tbody>
</table>

| Week 7 | **Topic:** Types of Assessments  
- Purpose of assessing instruction and performance  
- Introduction to quantitative methods  
- Introduction to qualitative methods.  
SCANS skills and vocational/academic integration  
Assignment 5: Instructor and Student Roles is due  
Assignment 6: Student Organizations is due | **Online resources in D2L:**  
Study Outline 8: Introduction to Assessment  
Final Exam Study Guide  
**Assignment:** Discussion Board Question 4 is open in D2L Post a minimum of one comment and one reply before the closing date. |

| Week 8 | **Professional Ethics** Discussion Question 4 is due in D2L | Assignment 7: Professional Ethics is assigned |
| Week 9 | Exam Review  
**Assignment 7**: Professional Ethics is due  
Finish and submit all assignments prior to taking the final exam. |
|--------|-------------------------------------------------------------|
| Week 10 | Final Exam in D2L  
Opens February 13  
Closes February 15 |