

## Methods for Career and Technical Education (INDIVSTU 4159/5159)

### Instructor Contact Information

<b>Instructor</b>	Jennifer Anderson
<b>Phone</b>	319-273-2166
<b>Office hours and location</b>	Office hours by appointment 305 Curris Business Building
<b>Email Address</b>	Jennifer.anderson@uni.edu
<b>Class Delivery</b>	Online / Blackboard Learn
<b>Preferred Communication</b>	I will primarily communicate with students via email. Email to request appointments by phone or Zoom rather than in an email. * Preferred mode of contact is through the email listed above.

### Course Information

Methods for Career and Technical Education is designed for those wanting to learn more about teaching a Career and Technical Education in a K-12 setting. This course is designed for current teachers who desire a CTE endorsement, persons from industry who are seeking a CTE authorization or endorsement, and current CTE teachers wanting to update their teaching skills and knowledge of program requirements.

### Credit Hours

Methods for Career and Technical Education is a 2-credit hour course. The aggregation of time on tasks, assignment, and interactions in an online course will reflect rigor and expectations equivalent to the federal definition of the credit hour—15 hours of direct faculty instruction and a minimum of 30 hours of out-of-class student work for each credit hour awarded.

### Learning Objectives

## **University Level Outcomes**

- **Critical Thinking**

Students will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

- **Communication**

Students will display competence in oral, written, and visual communication, as appropriate for their discipline.

- **Program Content Knowledge**

Students will demonstrate discipline-specific knowledge and skills in their major fields of study.

## **Program Level Objectives**

- Students will apply their knowledge to create engaging career-related lessons.
- Students will plan instruction that supports every student in meeting rigorous learning goals.

## **Course Level Objectives**

Upon completion of this course, students will be able to:

- Create inclusive lessons that are engaging and relevant.
- Align instructional strategies to lesson objectives and assessments.
- Construct formative and summative assessments to gauge student learning.
- Explain how a CTE Program of Study is developed and evaluated.
- Identify ways to include work-based learning experiences in their courses.
- Consider different methods for classroom management.
- Use reflection for professional growth.

This course is aligned with the [Iowa Teaching Standards](#), [Career and Technical Education Standards](#) (National Board for Professional Teaching Standards), and [InTASC Teaching Standards](#).

## **Course Description**

This online course is designed for those wanting to learn more about teaching a Career and Technical Education in a K-12 setting. The course will include innovative teaching strategies and novel ways to keep students engaged in the classroom. You will become familiar with planning and assessing CTE programs as well as promoting your program within your school.

## **Course Prerequisites**

None. Technology skills required are listed under "Technology Requirements."

## **Course Outline**

The course outline follows the Career and Technical Education Standards by the National Board for Professional Teaching Standards.

Unit 1 - Your Role as a CTE Instructor

Unit 2 - Knowing Your Students

Unit 3 - Learning Environments

Unit 4 - Planning for Instruction

Unit 5 - Assessment

Unit 6 - Instructional Practices

Unit 7 - Postsecondary readiness

Unit 8 - Program Design and Management

Unit 9 - Partnerships and Collaborations

Unit 10 - Leadership in the Profession

## **Course Requirements and Evaluation Methods**

### **Course Materials**

Books may be purchased from the Association for Career and Technical Education (ACTE) [online bookstore](#). Please use the product code "B10BUNDLE" to receive all three books at the best price - \$47.88.

- "Your First Year in CTE: 10 Things to Know," Cole, Foster, Foster, and McNally, Association for Career and Technical Education. (2nd edition)
- "Your First Year in CTE: 10 More Things to Know," Foster, Foster, Hornberger, and McNally, Association for Career and Technical Education.
- "Beyond Your First Year in CTE: 10 Additional Things to Know," Belcher, Foster, Foster, and Hornberger, Association for Career and Technical Education.

## **Instructional Methods and Evaluation of Performance**

This course is a guided independent study (GIS) course which means that you can enroll anytime, work at your own pace, and finish within nine months. The course is divided into units. Each unit includes the unit objectives as well as an Introduction, Resources, and Evaluation.

### **Introduction**

The introduction lists the objectives of the unit. The introduction provides background information as well as a preview of what's to come.

## Resources

Resources include the readings for each unit which includes chapters from the books and/or selected articles. Required videos for viewing may be found here as well.

## Evaluation

At the end of each unit, you will take a multiple choice quiz over the unit's material and record your thoughts and reflections in a journal. The journal can be found under Course Tools. A writing prompt will be given to start your journal entry for each unit.

## Strategies for Formative Assessment

Formative assessments may be found under "Check Your Understanding" for each unit. The assessment is a self-reflection: If you are able to answer the questions, you are ready to move on. If you are unable to answer the questions, you need to review the material again.

## Evaluation Methods

Any graded assignments can be found in the Evaluation folder within each unit folder. A multiple choice quiz and writing prompt for your journal will be given at the end of each unit.

The final project will be a video recording of you teaching a lesson on employability skills or career exploration. In addition to the recording, you will include a detailed lesson plan, handouts (if used), and a copy of your assessment. A rubric is available for the final project.

## Determination of Grades

Points are assigned to each assessment and will be posted in My Grades of the tools link on the Blackboard website.

Unit Assignments/Quizzes	150 points
Journal	30 points
Final Project	<u>70 points</u>
	250 total points

The total points are figured into a percentage, and the grade is determined by the Grading Scale. Students are expected to monitor their own grades on Blackboard and save all graded work on their own computer. Grades will be reported using the following scale:

Grading scale		Points				Points
93-100%	A	233 - 250		73-76%	C	183 - 192
90-92%	A-	225 - 232		70-72%	C-	175 - 182
87-89%	B+	218 - 224		67-69%	D+	168 - 174
83-86%	B	208 - 217		63-66%	D	158 - 167
80-82%	B-	200 - 207		60-62%	D-	150 - 157
77-79%	C+	193 - 199		< 60%	F	< 150

## **Approved Statements for Non-discrimination and Accessibility**

### **Office of Compliance and Equity Management**

The University of Northern Iowa does not discriminate in employment or education. Visit [13.03 Equal Opportunity & Non-Discrimination Statement](#) for additional information.

### **Student Accessibility Services**

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or send an email to [accessibilityservices@uni.edu](mailto:accessibilityservices@uni.edu). Visit [Student Accessibility Services](#) for additional information.

### **Diversity and Inclusion Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

## **Academic Integrity**

To ensure academic integrity and to follow [UNI policies on Student Academic Ethics](#) (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

## **Course Communication and Technology**

### **Online Component**

This course is completely an online utilizing Blackboard for instruction, materials, and communication. This online component can be accessed through the [UNI Blackboard Learn website](#)

All of the handouts and information for this course will be available in Blackboard. Students are advised to check the website and their email for communication. Any changes to the course syllabus or schedule will be announced through Blackboard. Assignments are due as specified in the course schedule and on the course Blackboard page in Blackboard. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the [Blackboard Learn Help website](#).

### **Communication with Instructor**

I will primarily communicate with students via email, but I will be available by appointment as well for discussion by phone or Skype. Send personal concerns to me to my UNI email address and request appointments with me if you prefer to discuss concerns and questions live by phone or Skype rather than in an email. Generally, it will take me up to 24 hours to respond to emails, except on the weekends where it may take up to 48 hours. I will provide feedback on assignment submissions only as needed, and I will do this as well as grade within two weeks of the submission.

### **Attendance, Late Work, and Makeup Work**

See UNI [Policy on Class Attendance and Makeup Work](#)

### **Online Netiquette and Classroom Civility**

Because this is a fully online class, you will mostly be communicating with me and others through email, discussion forums, and other online communication. It is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft

professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Blackboard and never via email.

Finally, read [Albion's Core Netiquette Rules](#) and always remember to address your professor and other students in a respectful manner.

### **Technology Requirements**

Having reliable equipment and a dependable internet connection is important in online courses. The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account
- Microsoft Office
- High speed internet connection
- Blackboard Learn is supported on Firefox and Chrome (Internet Explorer and Safari do not support Blackboard and users can experience difficulty opening files)
- YouTube, setting videos to "unlisted" in order to share links
- Panopto
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

### **Technical Support**

If you experience any technical problems, do **not** contact the instructor. Please contact the **Office of Continuing and Distance Education** at 319-273-7740 (local), 800-772-1746 (toll-free) or [cesp-consult@uni.edu](mailto:cesp-consult@uni.edu).

For Adobe Connect coverage, M-Th, from 8 a.m. - 9 p.m., and Friday, 8 a.m. - 4:30 p.m.

For course support, M-F, from 8 a.m. - 4:30 p.m.