COURSE SYLLABUS ECT 3183

**Course Title:** COURSE CONSTRUCTION IN CAREER AND TECHNICAL EDUCATION

**Course Credit Hours:** 3

**Instructor Name and Contact Information:**

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**Pre-requisites or Co-Requisites:**

**Course Description:** "Organization of instruction for career and technical teaching. Evaluation of career and technical education philosophy in determining objectives and constructing course materials in CTE programs." UWF Catalog 2011-2012.

**Goals:**

1. To prepare students to meet the following accomplished practices mandated by the State of Florida: #1, #2, #3, #4, #5, #6, #7, #8, #9, #11, and #12. ([http://www.altcertflorida.org/pdf/ALT.%20CERT.%20CASE%20STUDIES.ApendixA.pdf](http://www.altcertflorida.org/pdf/ALT.%20CERT.%20CASE%20STUDIES.ApendixA.pdf))

2. To prepare students to use appropriate Sunshine State Standards in teaching. ([http://www.fldoe.org/bii/curriculum/sss/](http://www.fldoe.org/bii/curriculum/sss/))


4. To prepare students to pass the items related to evaluating instruction on the Florida Professional Teachers' Examination. ([http://www.fldoe.org/asp/ftce/](http://www.fldoe.org/asp/ftce/))


**About This Course:**

This course is required to achieve regular teacher certification (Florida State Board of Education Rules Section 42:1b and 5). The course is also required course for the BS degree in Career and Technical Education and is a prerequisite for admission to the graduate program in Educational Leadership with an area of specialty in Career and
Technical Education. If the student does not complete ECT 3183 in the program to achieve regular certification, then it is strongly recommended that this course be a part of the plan for achieving the Advanced Career and Technical Certificate.

Course Construction for Career and Technical education is designed to assist public school teachers and other education personnel to plan and deliver career and technical instruction. ECT 3183 assists to develop the empowered person and professional in the roles of researcher, practitioner, specialist, and epistemologist, and as a critical thinker, problem solver, decision maker, ethical/moral being, and active professional.

This course is delivered completely online. You must have consistent access to the Internet. Learning at a distance may be a very different environment for many of you. You will generally set your own schedules, participate in class activities at your convenience, and work at your own pace. You may spend some additional time online during the first few weeks while you become acclimated to the online class format and you may feel overwhelmed. You should also be prepared to spend approximately 6 - 8 hours per week online completing lessons, activities, and participating in class discussions. Finally, you may want to incorporate these tips to help you get started:

- Set a schedule -- check the course web site early in the class week to see what tasks you'll need to work on for the week.
- Become familiar with the site and how to use it. It is a tool to help you learn!
- Team with your classmates to discuss class assignments and questions you might have. Check the “Classlist” profile for biography info and email addresses.
- Ask questions when you need answers. If you have problems, contact your instructor ASAP! **Topics:**

**ECT 3183 – Course Construction – Outline and Sessions**

Session 1 – Welcome to Course Construction
Session 2 – Guidelines for Course Content – Curriculum Frameworks, Sunshine State Standards, and Industry Standards
Session 3 – Resources – How to Surf the Net and Annotated Bibliography Design
Session 4 – Syllabus Design
Session 5 – Technology Learning Activities and Rubric Design
Session 6 – Testing Procedures, Alternative Assessment, Project Based Instruction, Senior Projects
Session 7 – All assignments are due

**Projects for this class:**
1. Syllabus for at least one class
2. Print and analyze curriculum/program requirements (assignment 2)
3. Identify SSS for each program and associate with specific classes (assignment 2)
4. Literature review - Web sites (associated with each assignment)
5. Describe variety of assessment instruments – traditional and alternative - that you would use in your classes.

6. Identify contextual learning activities (TLAs) for class (Assignment 5)

7. Develop rubric for contextual learning activities (Assignment 5)

All assignments should be prepared in a very careful and scholarly manner. Written assignments shall be typed, double-spaced and prepared in accordance with the APA Resource Manual. Feedback is provided by University "Course/Instructor Evaluation" form which permits a student to suggest improvement and rate both the professor and course material.

**Student Learning Outcomes:**

After completing this course, students will be able to:

1. Explain the necessary considerations for successful course planning.
   1.1 Define the need for instruction or training in specific industry areas using industry methods.
   1.2 Justify need for offering courses or programs based on identified state and national program feasibility and performance expectations.
   1.3 Develop a plan of action and accountability including workplace skill standards, consensus measures, FETPIP data, and relationship of the program to the School Improvement Plan (SIP).

2. Analyze and communicate appropriate formats for educational programs.

3. Develop a program of studies.
   3.1 Develop a philosophical base for instruction.
   3.2 Educational philosophy statement and mission for the program.
   3.3 Plan a course of instruction.
   3.4 Prepare specific course objectives.
   3.5 Demonstrate the main components for an applied technology program or course.
   3.6 Develop and plan time schedules for instruction, training--both school and workplace based.

4.0 Evaluate the course constructed using the aspects of the industry required in School to Work initiatives including: planning, management, finance, technical production skills and technology, professional conduct, labor issues, health, safety, environmental, and community issues.

5.0 Develop measurement instruments and skill standard training formats for continuous training and improvement records of student performance.

6.0 Develop courseware and experiences utilizing technology and advisory committee or industry specialists for approval and assistance.
**Required Texts:**


In addition to the required textbooks, students will be assigned a variety of journal articles, newspaper editorials, and research based studies to evaluate and relate to fellow students.

**Internet Resources: If these links don't work, please copy and paste into your web browser.**

Research in Vocational Education: [http://ncrve.berkeley.edu/nccte.html](http://ncrve.berkeley.edu/nccte.html)
Florida Workforce Development Education site: [http://www.floridajobs.org/](http://www.floridajobs.org/)
Florida Labor Market: [http://fred.labormarketinfo.com](http://fred.labormarketinfo.com)

**Required Materials:**

Internet Access
E-mail Account

**Grading / Evaluation:**

All assignments must be completed by the established due dates. Participation in the Chat Sessions is mandatory. Grades will be determined by student completion of assignments, participation in Chat Sessions, and postings to Discussions.

**Grade Determination:**

Points will be assigned for each assignment. Thoroughness of research, quality of submissions, responses to sub-missions and participation will determine final grade. Grades will be posted in D2L.

The Grading Scale is as follows:

97 - 100........A
94 - 96........A-
90 - 93........B+
87 - 89........B
85 - 86........B-
75 - 84........C
65 - 74........D
Below 65........F
References/Bibliography:


NBEA Policy Statement Number 76. This we believe about business education as core academics. Retrieved December 7, 2006 from http://nbea.org/curfpolicy.html


**Special Technology Utilized by Students:** This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be
expected to search the internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Real Player: http://forms.real.com/netzip/getrde601.html?h=207.188.7.150&f=windows/RealOnePlayerV2GOLD.exe&p=RealOne+Player&oem=dl&tagtype=ie&type=dl

Expectations for Academic Conduct/Plagiarism Policy:

Academic Conduct Policy: (Web Format) | (PDF Format) | (RTF Format)
Plagiarism Policy: (Word Format) | (PDF Format) | (RTF Format)
Student Handbook: (Student Handbook PDF)

ASSISTANCE:
Students with special needs who require specific examination-related or other course-related accommodations should contact Barbara Fitzpatrick, Director of Disabled Student Services (DSS), dss@uwf.edu, (850) 474-2387. DSS will provide the student with a letter for the instructor that will specify any recommended accommodations.