ECT 5295 - COURSE SYLLABUS

Course Prefix / Number: ECT 5295

Course Title: Curriculum and Staff Development

Course Credit Hours: 3

Instructor and Contact Information:

Dr. Jill T. White, Associate Professor;
Mailing address: 11000 University Parkway, Bldg. 70/106, Pensacola, FL 32514
Telephone: 850-474-3395;
Email: jwhite@uwf.edu;
Office hours: By appointment

Prerequisites or Co-Requisites: None, although background in Career and Adult Education is helpful.

Course Description:

Curriculum development procedures for community career and technical and adult education needs; procedures for selecting faculty and support personnel for staffing curricula; and procedures for conducting effective pre-service and in-service staff development programs.

Course Goals:

Upon completion of the course, students will possess a working knowledge of curriculum and staff development issues in CTE/vocational education administration and apply skills as a critical thinker, problem solver, decision-maker, lifelong learner, and active professional.

Student Learning Outcomes:

1. Identify the foundations and scope of CTE/adult education leadership.
2. Identify the structure and organization of CTE/adult education at the federal, state, and local levels.

3. Interpret and apply legislation relevant to CTE/adult education curriculum and staff development.

4. Identify CTE/adult education funding sources related to curriculum delivery and staff development.

5. Identify and analyze data that affect CTE/adult education.

6. Apply student progression plan guidelines in CTE/adult education decision making related to curriculum.

7. Discuss the district/community college strategic planning process as it applies to CTE/adult education programs.

8. Summarize the impact of business/industry advisory councils and workforce development boards on CTE/adult education.

9. Appraise CTE/adult education curricular initiatives including CTE/academic integration.

10. Explain how CTE/adult education programs can meet the needs of all populations, including special populations and multicultural challenges.

11. Describe the curricular role of student career and technical organizations and identify strategies to support them.

12. Prepare others 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.firn.edu/doe/dpe/publications/accomplished4-99.pdf)

13. Prepare others to meet portions of the following National Board for Professional Administration and Teaching Standards: #1-12. (http://www.nbpts.org/standards/index.cfm)

14. Develop a staff development needs assessment of degreed and/or non-degreed CTE/adult education faculty and design an inservice activity to address an identified need.

15. Evaluate Florida’s current staff development program (Protocol) in terms of meeting the needs of CTE/adult education personnel.

Program Goals:
ECT 5295 is one of the workforce director endorsement courses that is required by the State of Florida. The course is also one of the core content classes for a master’s in Curriculum and Instruction with a Career and Technical Education Specialization.

About this Course:

The purpose of this course is to guide and assist the student in the study and analysis of the broad aspects of curriculum and staff development in the programs of career and technical education (CTE) at the district and junior college level. Of particular concern in this course is the study of effective leadership and supervisory capability to bring about a climate for continuing, cooperative curriculum and staff development leading to instructional improvement on the part of the entire staff. It becomes apparent that administrative and supervisory responsibility, curriculum development and staff improvement, in-service education and the improvement of education are interrelated and interdependent.

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 require some additional time online during the first few weeks while you become acclimated to the online format and you may even feel overwhelmed at times. It will get better. You should 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 time each week (schedule) to:
  - Check the course web site to determine your tasks for the week.
  - Check the course web site frequently throughout the week for updates.
- Within the first week, become familiar with the site and how to use it.
  - View this eLearning Demo.
- Team up with your classmates to discuss class assignments and questions you might have.
  - Check the “Classlist” link “?” for fellow student biography information and email addresses.
- Ask questions when you need answers.
  - If you have problems, contact your instructor early.

Topics:

CTE/adult education leadership qualifications

Local/state/federal CTE/adult education structure

CTE/adult education legislation
Student Progression Plan

Strategic Planning/decision-making

Local/state/federal CTE/adult ed funding

CTE/Adult Ed Data

Special and multicultural populations

CTE curricular initiatives

Educator Accomplished Practices

National Board for Professional Administration and Teaching Standards

Staff development needs assessments, inservice design and implementation

Florida’s Professional Development Protocol System

**Student Learning Outcomes: (SLOs)**

1. Identify the foundations and scope of CTE/adult education leadership.

2. Identify the structure and organization of CTE/adult education at the federal, state, and local levels.

3. Interpret and apply legislation relevant to CTE/adult education curriculum and staff development.

4. Identify CTE/adult education funding sources related to curriculum delivery and staff development.

5. Identify and analyze data that affect CTE/adult education.

6. Apply student progression plan guidelines in CTE/adult education decision making related to curriculum.

7. Discuss the district/community college strategic planning process as it applies to CTE/adult education programs.

8. Summarize the impact of business/industry advisory councils and workforce development boards on CTE/adult education.

9. Appraise CTE/adult education curricular initiatives including CTE/academic integration.
10. Explain how CTE/adult education programs can meet the needs of all populations, including special populations and multicultural challenges.

11. Describe the curricular role of student career and technical organizations and identify strategies to support them.

12. Prepare others 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.firn.edu/doe/dpe/publications/accomplished4-99.pdf)

13. Prepare others to meet portions of the following National Board for Professional Administration and Teaching Standards: #1-12. (http://www.nbpts.org/standards/index.cfm)

14. Develop a staff development needs assessment of degreed and/or non-degreed CTE/adult education faculty and design an inservice activity to address an identified need.

15. Evaluate Florida’s current staff development program (Protocol) in terms of meeting the needs of CTE/adult education personnel.

Texts / Materials:

Required texts: None

Selected downloads from http://nccte.org

Posted articles

Recommended texts:

Required Materials:

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet E-mail Account
- Access to online journal (through the University’s Library)

Grading / Evaluation:

This section should describe the number and type of exams scheduled for the course. This is a good place to outline your policies regarding missed exams, make-up exams, requests to take an exam early, policies regarding exams dates that conflict with approved University functions (travel to participate in athletic competitions, academic
and student activities travel (conference attendance, participation in debates or other academic competitions, student government conferences, etc.).

Describe specific policies regarding the acceptance of late work; permission to make up a missed exam; procedures to request extensions of deadlines or arrange alternate exam dates when conflicts arise with official University functions (e.g., travel for athletes, debate teams, etc.) in this section.

Using a grading Rubric will assist students in understanding specific requirements.

Letter grades will be assigned as follows: (edit to fit your grading scheme)

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% or better</td>
<td>A</td>
</tr>
<tr>
<td>90% to 92%</td>
<td>A -</td>
</tr>
<tr>
<td>87% to 89%</td>
<td>B +</td>
</tr>
<tr>
<td>83% to 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% to 82%</td>
<td>B -</td>
</tr>
<tr>
<td>77% to 79%</td>
<td>C +</td>
</tr>
<tr>
<td>73% to 76%</td>
<td>C</td>
</tr>
<tr>
<td>70% to 72%</td>
<td>C -</td>
</tr>
<tr>
<td>60% to 69%</td>
<td>D</td>
</tr>
<tr>
<td>50% or less</td>
<td>F</td>
</tr>
</tbody>
</table>

**Attendance Policy:**

Describe your policy on course attendance. If class participation is a component of the course grade, this section is essential.

**Minimum Technical Skills and 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:

- For students' using Screen Readers: Download Elluminate's Java Bridge: [https://www.elluminate.com/Support/Other_Resources/Java_Accessibility_Bridge/?id=368](https://www.elluminate.com/Support/Other_Resources/Java_Accessibility_Bridge/?id=368)
• eLearning’s Accessibility Resource Guides for users:
  http://www.desire2learn.com/access/resources/

Expectations for Academic Conduct / Plagiarism Policy:

Academic Conduct Policy: (Web Site) | (PDF Format) |
Plagiarism Policy: (WORD Format) | UWF Library Online Tutorial: Plagiarism |
Student Handbook: (PDF Format)

Assistance for Students with Disabilities:

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

Weather Emergency Information:

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

• WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
• In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

• Information about hurricane preparedness plans is available on the UWF web site:
  http://uwfemergency.org/hurricaneprep.cfm
• Information about other emergency procedures is available on the UWF web site:
  http://uwfemergency.org/